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Teaching English Practicum

(Practical Course of Teaching English Methodology)



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**TEACHING ENGLISH PRACTICUM
(PRACTICAL COURSE OF TEACHING
ENGLISH METHODOLOGY)**

Л.Т. Ахмедова, В.И. Нормуратова

**ПРАКТИКУМ ПО МЕТОДИКЕ
ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА**

TASHKENT - 2011

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Л.Т. Ахмедова, В.И. Нормуратова. Практикум по методике преподавания английского языка. – Т.: УМЭД, 2011. – 168 стр.

Утверждено Министерством высшего и среднего специального образования Республики Узбекистан (Приказ № 192 от 11 мая 2011 г.) в качестве учебного пособия для студентов, обучающихся по направлению бакалавриата 5220100 - Филология (английский язык)

Учебное пособие «Практикум по методике преподавания английского языка» рекомендовано к печати решением Учёного совета Узбекского государственного университета мировых языков. Протокол №4 от 25.11.2010.

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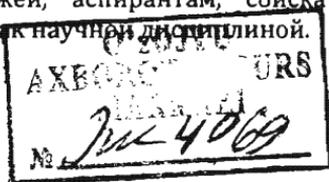
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Учебное пособие «Практикум по методике преподавания английского языка» предназначено для студентов филологических факультетов университетов, обучающихся по направлению бакалавриата - 5220100 - филология (английский язык).

Пособие построено с учётом вузовской программы по данному предмету и требований действующей школьной программы по английскому языку. Особо рассматривается методика построения и проведения традиционных и нетрадиционных уроков, виды и способы планирования учебного материала, анализируются школьные учебники и программы. Приводятся конспекты уроков по разделам школьного курса английского языка. В пособии представлены рубрики «Это интересно знать», «Расширяйте свои познания».

Пособие будет полезно и начинающему учителю в использовании теоретического и практического богатства методики английского языка, а также преподавателям вузов, читающим курс методики, учителям общеобразовательных средних школ, академических лицеев и профессиональных колледжей, аспирантам, соискателям – всем интересующимся методикой как научной дисциплиной.

ISBN 978-9943-340-28-2



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INTRODUCTON

What is *Teaching English Practicum*?

Teaching English Practicum is a model of practical recommendations aimed at developing students' teaching skills. It is compiled in accordance with the program of the subject "English Teaching Methodology for Secondary Schools" taught at institutes and universities. *Teaching English Practicum* is supposed for applying for seminar classes only after delivering correspondent compulsory lecture course because it contains additional materials which are not basic for the subject.

What does *Teaching English Practicum* teach?

Teaching English Practicum establishes modern tendencies in teaching foreign languages based on communicative and socio-cultural approaches including interactive methods, which may be applied for teaching English at the secondary academic establishments. It contains separate unites devoted to specific features of teaching language aspects (pronunciation, grammar, vocabulary), and four basic speech (listening, speaking, reading, and writing).

How was *Teaching English Practicum* created?

Teaching English Practicum has been written on the basis of vast experience in teaching English throughout the world that is pointed out in the bibliography of this textbook, and which has been studied by the authors thoroughly. This textbook also contains teaching experience of the authors.

How is *Teaching English Practicum* organized?

Teaching English Practicum consists of nine units. Every Unit is approximately 20 pages long. All Units, except Unit One and Unit Nine, are common in structure. Each one is based on explanation of the interactive method for checking students' knowledge concerning the subject of the Unit (It is expected that all interactive methods presented in the textbook will be used by the students during their school practice). Each Unit also contains detailed recommendations for planning an English lesson in accordance with the peculiarities of the language aspect or speech activity presented here.

How is the Content of *Teaching English Practicum* organized?

Teaching English Practicum content is aimed at students' recognizing how: to set teaching/learning goals concerning different language aspects and speech activities; to meet requirements due to the teaching materials for different types of the lesson (listening lesson, reading lesson, speaking lesson, writing lesson, lesson of presented new

materials, revision lesson, lesson of knowledge control, interactive lesson), to select special activities (tasks, exercises) in order to achieve effective results in teaching; to plan a lesson, to evaluate pupils' knowledge; to find information concerning the theme pointed in the Units.

How Does a Student Learn from *Teaching English Practicum*?

The goal of *Teaching English Practicum* is to help students comprehend (after delivering special lecture course) the specific features of teaching language aspects and types of speech on the basis of communicative, socio-cultural approaches and interactive methods at secondary school. Each Unit requires from the students: being ready with the theory (lecture) information regarding to the theme of the Unit, preparation of all activities suggested in each Unit before the seminar class.

Teaching English Practicum enlarges students' knowledge not only pertaining to approaches, methods and techniques in teaching English at secondary school but also regarding how to apply them at school practice. Beforehand preparations make students act out all the techniques which are supposed useful for teaching.

The editors

UNIT ONE

USING MODERN PEDAGOGICAL TECHNOLOGIES AT THE ENGLISH LESSONS

The goals of this Unit:

- ✓ recognizing the importance of using modern pedagogical technologies in teaching a school subject;
- ✓ establishing peculiarities in planning an English lesson by using modern pedagogical technologies;
- ✓ involving students in practicing activities due to modern pedagogical technologies;
- ✓ engaging students into discussion “Using Modern Pedagogical Technologies at the English Lessons”.

PART I

WIDEN YOUR KNOWLEDGE!

The term “traditional teaching” (TE) first of all means organizing the lesson. It was established in 17th century based on the principles of didactics and formulated by Kamenskiy Y.A. and, up till now is a prevalent principle in the schools around the world.

Distinguishing features of traditional technology are following:

- ✓ Students of the same age and the same grade are assembling a class, mostly for the entire period of study.
- ✓ The work in the class is based on the integrated annual plan and program, according to agenda.
- ✓ The principle unit of class is a lesson.
- ✓ Each lesson is dedicated to one subject, theme, owing to that the whole class is working on the same material.
- ✓ The students are led by the teacher. Teacher separately evaluates the level of readiness of each student and at the end of the academic year adjudicates whether to transfer the student to the next grade.
- ✓ Students’ course books mainly are used for homework.

The academic year, time-schedule of classes, vacations and all mentioned above are the attributes of the system of the lesson.

The conceptual base of the Traditional Teaching is the following principles of pedagogy that were formulated by Kamenskiy Y.A.:

- ✓ Scientific character (there is no false knowledge, they can be incomplete only).
- ✓ Sequence and systematic of teaching (logical process from particular to common);

- ✓ Accessibility (from known to unknown, from easy to difficult, learning prepared knowledge).
- ✓ Durability (practice makes perfect).
- ✓ Deliberateness and activity (know the task posted by teacher and be active in performance of task).
- ✓ The principle of obviousness (involving sense organs to perception).
- ✓ The principle of connection between theory and practice (part of teaching process allotted for applying the knowledge).

The peculiarity of the traditional methodology is predominance of the authoritarian **pedagogical requirements**. Teaching has feeble link to students' inner life, to their needs. No place left to reveal individual talents and creative activity.

The authoritarianism of teaching process displaying in the following:

- ✓ Regulation, compulsory of teaching procedures.
- ✓ Centralization of the control.
- ✓ Orientation to the average student.

Student's position: student is a subordinate subject. Student "must", student is not full-fledged individual yet etc.

Teacher's position: teacher is a commander, judge (always right) and the only initiative person.

Methods of learning the knowledge based on the following:

- ✓ Reporting prepared knowledge.
- ✓ Teaching basing on the template.
- ✓ Inductive logic – from the particular to general.
- ✓ Verbal statement.
- ✓ Reproductive reproduction.

The evaluation of students' activities is characterized by the following:

- ✓ The mark often becomes a level of compulsion, an instrument of power, and puts psychological and social pressure upon the student.
- ✓ The mark often sorts out the students for "good" and "bad" ones.
- ✓ As a result of cognitive activity the evaluation comes to quantity indicators.

Summarizing we can confirm the following:

- ✓ Teaching target is determined by teacher.
- ✓ Planning activities are imposed despite the student's needs and desire.
- ✓ Final analysis and activity evaluating are solely done by the teacher.

Traditional form of teaching is a class work. Its characteristics and key features are as follow:

Positive qualities	Negative qualities
<ul style="list-style-type: none"> ✓ Systematical structure of teaching. ✓ Academic materials are organized and presented in a logical and correct way. ✓ Organizational accuracy. ✓ Permanent emotional exposure of teacher's individuality. ✓ Optimal use of resources of mass teaching. 	<ul style="list-style-type: none"> ✓ Routine and pattern lesson's structure. ✓ Irrational time allocation at the lesson by teacher. ✓ Only initial orientation in activity is provided at the lesson, all subsequent levels are shifted to homework. ✓ Students are isolated from communicating with each other. ✓ The absence of students' self-independence. ✓ Students' passiveness or formal activity. ✓ Students' feeble speech activity. ✓ Feeble feedback between students and a teacher. ✓ Averaged approach to teaching. ✓ Absence of individual teaching.

Conception of Pedagogical Technology

Technology - is the aggregate of techniques, implemented in some particular issue, skills or art.

Pedagogical technology - is an instructive technique of implementation of the teaching process. (Bespalko B.P.)

Key features of teaching technologies

Conceptuality - each pedagogical technology is based on certain scientific conception that can include philosophy, psychology and didactical substantiation.

System - key feature of any system is logic of the process, interconnection of its all parts, integrity.

To Manage is ability of diagnostically aim, projecting of teaching process, vary means and methods to correct the results.

Effectiveness means optimal of expenditures and guarantee to achieve certain teaching standards.

Reproduction is ability to apply in different teaching institutions by different subjects.

Thus, modern pedagogical technologies imply a new approach to projecting and organizing of teaching process; a new content; new plans and books, and entirely new system of teaching.

PART II

THE METHODS OF THE PEDAGOGICAL TECHNOLOGY METHOD OF PROJECTS

Project (from *projectus* – thrown towards) is an intention, an idea, an image, an embodiment in the shape of description, basis, calculation, and drafts etc., revealing the nature of idea and ability of its practical realization.

Teaching project is a complex of searching, exploring, calculating, graphical, practical oriented (projecting and producing of goods) and other types of work, fulfilled by students on their own (individually, with a partner or in groups) with the purpose of practical or theoretical solving of significant problem.

Method of projects was originated in 20th years of the 19th century in agricultural schools of the US in connection with wider and wider developing idea of laboring school. Projected teaching was directed to find means, ways of active development of independent thinking of a child, in order to teach him/her not only to remember and reproduce knowledge that school gives him/her, but to be able to apply them in practice. Thus, the common principle of the method of projects was based on establishing direct connection of teaching materials with students' life experience, in their active learning and creative joint activity in practical exercisers (projects) during solving one common problem.

Method of projects successfully was developed thanks to pedagogical ideas of American teacher and psychologist J. Dwyer, and his disciples and followers V.H. Kilpatrick and E.U. Cowlings.

John Dwyer (1859 – 1952), American teacher, psychologist, philosopher-idealist, criticized the school system dominated those times in the US for its isolation from life, abstract character of all teaching and suggested school reform, according to which the knowledge had to be gained from practical activity and child's personal experience.

One of the crucial theses of modern understanding of project teaching is teaching through doing. It includes:

- ✓ Problematic of teaching materials.
- ✓ Children's activity.
- ✓ Connection among children's lives, playing and working.

Thus, J. Dwyer asserted that method of projects should be aimed at developing students' active independent thinking and teaching them not only how to remember and reproduce knowledge that school gives them, but to be able to apply them in practice.

Method of projects is a technology of teaching, which provides correlation between theory and practice, in the process of which students, individually or in groups, during certain time (from one lesson up to 2-3 months) fulfill learning, exploring, constructional work for given topic, work on producing certain product.

Nowadays method of projects is one of the forms of organizing learning research activity where student have active subjective stand.

Work on the project is accomplished in several stages and usually goes out of teaching activity frames on lessons.

Project subject selection in different situations may be different. Firstly such subjects may be formed by specialists of educational establishments within approved programs. Secondly project subjects can be suggested by the teacher based on teaching situation at the subject, natural professional interests and capability of students. Thirdly project subjects may be presented by the students who naturally guide on their own interests, not only cognitive but creative, applied once:

- ✓ Forming the group of executors.
- ✓ Elaborating project plan.
- ✓ Time limitation.
- ✓ Distributing tasks among students.
- ✓ Fulfillment of tasks.
- ✓ Group discussing the results of carrying out each task;
- ✓ Registering achieved results.
- ✓ Reporting on project.
- ✓ Evaluating project realization.

Completed project may be accomplished in different forms: article, recommendation, album, essays and so on. Forms of project presentation are also diverse: report, conference, content, game. The main project work result will be actualization of acquiring new knowledge, skills and experience and creative applying them in new real life situations.

Consider it in accordance with established structure

Project: "My genealogy"

1. General feature of the project

Assuming that in the process of this project realization student will compile materials about their relatives for previous 3-4 generations and

make up family tree by using materials systematized in scheme, including photos, illustrations, computer graphics, documents from family archive (letters, references, etc.)

2. Goals and objectives of the project:

- ✓ Developing the sense of involvement to their generation.
- ✓ Recollecting disrupted connection of times between generations of their kin.
- ✓ Comprehension the meaning of life of their kin and themselves as a part of it.
- ✓ Creating family archive, revealing prevalent social, spiritual, creative, and other tendencies of the generation.

3. Project participants

This project as the initial stage of self-knowledge and the generation may be implemented at any phase of teaching. Relatives, acquaintances, teachers may be involved into the project.

4. Terms of realization of the project

The project may be carried out approximately within 2 months. After project completion the participants may continue to work on their genealogy and compile family tree throw back for more that 3-4 generations.

5. Projecting stages and realization of the project, participant's activity categories.

Stage one. Project developing (composing plan of actions with indicating forms and means of project realization, step-by-step results).

Stage two. Project tasks implementation:

- ✓ Collecting data of all known maternal and paternal relatives.
- ✓ Filling out genealogical tables, looking for some events associated with relatives.
- ✓ Preparing illustrated materials.

Stage three. Genealogy project is designed by students assisted with graphic, photos, and historical materials.

Stage four. Making up a story "A story of my family: past, present, future".

Stage five. Presenting the project at the conference by students orally. Evaluation and identifying the project prize for winners.

Stage six. Congratulating and awarding the prize winners.

6. The entire project and participants' work evaluating criteria:

- ✓ Depth and degree of genealogy's worked out details.
- ✓ Revealing patrimonial regularity and traditions, tracking connection between personal history and the history of the family.

- ✓ Discover connection between family history and social historical processes.
- ✓ Singularity and presentation of the work (illustrations, photos, using of audio, video, animation, resources of hypertext).

Works are fulfilled individually and jointly with a family are evaluated on the equal basis. Prize winners of the project granted with diplomas and books.

7. **Jury.** The jury appointed during the process of project. Thus, the main idea of the project methods lies in transferring accent from various types of exercises to active thinking activity of students during joint creative work; encouraging their interest to certain problems, assuming obtaining some extent of knowledge and meaning to solve one and a number of problems through the projecting activity and display practical implementation of gained knowledge.

PART III THE BRAINSTORMING METHOD

Brainstorming method occurred in the United States in late 30th of the 19th century. And finally it was registered and became well known to a wide range of specialists with publishing A. Osborn's book in 1953 "Controlled imagination" where he discovered principles and procedures of creative thinking. Noticing that some inventors more inclined to generate the ideas and others are more inclined to their critical analysis, A. Osborn suggested to entrust to research for creative tasks' decision to a group of such generators and experts. The method suggested by A. Osborn was named "brainstorming".

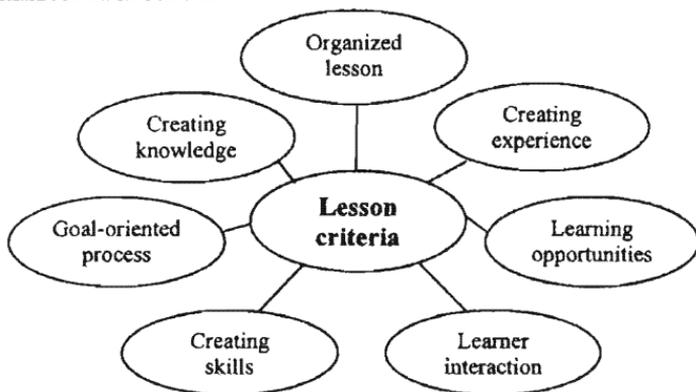
Structurally the method is rather simple. It consists of two stage procedures of solving the task: at the first stage the ideas are advanced (stage of putting forward (generating) the idea); at the second stage – the ideas become more certain and come up with the decision, solving the problem.

Essential rules of brainstorming method were elaborated:

- ✓ Optimal number of students that are working on solving the research task by using method of brainstorming must be comprised of 12-25 people. A half of them generate the ideas, the other half analyzes them. The group of generators is staffed from the students with developed imagination, inclined to abstract thinking, but not skeptics. The group of experts is staffed from students with good skills of analytical and critical thinking. Teacher leads the lesson by instructing students.

- ✓ The main task of generators is to offer maximum number of ways to solve the problem. The ideas of students are logged and written. The main goal of experts is in selecting most acceptable ideas for solution. The teacher asks questions without giving instructions and critical remarks, and sometimes gives hints and clarifies discussions of opinions of the attendees, observes that the discussion is not interrupted.
- ✓ Duration of evaluation depends on complexity of solving problem but it must not exceed 30-45 minutes
- ✓ Free and welcoming atmosphere should be established among the participants of "brainstorming". When generating the ideas any criticism, skeptical smiles, gestures, mimics are prohibited. It is necessary that ideas pulled out by one student are taken up and developed by the rest students. The analysis of the ideas is conducted very attentively by the group of experts. None of the ideas should be rejected without thorough analysis. Each expert's opinion should be taken into account during discussion. If problem discussion is ended up without success, there is no sense to repeat it with previous settings. It needs to replace formulation of the task, keeping final goal.

Thus, using the brainstorming method at the teaching process is a guarantee of creative progress, nonstandard thinking, and also it helps to develop students' critical and independent thinking, free expression of own ideas, ability to prove own opinion. Here is one example for using the brainstorm method:



PART IV GAME TECHNOLOGIES

The notion of game has been re-comprehended in the science and in the practice of last years as a social and serious category. Possibly that is why the games become common in the practice of teaching languages more actively. It is known that a game is one of the most efficient, flexible and universal methods of teaching. It encourages activity in process of teaching, makes it more efficient, as well as to form and further to develop learning motivation. Intelligently methodically organized game, circumspect in details is a method of teaching that allows solving in complex the problems of practical, pedagogical, evaluative, and teaching character. Using the game is not sufficiently studied in point of teaching foreign languages in the context of professional trend. Only the game can play an exclusive role in strengthening cognitive interest; in lightening complicate process of teaching; providing conditions for formation students' creative personality; as well as to lead teacher's professional mastery to the modern technologies level.

Analysis of psychological – pedagogical works on the origin of game's theory in whole allows showing spectrum of its purpose for students' development and self-actualization. K. Livingston calls the games the elementary school of behavior. He believes whatever external or internal factors of the games are motivated with, their meaning is in becoming a school of life for students. The game is objectively primary spontaneous school, seeming chaos that gives the child an opportunity to get acquainted with behavior of people surrounding him. ¹ Didactic meaning of the game was proved by K.D. Ushinskiy. Pedagogical phenomenon of the students' game interpreted in works of D.B. Elkonin, V.M. Filatov, M.F. Stronina, P.E. Pidkasist, K. Livingstone, A.V. Konisheva etc. Practical researches of such scientists as N.P. Anikeev, O.S. Anisimov, V.V. Petrusinskiy, L.S. Vigotskiy, G.A. Kulagin, V.F. Smirnoff etc. are also valuable.

Brilliant game researcher D.B. Elkonin believes that the game is a social by its nature and direct satiation and it is projected on adults' world reflection. Calling the game "an arithmetic of social relations", D.B. Elkonin has interpreted the game as activity that appears on the certain stage, as one of leading forms of progress of the psychical functions and method of cognition of the world of adults by a child. ²

¹ Livingstone K. Role-playing games in teaching foreign languages. – M., 1998. – 153 p.

² Elkonin D.B. Psychology of the game. – M., 1991. – 140 p.

We suppose that in modern teaching institution that stakes on professional preparedness of the students, role-playing activity should be used in following occasions:

- ✓ As an independent method for teaching of certain theme.
- ✓ As an element (sometimes quite essential) of some other method.
- ✓ As a whole lesson or part of it (introduction, explanation, strengthening, controlling or exercising).
- ✓ During organizing extracurricular activity.

We believe that using game technologies in teaching makes teaching process more qualitative because:

- ✓ The game takes each student separately and involves one with another into active cognitive activity, ipso facto is effective means of teaching process.
- ✓ Teaching by game implemented in students own activity, having a feature of a special type of practice where up to 90% of information is adopted during the process.
- ✓ Game is a free activity that gives choice opportunity, self-expression, self-determination and self-developing for the participants.
- ✓ Game has particular result and stimulating a student to achieve a goal (win) and offers conscious way for achieving them.
- ✓ Initially the teams or individual students in the game are equal (there is neither bad nor good, only participants); the result depends on the players, on the level of their readiness, ability, moderation, skills, character.
- ✓ Competitiveness is an integral part of the game. It is attractive to students; pleasure giving by the game creates comfort at foreign language lessons and strengthens desire to learn the subject.
- ✓ There is some kind of mystery in the game – non-received answer that activates thinking activity of a student, pushing him to search an answer.
- ✓ The game has a special place in the system of active teaching: it is both a method and a form of organization of teaching, synthesizing particularly all methods of active teaching.

All these allow to determining the game as one of modern pedagogical technologies in teaching students-philologists professional speech.

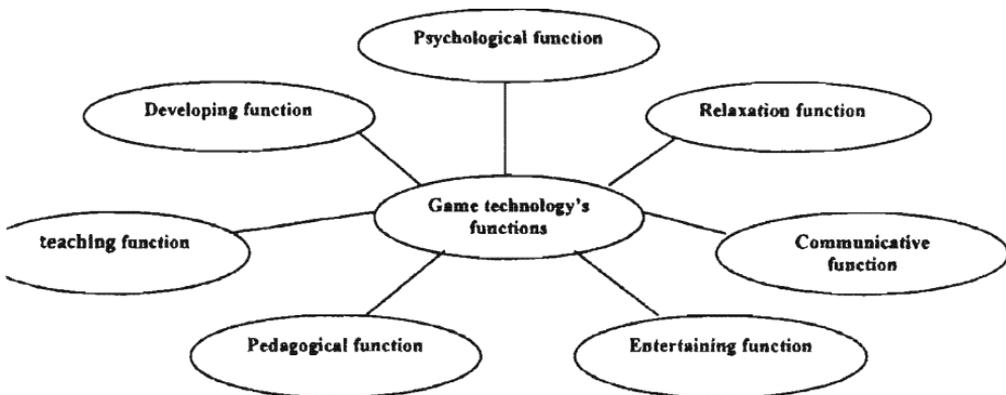
From our point of view using game method of teaching contributes to accomplishment such important methodical tasks like:

- ✓ Creating psychological readiness of students to professional conversation.

- ✓ Providing natural necessity of multiple repetitions of language materials.
- ✓ Training students in selecting needful language option which is their preparedness to professionally oriented speech.

Implementation of playing methods and situations at foreign language lessons goes on the following directions:

- ✓ Didactical goal allotted for students has a form of playing task.
- ✓ Teaching activity complies with game rules.
- ✓ Teaching material used as facility: an element of competitions is added to the teaching activity, which turns didactical task into playing one.
- ✓ Successful fulfilling of didactical task connected with playing result.
- ✓ Playing technology in the process of teaching fulfills following functions:



Let us reveal specifics of these functions.

Educating function consists of developing memory, attention; comprehension of information, developing common teaching abilities and skills, as well as it contributes to developing skills of possession of learning language in all types of speech activity.

Pedagogical function consists of teaching such qualities as attentive, humane attitude to a game partner, as well as improves a sense of mutual aid and mutual support. Students are given a cliché of speech etiquette for improvisation of speech appeal to each other on learning language, which helps to educate such characteristic like politeness.

Entertaining function consists of creating favourable atmosphere at classes, turning lessons into interesting and unusual event, twisted advantage.

Communicative function consists of creating atmosphere of communicating, uniting students, establishing new emotional-communicative relations based on interaction on studied language.

Relaxation function is relieving emotional tension arose by pressure on nervous system during intensive language teaching.

Psychological function consists of forming preparedness skills of students' physiological status for more effective activity and reconstruction of mentality for digestion bigger quantity of information.

Developing function directed to harmonious development of personal qualities for activating safety margin of individuals.

We believe that the place and a role of game technology in teaching process in a lot of ways depend on teacher's understanding the functions and classification of different types of games. Therefore, we believe that after considering a question of playing activity function it is necessary to deal with games classification directly. Approaching this problem, we should note that there is no unique classification of games in philosophical, psychological, pedagogical and methodical literature nowadays. Let us try to sort out opinions on given problem in diversity.

Talking about classification it is necessary to note that attempts to classify games were made in the last century both by foreign and Russian researchers who were working on game playing technology problem.

Among Russian psychologists and pedagogues such authors like N.P. Anikeeva, M.F. Stronin, L.S. Rubinstein, and D.B. Elkonin are worthy of attention.

N.P. Anikeeva suggests following games of classification:

- ✓ Games – dramatizations based on performance the topic, which scenario is not rigorous canon.
- ✓ Games – improvisations, where characters in the play know the plot of the game, know their characters, and the game itself developing in a form of improvisation.
- ✓ Games where certain tasks of cognitive nature are in progress.
- ✓ Business games where situations based on revelation of functional connections and mutual relations between different levels of management and organization are performed.¹

Famous psychologist L.S. Vigotskiy gives psychological classification of games, based on the fact that the game contains actions related to children's activity:

- ✓ Active games that are connected to ability to move within the environment and orient in it.

¹ Anikeeva M.P. Educating by game. M., 1991. – 81 p.

- ✓ Constructive games connected with work on the material. They are teaching accuracy and precision in movements, elaborate valuable skills, and variegate and multiply reactions.
- ✓ Conditional games originate from purely conditional rules and actions related to them, and organize highest behavior forms.¹

The other Russian psychologists L.S. Rubenstein and D.B. Elkonin consider intellectual and role-playing games, moreover they take note that the first category of games is "subjective-objective" while the role-playing games are related to "objective-subjective" ones.²

The author of a number of books dedicated to teaching games using at foreign languages teaching, M.F. Stronin, highlights two types of games: preparative games that encourage in forming speech skills; creative games with the goal of further development of speech habits and skills. He also subdivides the games by **activity category** on: physical (motional), intellectual (thinking), labor, social, and psychological; by **the character of pedagogical process** they are divided on: teaching, training, monitoring, generalizing, cognitive, teaching, developing, reproductive, productive, creative, communicative, diagnostic, professionally oriented; by **the character of playing methodic** on: objective, narrative, role-playing, simulated, games-dramatizations.³

As for G.Haid, he believes that "games with a language", "games on language", and "games on plan" may be applied at the lessons.⁴

Other researchers, A. Malay and A. Duff, consider different forms of dramatization as a most adequate speech teaching method. They pay attention to proximity of circumstances stimulating language acquisition to theatrical circumstances. They mark that "a theatre is a unique laboratory in which speech behavior is created".⁵

Malay A. and Duff A. highlight the following forms of dramatization as a variety of role-playing games: retelling the text on behalf of cast of characters, dialogue, improvisation, and role-playing.

Robin K. Scarcely considers the role-playing game as a separate form of game.

According to Robin K. Scarcely "simulation reproduces situations of frequent occurrence in real life. They assume compulsory decision making on a certain problem", i.e. in particular simulating interpretation

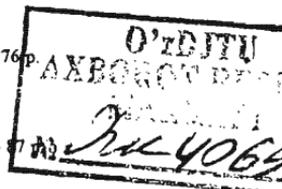
¹ Vigotskiy L.S. Developmental psychology as a cultural phenomenon. – Voronej, 1996. – 76 p.

² Elkonin D.B. Psychology of the game. M., 1991. – 147 p.

³ Stronin M.F. Educational games at English language lessons, M., 1994. – 231 p.

⁴ Genishi C., Dyson F. Early Language Assessment. – Norwood, N.J., 1985. – 206 p.

⁵ Malay A., Duff A. Technique in Language Learning. – Cambridge University Press, 1987. – 87 p.



is particular life situation reproduction, without unforeseen or dangerous situations.¹

According to Joseph Kalachen a simulation is differ from role-playing games: scenario to them should be complete and stage-managed.²

Together with role-playing game and simulation, Joseph Kalachen highlights a third type of game – socio-dramatization that is considered as a part of teaching technique – using for teaching people to specifics of professions, and drawing attention to solve social problems. Imaginary situations are included into socio-dramatization.

As for John Holler, he gives following games form classification: simulation, dramatization, role-playing game, psycho-dramatization, socio-dramatization, and exercises using mimic.³

K. Livingstone believes that dramatization and exercises with mimic are preparative to role-playing game and simulation itself. Under exercises with mimic he means carrying out an action, put on a short act without language or speech means. The task for the rest students is in guessing represented actions.⁴

Another variety of games are suggested by Donald Bowen. It is so called gambit – the games in a funny form contributing to language communicative skills development.

Thus, making brief review of Russian and foreign researches working on games activity classification problem, we will try to sum up given classification that could unit all listed types with account of students professional preparedness while teaching them foreign language. So, in our opinion, all games may be divided into: language (or preparative); speech (or creative).

Language games help to acquire different aspects of language (phonetics, lexis, grammar, syntax, and stylistics) and respectively dividing into: phonetically, lexical, grammatical, syntactical, and stylistically.

We consider, that given aspects division of the games for teaching is in sufficient level conditional because aspects in language are in tightly correlated with each other; however, one or another game has dominating practical aim in accordance with which emphasizing one or another type of speech games.

Speech games directed to form skills in certain speech activity, i.e. teaching listening comprehension; professional monologue and dialogue

¹ Skarcell R. Creative Drama in the Classroom. - New York. -127 p.

² Kalachen Dj. Cooperative Learning. - New York, 1998. - 84 p.

³ Oller J. Role-playing game at the English language lessons. 1991. - 74 p.

⁴ Livingstone K. Role-playing games in foreign language education. M. 1988. – 143 p.

speech; reading, and writing. Correspondingly speech games may be divided into:

- ✓ Situational - based on life situations, to solve which, knowledge of a real teaching subject should apply.
- ✓ Thematic - assuming fulfilling certain roles individually by each participant of the game or in group.
- ✓ Business-like - specific problem is given, there is a task, roles and rules of the game elaborated by participants during the game.

Place and a time of the game depend on a number of factors: preparedness of students, learning materials, specific goals and conditions at the lesson. For instance, if the game is used as a training exercise during initial strengthening material than 15-20 minute of the lesson can be dedicated to it. In future the same game can be played during 5-7 minutes and serve as a unique review of a passed material as well as discharging at the lesson.

Totalizing mentioned above points we came to the following conclusions:

- ✓ There is no unique classification of the games in modern scientific-methodical literature. There are multiple approaches to the games classification problem. Scientists consider this problem in different ways.
- ✓ Foreign scientists give teaching games classification where role-playing game and simulation considered as essential ones. Under simulation they understand reproduction life situations of frequent occurrence that are require compulsory decision.
- ✓ Diversity types of dramatization, improvisation, playing dialogues by characters, ragging sketches are unique professional speech teaching techniques, not kinds of role-playing game.

Now let us look at what games the teacher may exploit while working with English language.

1. **Memory game** begins with one student saying a sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order, for example:

- ✓ Student 1: *I went shopping.*
- ✓ Student 2: *I went shopping and bought a jacket.*
- ✓ Student 3: *I went shopping and bought a jacket and a cap.*

And so on. Anyone who cannot add to the list or makes a mistake in ordering the words must drop out of the game. The last player remaining is the winner. This game may be exploited while working with words related to any topic.

2. **Word association** requires students to name all the words they know associated with any lexical category. One student says the word from the category, and then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. For the category *classroom*, for example, the game might begin this way:

- ✓ Student 1: *chalk*.
- ✓ Student 2: *book bag*.
- ✓ Student 3: *tape recorder*.
- ✓ Student 4: *ruler*.

Anyone who can't think of a word immediately has to drop out of the game.

3. **Miming** can be used as a guessing game. This wordless activity leads the learners to talk quite naturally. Someone mimes an action and the others try to guess what it is. This kind of guessing can provide further practice of a wider variety of lexical and grammatical units, such as those related to occupations. One student chooses a job and mimes a typical activity that it involves. The others try to guess the job by asking either about the activity or the job, for example: *Do you work outside (in an office)? Do you wear a uniform (use a tool)?* The student's miming provides only nonverbal clues to help the rest of the class guess what the job is.

Guess the tool provides a good opportunity to develop student's skills in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other, and gives a card with two words written on it to each student and asks them not to show each other their cards. The two words written on the cards are a tool and a related occupation, for example, **saw and carpenter, chalkboard and teacher**. One at a time, each student describes the tool without saying its name. The other student has to guess the tool and name an occupation that uses the tool, for example:

- ✓ Student 1: *it is used for painting walls and doors*.
- ✓ Student 2: *it is a paintbrush. A decorator uses a paintbrush*.

4. **Human sounds** can be used after students have learned the vocabulary of some of the sounds that human make, for example, **cheer, cough, cry, hum, scream, shout, sing, whisper, whistle, and mumble**, and have grouped them according to the following categories: **happiness, pain, sadness, disapproval, annoyance, fear, and excitement**. The

teacher gives the class situations in which people make noises and asks students to make the sound corresponding to each situation as well as what it is, for example:

✓ Teacher: *you are in a choir.*

Student: sings and says *I am singing.*

✓ Teacher: *you don't want the others to hear what you are telling someone.*

Student: whispers something and says *I am whispering.*

✓ Teacher: *you are in great pain.*

Student: screams and says *I am screaming.*

At the end of the game, the teacher may get students to suggest new sentences and context in which to use these verbs.

5. **Suggestion chain** involves reviewing both leisure activities vocabulary and ways to make suggestions. For these game students first make an individual list of leisure activities. Then using their lists, one student begins by suggesting something to do in the evening or next weekend, for example: *Let's go to the concert.* The next student has to disagree and, using another way of making a suggestion, suggest a different activity, for example:

✓ Student 1: *Let's go to the concert!*

Student 2: *No, not the concert. What about going to the cinema?*

✓ Student 3: *We could go to the football match.*

Student 4: *No, not football. Why don't we visit Alec?*

Students continue the game until they have used all of their leisure activities. Another way to end this game and have a winner is to eliminate anyone who can't think of anything to do, repeat a leisure activity that was suggested before, does not use another way of making a suggestion, or uses the wrong verb form in the suggestion.

6. **Spelling bee.** Fill in the blanks in each sentence with two or three words that have the same sound but different spelling and different meanings. The number of blanks equals the number of letters in the missing word.

1. Our team ___ ___ game and lost three games.

2. They agreed ___ play ___ more games next week, ___.

3. The ___ golfers watched ___ the ball when they heard someone shout "___!"

4. The four of us were so hungry that we ___ hamburgers.

5. Each player ___ the ball ___ the hoop at least once.

6. As we approached the coast we could ___ the ___.

7. Anna had ___ many things to ___ on her new machine that she had no time to ___ any seeds in the garden.

8. At the airport the guide said, "Come this _ _ _ so they can _ _ _ _ _ your luggage.
9. We had to _ _ _ _ in line until they determined the _ _ _ _ _ of our bags.
10. We _ _ _ _ the boat to the dock so it wouldn't go out when the _ _ _ _ came in.
11. Unfortunately, we did _ _ _ put a very good _ _ _ _ in the rope, and it came unfastened.
12. The people on the safari _ _ _ _ _ that a _ _ _ _ of elephants was headed their way.
13. If you sit _ _ _ _ very quietly, you can _ _ _ _ the wind blowing through the trees.
14. The man in the _ _ _ coat _ _ _ _ the notice to me.
15. We _ _ _ _ on horseback through the tall grass until we came to the _ _ _ _ that led to the town.
16. Everything looked so familiar; it was as if we had _ _ _ _ that _ _ _ _ before.
17. We went to where they were selling boats, and _ _ _ _ _ boats had a sign on them that said " _ _ _ _ _ ."
18. The students _ _ _ _ _ down in their notebooks the sentences that they had learned by _ _ _ _ _ .
19. The wind _ _ _ _ the rain clouds away, leaving a clear _ _ _ _ sky.
20. The father said, "I will sit in the shade out of the hot _ _ _ _ _ while my _ _ _ _ _ the roof on the house.

(Answers: 1. won, one; 2. to, two, too; 3. four, for, fore; 4. ate, eight; 5. threw, through; 6. see, sea; 7. so, sew, sow; 8. way, weigh; 9. wait, weight; 10. tied, tide; 11. not, knot; 12. heard, herd; 13. here, hear; 14. red, read; 15. rode, road; 16. seen, scene; 17. four sail, for sale; 18. wrote, rote; 19. blew, blue; 20. sun's rays, sons raise.)

Choosing the appropriate idioms. An idiom is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear. When students gain an understanding of English idioms, and the facility to use them, they are truly a part of the English speech community. This may be one reason why so many students are interested in learning idioms. Some idioms are so widely used that they are clichés—so commonplace in the spoken language that they are best avoided in writing for fear of suggesting an unoriginal mind! Clichés and proverbs, another form of idiomatic usage, do not vary in form, e.g., "Curiosity killed the cat" not "the dog" and "Too many cooks

spoil the broth" not "the meal." Other idioms may allow for some form of variation, such as "to look (or feel) like death warmed over;" or in the form of taking on modifiers, e.g., "It was (beautiful) music to my ears." **Match each word or phrase in the first column with the word or phrase in the second column that produces a common saying or idiom.**

1. a bird in the hand	a. goose
2. birds of a feather	b. peace
3. bird-	c. the chicken or the egg
4. stool	d. is worth two in the bush
5. bird's eye	e. owl
6. to kill two birds	f. one's neck
7. silly	g. catches the worm
8. which came first	h. pigeon
9. he eats	i. with one stone
10. what's sauce for the goose	j. brain
11. wise old	k. like an ostrich
12. bury one's head in the sand	l. like a bird
13. crane	m. is sauce for the gander
14. dove of	n. view
15. the early bird	o. flock together

(Answers: 1 - d; 2 - o; 3 - j; 4 - h; 5 - n; 6 - i; 7 - a; 8 - c; 9 - l; 10 - m; 11 - e; 12 - k; 13 - f; 14 - d; 15 - g.)

Match each word in the first column with its correct definition in the second column.

1. birdie	a. foolish, or inept person
2. chicken	b. objectionable or worthless
3. turkey	c. lower the head or body
4. cuckoo	d. to avoid collision with an object
5. duck	e. repeat by rote
6. parrot	f. a golf score of one stroke less than par
7. for the birds	g. timid; cowardly
	h. silly, a little crazy

(Answers: 1 - e; 2 - f; 3 - a; 4 - g; 5 - c; 6 - d; 7 - b.)

PART V

USING STANDBY AT THE FOREIGN LANGUAGE LESSONS

Using a reference syllabus acquire prevalence in practice of teaching foreign languages late years. On our opinion, using reference syllabus is also efficient for teaching foreign language because progressive teachers often use different pictures, objects, schemes, tables as a support at the lessons to explain new material, to organize communication on the learning language, to raise motivation for teaching, to organize students' independent work.

We suggest functional-notional tables. These tables and the system of working with them are created for independent communicative learning lexical units and organizing independent work in whole. We will describe our work with functional-notional tables. Students are given a text – it can be presented in the audio-recorded form, or a teacher can read it out loudly, but perfect option is if students are shown movie clip for about 5 minutes that can attract their interest and drive their need to express their attitude towards what they heard or saw.

A teacher composes functional-notional table and presents it to students after they have listened or watched the plot. The teacher should prepare functional-notional table to each student or make a common one available to see for each student. It is important to highlight that from the initial studying new words (words are looked through before conversation starts) students are already using them for independent shape of own thoughts.

Let us show the usage of functional-notional table at the teaching process. As we noted earlier the table is given to the students after they have listened (watched) the plot. The most topical subject related to students is selected. We suggest reviewing a problem of mutual relations of teenagers and parents in a family. This problem exists in our society: not always young people treat adults with respect. A teacher starts the conversation with students with following words:

Most of you live in the family together with parents. They love you; try to take care of you, doing to you a lot of nice. You also love them. But relations between parents and children forms differently. Listen to this story from recollections of a daughter about her mother and tell what you think about it.

For instants, a story may have approximately a following plot (we are suggesting main idea only):

"Now, when mama is gone, Tanya remembers an incident as her worst behavior when she and her mother agreed to meet at the shop to buy her a coat. But she met a friend of hers. Talking to a friend she was glancing at

her watch and saw that she was being late but decided: it's okay, mama can wait a while.

When Tanya made a late appearance, she saw her mother leaning on the counter, having her hand pressed against her breast. Mother was not feeling well: worrying about the daughter, heat at the store and she was wearing winter coat. Seeing the daughter mother said: "It's okay, I understand, you had lessons. Do not worry I will be okay, in a moment". She was already sick that time, but Tanya did not know about it. Now with regret she says that she would rush and reached her mother one hour before, one day before if only not to make her mother wait; but there is nobody to run to, mother is gone.

What a pity that our desire to talk to mother, see her, take care of her appear too late."

After audition a story a teacher gives a functional-notional table in English language to students and starts to work on the topic. Teacher poses a question that is in the functional-notional table and makes sound each word emphasizing new words so the students could hear how the new word sounds and if possible pronounce to themselves.

FUNCTIONAL-NOTIONAL TABLE 1

How Tanya behaved?	Rude	Careless	With love	White	Attentive
What kind of daughter she was?	Kind	Careful	Apathetic	Ready to help	Bad
Why Tanya behaved like this?	Wanted to talk to her friend	She was at the lessons at the university	Did not love her mother	Forgot about meeting with mother	All children behave like this
What would you do if you were she?	Arrived one hour earlier	Asked not to wait	Called to say I was running late	Apologized for being late	Promised never behave like this

Then a teacher can demonstrate conversation:

- ✓ What do you think should we accuse Tanya for this behavior?
- ✓ How do you treat your parents?
- ✓ How well do you know your mother?
- ✓ Have you ever had situations like Tanya had?

Then students are offered following functional-notional table:

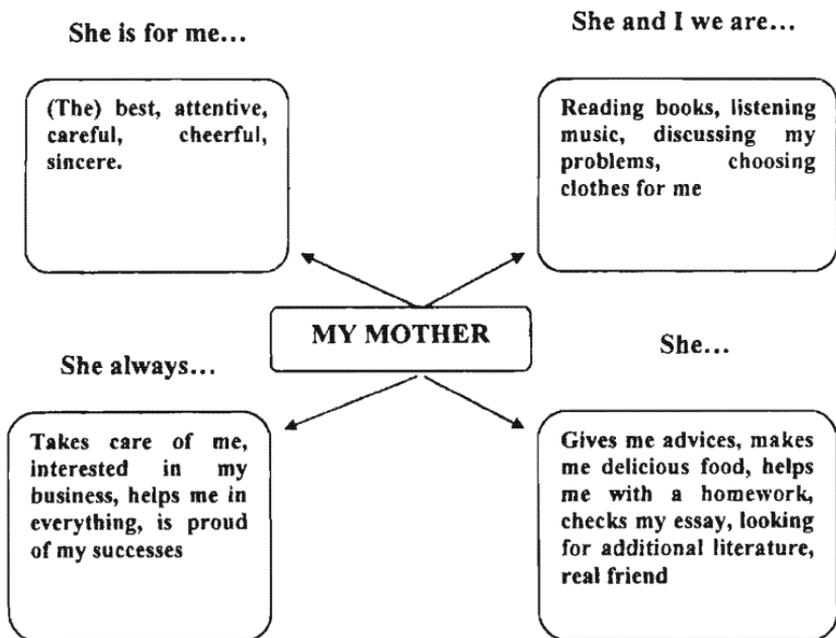
FUNCTIONAL-NOTIONAL TABLE 2

All in family should...	Help to each other	Be attentive towards each other	Do care only about personal business	Take care about each other	Do not notice of each other
The most important in a family is...	Mutual help	Mutual understanding	Love to each other	Compassion to each other	Constant quarrel
It is good when...	Young treat adults with respect	Adults understand children	Children are sympathetic	Everyone helps	Close-knit family
You should never...	Offend each other	Be apathetic	Quarrel	Be selfish	Leave a loved one in a lurch

Students may verbally or in writing form suggest their opinion on what kind of relations should exist in a family, how should elderly people be treated, using the statements from the table as a beginning of their own phrases.

Thus, independent work occurs on learning a new vocabulary and developing verbal (writing) skills (depending on what goal is set for by the teacher at the given lesson). As we can judge a teacher only managers students' independent work suggesting them support for learning vocabulary and for their independent statements.

Students can also be offered **lexica-grammatical table (LGT)**. Such tables composed the way so the new words revealing some notion can be specially grouped. Since we started discuss a theme of parents' relations in a family than we can offer a title "My mother" for that kind of table. Using words given at the table for expressing own opinion students improve their lexical skills. But this table should also be grammatical. It is necessary to offer words in such a manner that students could use grammar that is required for learning material at current lesson. For example, there is a superlative adjective in the given table (the best and etc.), third person single verb present tense (gives advices, tells about himself etc.); first person single verb present tense (reading, listening etc.).

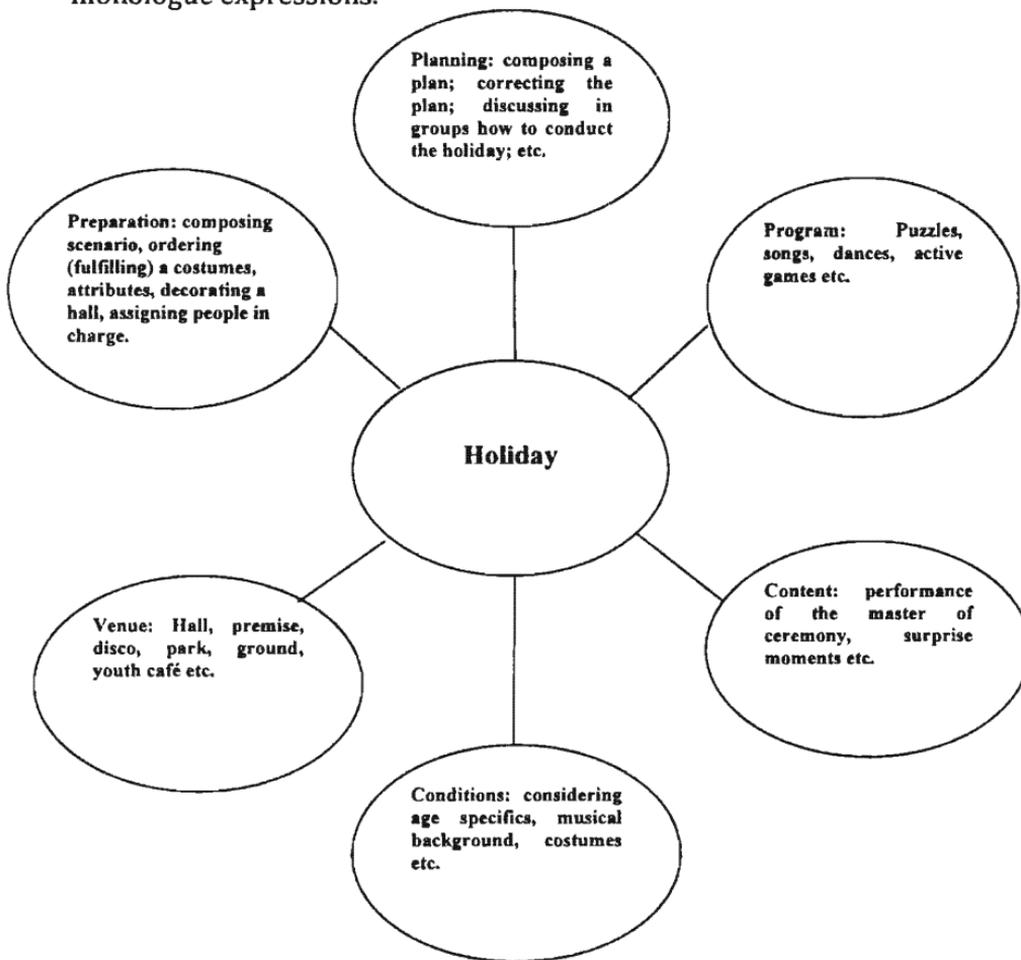


As you can see on the chart above there is so called logical-syntactical schemes in each statement – the beginning of a phrase that suggests and lightens to form students’ expressions.

We will stop on usage of **logically-notional models (LNM)** during students’ independent work on English language lessons. A value of using logically-notional models is in giving an opportunity to use actually all kinds of speech activity; as well as individualization and differentiation of teaching are also provided with due consideration of students interests and inclination. Through the utilization of logically-notional models the personally-oriented approach to teaching is realizing, and the essential principle of this approach is observed: in the center of teaching is a student and his teaching activity. Using logically-notional models stimulates group activity and serves as graphical interpretation of suggested theme. Working in different modes (in groups, in a pairs) allows adapt communicative situations, skillfully use speech clichés, argue and compare. Teacher’s role during working out material is in managing teaching process and creating conditions for active individual work, i.e. provide motivation, desire to communicate in English language.

We will make an example of logically-notional model for “Holyday” theme. This model can be used for strengthening lexis on this theme as well as forming skills of independent speaking on suggested theme.

Words divided into groups like “planning”, “program”, “content” and etc. are demonstrably presented at the theme. It can work as a scheme for monologue expressions.



Thus ant type of logically-notional model for any offered verbal theme.

Speaking of bases and their using for professional verbal speech growth it is important to remember that they promote the development of students' thinking as well as their language abilities through involving them into active creative process of language activity and interaction with each other.

Let us stop on so called “scheme theory”. According to this theory as R.S. Anderson highlights, the understanding of a text occurs through activating individual scheme (Personal Schemata) of a student, carrying

his previous experience received as a result of given activity. While integrating new information with earlier obtained one a new more advanced scheme appears, i.e. students understand a text better when they understand its structure (Story Structure) or (Story Schema), and this understanding coincide with expectation of what should happen in the story.

An interaction theory asserts that students absorb language better if they interact with all aspects of their environment. That is why it is essential to switch in thoughts and feelings of each student and use personal, social and cultural context of their activity. Understanding of a content of a certain story in many ways depends of how the reader interprets the author, the way how he interacts with him.

An interesting base in conjunction with abovementioned (scheme theory) is so called "Story Pyramid". Working with this scheme a teacher gives questions to the students thus so to help them to fill out the "pyramid", and after they are done a teacher asks them either about the text they have read or about suggested theme.

Let us stop on this particular task. A teacher suggests a series of questions and the answers for these questions include following information:

Line the first. Name of the main character.

Line the second. Write down two words describing the main character.

Line the third. Write down three words describing the setting.

Line the fourth. Write down four words stating the problem.

Line the fifth. Write down five words describing one main event.

Line the sixth. Write down six words describing the second main event.

Line the seventh. Write down seven words describing the third main event.

Line the eighth. Write down eight words describing stating the solution of the problem.

At the beginning stage of carrying out this task a teacher fills out and explains students a principle of working with it. At the following lessons he suggests the students do it independently and then re-tell the text basing on received base. This exercise apart from knowing certain content requires knowledge of new words from students (their answers can be varied) and ability to think rationally.

Here is an example of such a "pyramid" based on "Mumu" written by I.S. Turgenev.

1. *Mumu*
2. *Nice, strong.*
3. *Wealthy lordly mansions*

4. *Athlete, deaf-mute by nature.*
5. *Blessed with extraordinary strength worked for four.*
6. *He had a puppy who he loved very much.*
7. *He fell in love with Olga the maid and wanted marry her.*
8. *Under lady's order he sunk in a dog putting on it a stone.*

As it is displayed in the suggested "pyramid" only essential prop words are given, i.e. it doesn't have to be just one word-group that includes given number of words. It can be several phrases or words but they have to reflect what is required in the task and to be a key point for a given statement.

Likewise as a stand-by we suggest a "story map". After reading or listening a story students fill out a map, prepared by the teacher in advance, where essential elements of given text are reflected. This exercise may be accomplished both individually and in groups. Filled story chart is a good stand-by for further discussion, composing a story, writing an essay.

It is necessary to note that filling the chart may be performed both in writing and in verbal form: it depends on the goal that is set by a teacher at each lesson. If the group is fluent in Russian language there is no reason to waste time for writing because students can easily accomplish such an exercise verbally. This chart will be used as an elementary stand-by for constructing logically literate elocution.

Story map

The setting	
The main characters	
Statement of the problem	
Event 1	
Event 2	
Event 3	
Event 4	
Event 5	
Event 6	
Statement of the solution	
Story theme (What is the story about?)	
Values brought out of the story	

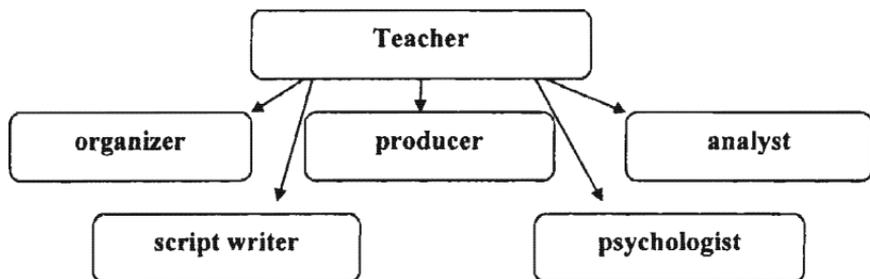
Let's stop on "prediction chart" that can be used in teaching process to teach students-philologists to a professional speech. The "prediction chart" just like the previous ones develops students' speech and thinking and forming ability foresee, analyze and compare different events and acts. At the beginning before reading the story a teacher discusses a name of the story with students (if the illustration is provided it is also can be discussed). Students try to predict story content by its title. They can rise up their suggestions about principle characters and events. Then, after reading, they compare suggestions with what happened in the story indeed. On the way of reading students more and more pay attention to certain details, correlate description of events. The aim of such exercise is to arouse students' interest to read, their inner motivation.

The "prediction chart" can look like this:

	What I predict will happen?	What actually happen
Chapter 1		
Chapter 2		

Filling out this chart the students learn to analyze similarities and differences in characters behavior, compare similar descriptions and events. This chart filling out individually or in groups with subsequent discussion out front. It is also possible to use this task for subsequent essay on certain given theme. A teacher can suggest the theme for composition, as well as a student himself can choose the theme on his discretion. A teacher supposes to discuss certain questions that can help students to form their own opinion.

Summing up the results of "scheme theory" we want to note that one of conditions to work on suggested schemes is having discussion or debates. If students are involved into alive-discussion, their understanding of the text they have read will strengthen not only because of questions the teacher poses and because of interaction with other students. For more productive exchange of opinions, during discussion, the teacher executes different roles. We will display them in the following scheme and then comment them:



Teacher is:

- ✓ An organizer of discussion. He keeps the conversation providing interaction between students.
- ✓ Preparing questions in advance to arouse students' comments or discussion of the theme, i.e. composing "scenario" of suggested discussion.
- ✓ Walking-through with students through all would-be situations on "beforehand written script".
- ✓ Activating various thinking processes of the students (analyzing, synthesis, comparison, evaluation etc.). He makes pauses at certain moments giving students time for active and creative thinking trying to involve everyone into discussion by giving posing questions and supporting students.
- ✓ After discussion teacher evaluates activities of each student and makes comments of the results. If there is an opportunity to record discussion on audio or video tape it would ease the process of analyzing results. Usually students like to watch themselves on the videotape as if "from outside". In that case they themselves can hold analyze of own activity.

As we can ascertain from above-mentioned all types of suggested stands-by intended for an independent students work. They stimulate their thinking activity helping them build independent statements; increasing motivation; developing professional speech, allowing enrich students speaking abilities using necessary stands-by, and teach interest to studying language. Thus, all considered stands-by promote more solid language absorption and forming students' ability to work creatively and independently.

PART VI CROSSWORD PUZZLES

WHAT:

A crossword puzzle is a puzzle with sets of squares to be filled in with words/numbers, one letter/number to each square. Synonyms or definitions of words are given with numbers corresponding to numbers in the squares. Letters/words are fitted into a pattern of numbered squares in answer to clues. Such a definition is not likely to be of interest to an average student. To the student, crossword puzzles spell fun, and to the teacher it means a motivational set for students to learn. It can be used as a tool not only for fun but also for evaluation, group work, learning vocabulary, learning centers and extra activities. Crossword puzzles are useful at all levels and for all subjects.

HOW:

- ✓ The technique of crossword puzzles is a good way to teach and enrich vocabulary because the definitions or synonyms of the words are right there to provide reinforcement. Puzzles can be made out of the words which have been covered in the class. Using definitions or pictures, students can guess these words and place them in the designated boxes.
- ✓ Crossword puzzles can also be used to encourage the use of a dictionary or thesaurus or to learn terminology used in a particular subject. They can be used as a quiz or review at the end of a unit/ chapter or a lesson.
- ✓ Crossword puzzles can be easily made by the teacher and presented to students. Students can construct, after a little practice, their own crossword puzzles and exchange them with other students.

IMPORTANT CONSIDERATIONS:

1. The teacher must be aware that crossword puzzles only reach the first few levels of thinking. (Bloom's Taxonomy). It is, to a large extent, a low level activity to be used sparingly.
2. Constructing crossword puzzles may become, for some students, frustrating and time consuming because student often have trouble matching up the squares. It may become tedious and any element of fun may be lost.
3. The teacher should be aware that crossword puzzles do not become busy work. The teacher should, like the use of all teachingal games, have some purpose in mind, even if the purpose is fun.

1. Openings

Across

1. Made of a very precious metal
5. Article ,
6. Not sweet
7. At any time
10. Therefore
11. Opening in a wall to let in light and air

Down

1. Opening in a wall or fence for a passageway
2. Upon; above and supported by
3. Entrance to a room or building
4. Not wide
6. Observed

8. Seven (roman numerals)

10. Thus

1	2		3		4
5					
		6			
7	8				
	9			10	
11					

2. Teaching

Across

1. Learner; one who studies

7. Opposite of *bottom*

8. Female deer

9. Preposition meaning "over and in contact with"

10. For example (Latin abbreviation)

12. And the others (Latin abbreviation)

14. Exclamation of surprise

15. Test; inspect closely

18. Not ever

Down

1. Tales; short fictional narratives; anecdotes

2. 2,000 pounds

3. Opposite of down

4. Rim; border; lip

5. Negative response; opposite of yes

6. Instructor

11. Conjunction used with comparative adjectives and adverbs

13. Vocal or musical sound; a particular pitch in an intonation

16. Objective case of the pronoun "I"

17. Roman numeral for *four*

1	2	3		4	5
7				8	
9			10		
		11		12	13
					14
15			16	17	
		18			

1	2	3		4	5
7				8	
9			10		
		11		12	13
					14
15			16	17	
		18			

1	2	3		4	5
7				8	
9			10		
		11		12	13
					14
15			16	17	
		18			

PART VII DEBATE

WHAT:

The formal debate gives students the opportunity to acquire the skills of formal argumentation. In informal debate students defend a particular point of view without the rules of formal debate. In both situations students are active defenders of a position.

HOW:

- ✓ The teacher should make clear the formal rules of debate if he/she expects his/her students to follow them. In either case students must be considerate of others:
 - Do not interrupt another's turn to speak.
 - Do not yell out opinions.
 - Do not "name call".
- ✓ The teacher should show the students an example of a debate such as a videotaped political debate. If there is a debating club at the school the group could perhaps conduct a debate in the classroom.
- ✓ Students should be divided into groups. If this is the first debate experience for most students, it may be appropriate to start with

smaller groups.

- ✓ The teacher will announce the topic to be debated. Students will be assigned their positions. This gives students the opportunity to try to defend positions which they may not agree with. This encourages students to argue on the basis of facts rather than emotions.
- ✓ A monitor or referee is appointed (usually the teacher) to ensure that rules are not broken.
- ✓ The debate may not end with a solution. The main intent of the debate is to help students improve their critical thinking skills, apply knowledge they have acquired and develop skills of argument. The purpose is not to find a solution to a problem.

IMPORTANT CONSIDERATIONS:

1. The teacher may want to have the rules of debate within sight at all times.
2. Students will have to be reminded that opinions must be backed up with facts.
3. The teacher will have to make clear his/her expectations in terms of evaluation. Debate is best as an enrichment activity and if students are to be evaluated it should be in an informal way such as anecdotal records or teacher-made checklists.
4. Controversial issues are conducive to the debating process.
5. The teacher should ask himself/herself the following questions when planning to conduct a debate in the classroom:
 - a. What issue or topic will be debated and how does the issue or topic fit in with the curriculum?
 - b. Will the debate be formal or informal? What rules will be enforced?
 - c. Will students be required to research the topic prior to the debate?
 - d. What is the purpose of the debate - to expand one's knowledge of a topic or issue, to develop debating skills, or both?
 - e. How will the debate be used to enrich the students' learning experience?
 - f. How will the teacher make sure that students debate on the basis of fact and not emotion?
 - g. How will students be evaluated?
6. Rules could be posted and should include the following:
 - a. Speak in turn.
 - b. Do not yell out opinions.
 - c. Do not "name call".
 - d. Base arguments on facts, logic and rationality.

PART VIII DISCUSSION

WHAT:

Discussion involves the exchange of ideas between people on a given topic or topics. Discussion, whether it be formal or informal, large group or small group, can be an effective teaching technique which promotes the sharing of information/ideas and student involvement

HOW:

- ✓ The teacher should be prepared to encourage and begin discussion whenever appropriate. Discussion is an immediate way to take advantage of a teachable moment. Although interesting discussions which are unplanned may arise, they should be relevant.
- ✓ Formal discussion requires some planning and possibly research. Informal discussion can be planned, but a spontaneous discussion can be equally effective. The teacher will have to decide whether discussion will take place in small groups or involve the whole class. Once the teacher knows his/her class he/she will know which method works best.
- ✓ The teacher should have a reason for utilizing discussion in the classroom. He/she might ask himself/herself the following questions when establishing useful objectives:
 - How will discussion enhance the learning experience of *all* students?
 - What will be emphasized - the discussion process, the content of the discussion, or both?
 - How will students be evaluated?
- ✓ How will the teacher get *all* students to participate in the discussion?
- ✓ The teacher should make clear any rules the students will be required to follow prior to the discussion.
- ✓ The teacher must ensure that there is a recorder for each group. If the whole class is one group, the teacher can act as an impartial recorder and record data on the blackboard.
- ✓ The teacher should encourage participation from all students.

IMPORTANT CONSIDERATIONS:

1. The teacher needs to consider fully the topic/issue to be discussed. The discussion must have a purpose and a focus.
2. The teacher should consider group dynamics. Some rules will have to be established, for example:
 - a) Be considerate of classmates - do not interrupt, insult or ignore a student or teacher who is speaking.

- b) Encourage rather than discourage classmates.
3. The teacher should decide which form of discussion (formal, informal, large group, small group, debate, panel) is most appropriate for the topic being discussed.
 4. The teacher needs to establish, before the discussion, whether or not students will have to do any research in preparation for the discussion.
 5. The teacher may wish to develop a procedure to be followed in every discussion. This procedure, however, must be flexible. Because students will become familiar with the procedure and, therefore, know what is expected, they will be relaxed and self-disciplined.
 6. Having students arrange their desks/chairs in a circle works well because they make eye contact.
 7. Establish a stress-free environment. Students will be more responsive in a relaxed atmosphere.
 8. Never establish or encourage the attitude that the teacher is the "all-knowing" leader. Let students in on the fact that the teacher often learns as much from the discussions as they do.
 9. The teacher must be supportive. He/she should encourage participation from all students, discourage ridicule and refrain from dominating the discussion.
 10. Teachers should be aware that the following may occur during a discussion:
 - a) One or a few students may try to dominate the discussion.
 - b) Because of the unpredictable nature of discussion, there is always a chance that it will lag or, on the other hand, really take off. Hence, the discussion may have to take another direction in order to boost interest or more time may be needed when a discussion becomes involved. The environment for discussion should therefore be flexible.
 - c) Volatile arguments based on differing opinions may occur.
 - d) Students who are uncomfortable with the discussion process may "tune out" and not benefit from the discussion.
 11. The teacher could use discussion to take advantage of a teachable moment.

Because of discussion and debate have majority similarities here is one of the examples of organizing discussion activity "mazes" (the idea is after Berer, M. and M. Rinvoluceri).¹ The subject of discussion is "Wearing

¹ Berer M., Rinvoluceri M. Mazes. Heinemann, 1989.

safety belts: a choice or a must?" The participants choose from the first three cards. They read the opinions, comment on them, debate with each other and go to the next card as prompted. At the end the participants discover whether they know the American law on wearing seat belts in cars or not.

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

PART IX PUZZLE STORIES

Puzzle stories are "thinking games" that get students to think about what they are listening to or reading. In using puzzle stories for listening comprehension / speaking practice, teachers should direct their students to ask a series of yes/no questions as a means of discovering the solution.

TEACHING TECHNIQUES. READ THE STORY so the students can hear the puzzle story that is being used for that day's class. Explain any

vocabulary items that are new to the students. Play the story once more before getting them to ask their yes/no questions.

Use the following suggestions to enhance the potential for cooperative learning within the context of the puzzle story:

- Allow each student to ask only one question. If a student wants to ask more questions, that student can write the question on a piece of paper and hand it to another student who has not asked a question yet to ask on his behalf.
- Allow the questions to develop naturally. If the solution is not found and the students are running out of questions, give them a useful clue and ask them to individually write down additional questions. The students have 2-4 minutes to do this while the teacher monitors their work. At this point, students who have not asked any questions are called on to ask one of the questions which they have written.

There can be used next puzzle stories:

1. THE CROSSING

A farmer must transport his dog, a duck, and a bag of corn across a river. The boat he has to use is very small—so small that he can take only one of the three in the boat with him at a time. If he leaves the dog alone with the duck, the dog will kill and eat the duck. If he leaves the duck alone with the corn, the duck will eat up the corn. What is the least number of trips the farmer must make to transport all three across the river safely?

(Answers: Four trips. First he takes the duck across the river, leaving the dog alone with the corn. Then after returning, he takes the dog over and brings back the duck. Then he takes the corn across and leaves it with the dog, coming back for the duck which he takes over last of all.)

2. THE CAT IN THE WELL

One day a cat fell down a well. The well was eighteen feet deep. When the cat tried to climb out, it found that the sides of the well were very damp and slippery. However, with patient determination it finally managed to climb out.

It took the cat one minute of climbing to gain three feet. However, after climbing for a minute, the cat had to rest for a minute before it could go on. During each minute of rest, the cat slid back two feet. How long did it take for the cat to get out of the well?

(Answers: It took the cat thirty-one minutes. In the first two minutes the cat climbed one foot. Continuing this way for thirty minutes,

the cat had climbed fifteen feet. In the next minute the cat climbed up the remaining three feet and so was out of the well.)

3. CROSSING THE BRIDGE

Tom came to a bridge marked "Total weight 100 kilos." Now, Tom weighed 95 kilos, but he had three pineapples, each weighing 2 kilos. He couldn't throw them across the river, because the pineapples would be smashed to pieces. How did Tom cross the bridge?

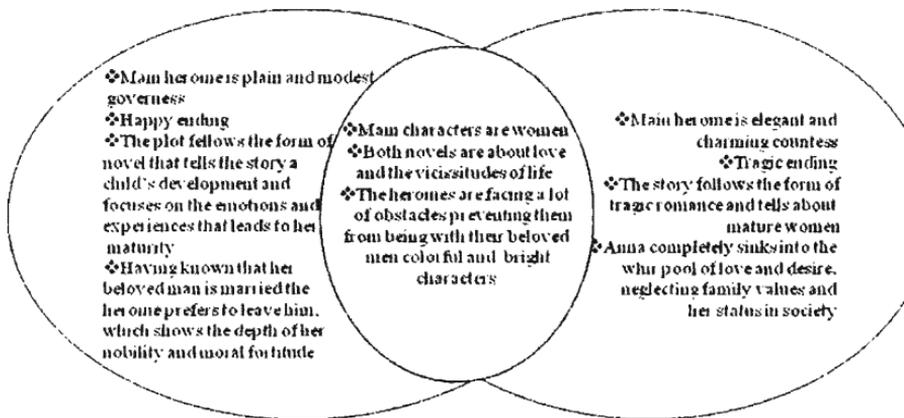
(Answers: Tom was a juggler. He juggled the pineapples while he crossed the bridge.)

PART X VENN'S DIAGRAM

Venn's diagram is used for comparing and contradicting of two or three aspects and relieving their common features. It develops students' systematical feelings, their ability to compare, to make analyze and synthesis.

VENN DIAGRAM

"Jane Eyre" (Charlotte Bronte) "Anna Karenina" (Leo Tolstoy)



PART XI ACTIVITIES

1. Modern teaching materials differ from those used twenty or more years ago. How?
2. Should methods and teaching techniques in foreign language instruction as the optional subject differ greatly from those used for the essential course or should they be the same? Express your opinion on the problem.

3. Using Venn's diagram, show the differences and similarities between the United Kingdom of Great Britain and Northern Ireland and then do the next test work: **"Do you know the United Kingdom of Great Britain and Northern Ireland?"** Choose the correct answer from the variants listed below:
1. What is the official name of the country whose language you study?
 - a) Great Britain
 - b) England
 - c) The United Kingdom of Great Britain and Northern Ireland
 2. How many countries does the United Kingdom consist of?
 - a) Four
 - b) Three
 - c) Two
 3. What is the capital of Scotland?
 - a) Manchester
 - b) Edinburgh
 - c) Cardiff
 4. What is the capital of Wales?
 - a) Edinburgh
 - b) Cardiff
 - c) Liverpool
 5. What is the capital of Northern Ireland?
 - a) Cardiff
 - b) Dublin
 - c) Belfast
 6. What is the state system of the United Kingdom?
 - a) A constitutional monarchy
 - b) A parliamentary republic
 - c) A limited monarchy.
 7. What is the symbol of the United Kingdom?
 - a) A bald eagle
 - b) Britannia
 - c) A rose
 8. What is the name of British national flag?
 - a) The Union Jack
 - b) The Saint Andrew's Cross
 - c) The Saint David's Cross
 9. What is the emblem of England?
 - a) A shamrock
 - b) A red rose
 - c) A leek

10. What is the emblem of Scotland?
- A daffodil
 - A dragon
 - A thistle
11. What is the emblem of Wales?
- A shamrock, a clover and a red hand
 - A rose and the Saint George's cross
 - A dragon, a daffodil, a leek, a dove
12. What is the emblem of Northern Ireland?
- A shamrock
 - A red rose
 - A thistle

(Answers: 1 -c; 2 - a; 3 -b; 4 - b; 5 - c; 6 - a; 7 - b; 8 - a; 9 - b; 10 - c; 11 - c; 12 - a.)

4. Analysis of the next two lessons are written by using modern pedagogical technologies and show how the teacher may develop students' abilities in dialogue and monologue, different aspects of language teaching. What modern methods and forms are used in the plans? What advantages and disadvantages in those plans, in your opinion? What is the difference between them?

LESSON ONE. The theme: "Amir Temur is the great military leader and great personality".

Materials needed: Handouts "Amir Temur is the great military leader and great personality".

Objectives:

- Students learn about Amir Temur with the help of INSERT strategy.
- Students debate in order to review material studies in Amir Temur unit.

Activities and procedures:

1. **Brainstorming.** What do you know about Amir Temur?
2. **Students read** "Amir Temur is the great military leader and great personality" closely using INSERT strategy.

2.1. Make notes on the margins:

V I knew before

+ Something new for me

- Contradicts my knowledge

? I'd like to get more information about it.

Handout: "Amir Temur is the great military leader and great personality".

Amir Temur is the great military leader and great personality

When Amir Temur's troops occupied the city of Shiraz, he gave orders to find the poet - Khafiz and bring him to the palace. The frightened poet stood in front of Temur who asked, "Was it you who wrote the following verses?"

"When I fall in love with a beauty from Shiraz, I'll give away both Samarkand and Bukhara in exchange for her birth mark."

The poet stood still, bowing his head before Amir Temur.

Temur continued, "I devoted my whole life to extol my favourite cities and you are willing to exchange them for the birth-mark of a dissipated woman."

Khafiz knew that the situation was rather serious. He spread the skirts of his shabby robe and said "Your Excellency, it is because of my lavish generosity that I am very poor!"

After a short pause, Temur burst out laughing and told his servants to give the poet a new robe and let him go.

Let us assume that the above story had never really happened. Regard it as one of the numerous legends about this great military leader. The story does, although indirectly, confirm that Temur was a well-educated man. He knew history and poetry, the Koran and many khadeses (Hadith). He took part in theological discussions.

His fate elevated him to an unprecedented height. Like Napoleon, he could say, "What a fascinating novel my life is!" As a young man, he was the leader of a group of horsemen, later he freed his motherland, established mighty and flourishing state, occupied large areas, and ruled millions of people.

It was from the very beginning that Temur began to apprehend his power not as a gift, but as a heavy burden which was placed on him by Providence. He used to say, "A good star never has enough time to shine. We have to work for the benefit of our people who have been entrusted to our care by the Almighty as a sacred pledge. It will always be my primary concern because on the day of Final Judgement. I don't want the poor to pull me by the edge of my cloak and ask the Almighty to take vengeance on me."

The more one discovers of his contemporaries, the more certain it is that Temur had a wide range of interests and a rich inner world. The inner world of a person always has an effect on one's activities and decisions, especially when the person is the head of the state.

He experienced the cruelty of the world when he was young. His companion-in-arms betrayed him on more than one occasion, he had to take refuge from hired killers, he was wounded in battle... once he was taken prisoner and spent more than a month in a deep pit full of

poisonous snakes. It's not surprising that he said, "Our world is a gold trunk full of snakes and scorpions."

Arabshakh's words prove that this his life did reduce his soul to ashes. The man, who recognized young Temur and saved him from death in the steppe, was appreciated by Temur and highly respected until the end of his life.

On the subject of women in his life, one cannot help mentioning Sarai-Mulk-Khanum, better known as Bibi-Khanum. He took her as his wife from the harem of the defeated Amir Husein, once an ally and later an irreconcilable enemy, She became the senior wife of Sakhibkiran. One of the most impressive buildings in Samarkand was named after her, the Bibi-Khanum Mosque. Temur himself began to build it when he returned from a march to India.

Temur loved Samarkand, and in so doing he has made famous all over the world. It is very difficult to explain why people love their native city, their motherland. It was Samarkand where Temur returned to after each military campaign, as if breathing the air of Samarkand into his lungs rejuvenated him. Only there, on the soil of his native land, did he find happiness and peace.

Temur surrounded Samarkand with vast picturesque gardens viewed from the windows of his country houses. He liked to rest there and when he was away from the city, people from the city enjoyed the beauty of his gardens, listened to the music of Gul-Bog, Bogi-Dilkusho, Bogi-Chinor, Bogi-Nau, Bogi-Boland, Bogi-Shamol - in Uzbek these names mean "a garden of roses", "a garden of fascination to one's heart", "a garden equipped with happiness", "a garden of trees"...

It was in the time of Sakhibkiran that Samarkand became one of the world's centres of culture and science. In his time Atoiy, Sakkokiy and Lutfi, brilliant scientists, such as Mavlono Abdujabbor Khorezmi, Shamsutdin Mounshi, Abdulla Lison, Badriddin Akhmed and Alautdin Kashi worked in Samarkand.

The Temurides did not only produce good fighters, many writers and scientists were also a part of their dynasty. Temur's grandson, Ulughbek with his discoveries in Mathematics and Astronomy (f.e. astronomic Tables and the unique observatory) consolidated Samarkand's fame as the leading scientific centre of the medieval world. Describing Ulughbek, the famous Uzbek writer Alisher Navoi said, "The sky became closer and lower in front of his eyes."

During the march to Horasan, Sakhibkiran wanted to meet the religious zealot, Zainetdin Abu Bekr. The sheikh said to the Amir's enjoy

that he had had nothing to do with Temur and if Temur wanted to see him, he should come himself. The meeting took place.

Later on Temur told the historian, Khafiz Abr, that usually during such meetings he saw fear in the people's eyes, even in the eyes of the Hermits. That time he left with fear. When the sheikh put his hands on the shoulder of the bowed Temur, Temur felt that the sky had fallen and weighed him down. After listening to Abu Bekr's instructions, Sakhbikiran asked him why he didn't give such instructions to his sovereign, the ruler of Herat. "I have instructed him", the sheikh answered "but he hasn't followed my instructions and God has sent you own on him. Now I'm instructing you. If you don't follow my instructions God will send somebody else down on you". The sky gave Temur a long life.

2.2. Fill in the INSERT chart:

V I knew	+ I learned	- Contradicts my knowledge	? I want to know

2.3. Fill in "Idea" chart.

IDEA: Prove, that Amir Temur is the great military leader and great personality.

Reasons for idea	Reasons against idea

3. Classroom debates.

- 3.1. Assign the students to two teams.
- 3.2. Flip a coin to decide which team is for and against.
- 3.3. Each team is allowed an opening remark, and then they give their 1st of 5 points. After each point is given, the other team is allowed to make a short comment or rebuttal. Then the other team gives their 1st point. And so on.
- 3.4. The teacher spends most of his/ her time writing down the reason and moderating. The winning team is chosen by the amount of examples used from the text or their own experience.
- 3.5. During the argument, the teacher should be listening for grammatical errors, but rather that verbally correcting them on the spot, making a list of 4 or 5 of the most frequent. This way the teacher does not interrupt the flow of the discussion and is able to focus on patterns of errors.

LESSON TWO.

INTEGRATIVE LESSON: ENGLISH LANGUAGE+ PHYSICS

Objectives: By the end of the lesson pupils will be able to read and understand a scientific article about the achievements of American scientists, make a written translation of it, and raise their awareness of numerals.

Lesson Procedure

I. Introduction.

Teacher: Good morning, dear children! I'm glad to see you. I invite you to take part in a lesson devoted to science. You'll learn a lot of useful information about the new achievements of American scientists. Also, you'll have plenty of practice in translation. I hope that by the end of the lesson you'll improve your translation skills.

II. Reading and doing exercises.

Exercise 1. *Endless Word.*

Teacher: Look at the blackboard. Can you find six words in this long word?
PRECISIONRESEARCHERCANTILEVEROSCILLATINGDETECTEXTENSION

(Key: Precision, researcher, cantilever, oscillating, detect, extension.)

How did you find the right answers? How did you find out where one word end and the other begin? Did you check your answers in a dictionary? Can a word begin with any of these letters? Can a word end with any of these letters? Do you know the meaning of these words? What do they mean?

Teacher: I'm glad that you've coped with this difficult task. Now, let's continue!

Exercise 2. Can you read and translate the following international words?

Bacterium, organism, virus, molecules, gram, mass, professor, physics, journal, technology, vibration, experiment.

Exercise 3. Can you read the following mathematical expressions?

3.142; 1.15; 67,545; 1,235; $1/1000$; $2/3$; 1.23; 10^7 ; 893; 716,433; $4/5$; 80.005; 3^2 .

(Key: Three point one four two; one point one five; sixty-seven thousand, five hundred and forty-five; one thousand two hundred and thirty-five; a (one) thousandth; two thirds; one point two three; ten to the power of seven; eight hundred and ninety-three; seven hundred sixteen thousand four hundred and thirty-three; four fifths; eighty point double oh five (eighty point nought nought five); three to the second power.)

Exercise 4.

Teacher: Now, let's practice translation.

Can you translate the following sentences into Russian? In groups of 3-4 compare your translation and agree on the best version. Get ready to present it.

(Pupils are given out the worksheets.)

1. π (reads as [pai]) represents the ratio of the circumference to the diameter of a circle.
2. A micron is a millionth of a meter.
3. One micron is equivalent to 00003937 inch (4/100,000 of an inch). To understand the size of a micron, it may be pointed out that a particle of even 50 microns is microscopic. The smoke from the filter end of a cigarette is made up of particles of 10 microns; the human hair (003 inch) is nearly 80 microns in diameter.
4. There are some infinite numbers, which are larger than any number we could possibly write no matter how long we try.
5. This question will be taken up in Chapter 6 where the whole subject of measurement will be discussed.
6. These quantities were to be determined correctly, for which purpose we used their technique.

Exercise 5. Choose the appropriate numeral to fit in each sentence.

(Pupils are given out the worksheets.)

1. Bell Lab has generated more than (**thirty thousands/thirty thousand**) patents since 1925.
2. Thomas Edison used to say, "Genius is (**one/the first**) per cent inspiration and (**ninety-ninth/ninety-nine**) per cent perspiration."
3. Edison's greatest contribution was (**the first/one**) practical electric lighting.
4. A pictogram is (**a (one) thousandth/ one thousand**) of a nanogram.
5. Currently Google News will provide (**thousand/thousands**) of results, based on relevance to the keyword entered.
6. A zeptogram is (**three/third**) gold atoms or thirty-three water molecules.

Exercise 6.

Teacher: Real science begins with observation and measurement. What system of measurement is widely used all over the world nowadays?

Pupil 1: Nowadays the Metric system is widely used. Length, time, and mass are fundamental measurements.

Teacher: What are the three fundamental units?

Pupil 2: The meter, the kilogram, and the second are the fundamental units.

Teacher: Do you remember the measurement of mass? What units are used for measuring mass?

Pupil 3: For measuring mass the kilogram, gram, and milligram are used.

Teacher: That's fine, but there are units of measurement smaller than a milligram. And now I'd like to ask you to remember these units. Make up and fill in the following chart:

(Pupils are given out the worksheets.)

Mass prefix	Symbol	Mass unit	Mathematical Expression
Deka-	da	Dekagram(me)	10
Deci-	dg	Decigram(me)	10^{-1}
Ce-	eg	Centigram(me)	10^{-2}
Milli-			
Micro-			
Nano-			
Pico-			
Femto-			
Atto-			

Key:

Milli-	mg	Milligram	10^{-3}
Micro-	µg	Microgram	10^{-6}
Nano-	ng	Nanogram	10^{-9}
Pico-	pg	Picogram	10^{-12}
Femto-	fg	Femtogram	10^{-15}
Atto-	ag	Attogram	10^{-18}

Teacher: Let's continue our work. We're going to read a scientific article.

Exercise 7. Work with the text (see Appendix).

Teacher: What is the title of the article? Who is the author of the article? Where was the article published? Read the first paragraph of the article and say what it is devoted to. (Reading for the main idea.)

Exercise 8. Read and translate the following word combinations: a device made at Cornell University, group of researchers headed by Professor, vibration depends upon masses placed on the scale, prefixes needed to describe.

Exercise 9. Read the article silently and be ready to answer the questions in exercise 10:

Scientists Weigh Tiny Bacterium¹

Scientists have developed a device able to measure the weight of a single cell, they intend to weigh a virus next.

¹ Dr David Whitehouse, BBC News Online editor

Made at Cornell University, it is a small cantilever whose vibration depends upon tiny masses placed on it.

The mass of a single cell of the E coli bacterium, they say in the Journal of Applied Physics, is 665 femtograms. A femtogram is one thousandth of a picogram which is one thousandth of a nanogram, which is a billionth of a gram.

Zepto science

The scale of the researcher's work is straining the number of prefixes needed to describe the world of the very small. They have moved beyond the prefixes "nano", "pico" and "femto" to "atto", and now they have "zepto" in their sights. Officially zepto means one sextillionth of something, or one prefixed by 20 zeros.

The Cornell University group, headed by professor Harold Craighead, report that they have used tiny oscillating cantilevers to detect masses as small as 6 attograms by noting the change an added mass produces in the frequency of vibration. An attogram is one thousandth of a femtogram.

Their submicroscopic devices, measured in nanometers (the width of three silicon atoms), are called nanoelectromechanical systems, or Nems. The attogram precision is important to weigh objects smaller than cells. The mass of a small virus, for example, is about 10 attograms.

The work is an extension of earlier experiments that detected masses in the femtogram range, including a single E. coli bacterium.

Eventually, the researchers say, the technology could be used to detect and identify microorganisms and biological molecules.

Exercise 10. Answer the following questions:

- What device have the scientists developed? What is it called?
- How does the device work?
- What units do the scientists use for the measurement of very small things?
- What do they intend to detect?
- What new measurement unit did the scientists have to invent to describe the world of the very small?
- Where could the new device be used?

III. Homework.

You're going to write an article about the achievements of American scientists in nanotechnology for Russian magazine "Science and Life." Translate the article in written form. Next lesson we'll discuss your translation and choose the best version.

UNIT TWO

TEACHING PRONUNCIATION

The goals of this Unit:

- ✓ recognizing the importance of teaching pronunciation;
- ✓ establishing peculiarities in planning a teaching lesson;
- ✓ involving students in practicing activities relating to planning a teaching lesson;
- ✓ involving students Discussion "Features of Teaching Pronunciation".

PART I

WIDEN YOUR KNOWLEDGE!

The concept of "pronunciation" may be said to include:

- the sounds of the language, or phonology;
- stress and rhythm;
- intonation.

The first of these is perhaps the most obvious and clearly defined of the three. However, this does not mean that the other aspects should be neglected: a learner may enunciate the sounds perfectly and still sound foreign because of unacceptable stress and intonation; in Oriental "tone" languages intonation often makes a difference to meaning.

Sounds: it is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representations. Different books vary as to exactly which, and how many, symbols are used; for teachers of (British) English, the simplified, phonemic alphabet may be helpful. According to this, the sounds of, for example, the sentence «Peter, come here!» would be represented by /pi: t ə k ə m h ə ə/.

Rhythm and stress: English speech rhythm is characterized by tone-units: a word or group of words which carries one central stressed "syllable (other syllables, if there are any, lightened). The sentence: «Peter, come here, please!», for example, would divide into two tone-units: 'Peter' and 'come here, please', with the two main stresses on the first syllable of 'Peter', and the word 'here'.

Stress can also be indicated in writing: probably the simplest way to do so is to write the stressed, syllable in capital letters: for example «Peter, come - HERE, please!» (Another convention normally used in phonemic

transcriptions, is to put a short vertical line above and before the stressed syllable: /'p i: t ə k □ m 'h □ ə/.

Intonation, the rises and falls in tone that make the «tune» of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication. Stress, for example, is most commonly indicated not by increased volume but by a slight rise in intonation. A native speaker usually has little difficulty in hearing intonation changes in his or her own language; others, however, may not find it so easy.

The different kinds of intonation are most simply shown by the symbols ' over the relevant syllable or word in order to show falling and rising intonations; and the symbols ∨ ^ to show fall-rise and rise-fall. An appropriate stress and intonation representation for a rather bossy expression of our previous sentence example might be: PÈter, come HÈRE, pléase.

The rhythm of English is, then, mainly a function of its stress patterns; these may also affect such aspects as speed of delivery, volume and the use of pause.

Flow of speech. It is important also to be aware of the way different sounds, stresses and intonations may affect one another within the flow of speech. For example:

- The way a sound is articulated is influenced by what other sounds are next to it: the **ed** suffix of the past tense in English, for example, may be pronounced /d/, /t/ or /id/ depending on what came immediately before.
- Intonation affects how we hear stress. In fact, stress is not, as mention above, usually expressed by saying the stressed syllable louder: it is more often a matter of a raised or lowered tone level, with a slight slowing- down.
- A change in the stress pattern of a word will change its sounds as well: the word **subject**, for example, has the stress on the first syllable when it is a noun, on the second when it is a verb: and this makes a noticeable difference to the sound of the vowels: /'s □ b d □ □ k t/, as compared to /s ə b 'd □ e k t/.

Thus, it is useful to be aware of the way sounds, stresses and intonations interact within entire utterances to produce easily comprehensible pronunciation. Having said this, however, it is true that many, perhaps most words have a «stable» sound, stress and intonation pattern that can be confidently taught in isolation.

PART II

HOW TO TEACH PRONUNCIATION

In teaching pronunciation there are at least two methodological problems the teacher faces:

- ✓ to determine the cases where conscious manipulation of the speech organs is required, and the cases where simple imitation can or must be used;
- ✓ to decide on types of exercises and the techniques of using them.

Teaching English pronunciation in schools should be based on methodological principles - this means to instruct pupils in a way that would lead them to conscious assimilation of the phonic aspect of a foreign language. The teacher instructs his/her pupils to pronounce sounds, words, word combinations, phrases and sentences in the English language. Pupils must become conscious of the differences between English sounds and those of the native language. This is possible provided the foreign sound is contrasted with the native phoneme which is substituted for it.

Each sound is also contrasted with the foreign phonemes which come close to it and with which it is often confused. The contrast is brought out through such minimal pairs as: *it — eat, spot — sport, wide — white, cut — cart, full — fool, boat — bought*. The experience of the sound contrast is reinforced audio-visually:

- By showing the objects which the contrasting words represent. For example, *ship — sheep*. The teacher makes quick simple drawings of a *ship* and a *sheep* on the blackboard or shows pictures of these objects.
- By showing actions. For example, *He is riding. — He is writing*. Situational pictures may be helpful if the teacher cannot make a sketch on the blackboard.
- By using sound symbols [æ] — [e]; [ð] — [θ]. Phonetic symbols do not teach the foreign sounds. They emphasize the difference in sounds and in this respect they are a valuable help. To teach pupils how to pronounce a new language correctly in a conscious way means to ensure that the pupil learns to put his organs of speech into definite positions required for the production of the speech sounds of this language.

Pronunciation errors and their correction. Some pronunciation errors common to the speech of many speakers of English as a foreign language are:

- ✓ difficulty in pronouncing the *th* sounds / θ / and / ð /;
- ✓ difficulty in pronouncing the neutral 'schwa' vowel (the first

syllable of *away*, for example);

- ✓ a tendency to give uniform stress to syllables that should be lighter or heavier;
- ✓ a tendency to shorten diphthongs and make them into monothongs: for example the sound /ei/ as in *way* tends to be pronounced more like a French *é*.

You may well find more, or others, that are produced by your learners.

The errors which are most important to correct are those which may easily lead to lack of comprehension, or which make the speech 'uncomfortable' to listen to; by the same principle, errors which produce no comprehension problems but simply make the speech slightly foreign-sounding may not need correcting.

Here are some **ideas for improving learners' pronunciation**

- ✓ imitation of teacher or recorded model of sounds, words and sentences;
- ✓ recording of learner speech, contrasted with native model;
- ✓ systematic explanation and instruction (including details of the structure and movement of parts of the mouth);
- ✓ imitation drills: repetition of sounds, words and sentences;
- ✓ choral repetition of drills;
- ✓ varied repetition of drills (varied speed, volume, mood);
- ✓ learning and performing dialogues (as with drills, using choral work, and varied speed, volume, mood);
- ✓ learning by heart of sentences, rhymes, jingles;
- ✓ tongue twisters;
- ✓ self-correction through listening to recordings of own speech.

PART III

IT IS INTERESTING TO KNOW!

There a lot of different techniques for teaching pronunciation that have traditionally been used in instructed settings: pronunciation drills, phonetic description, minimal pair drills and so on. Now let us stop at the next techniques for teaching pronunciation the teacher may exploit while working with English language.

Tongue-twisters (phrases that are difficult to say without a sound mistake because of the sounds interfering with each other). E.g. "Swans

swam in swarm and swiftly swerved to swallow the sweet worm" or "She sells sea shells on the sea shore and the shells she sells are sea shells". Other examples are: "The scythe of this size is the size of the scythe." «This thin feather is thinner than that thick leather. Those pieces of leather and feather are both close with those clothes."

✓ Work out an activity to create tongue twisters of your own.

✓

Write your

full name, including any nicknames you may have.

Now students work in groups of three. Dictionaries are okay! Pass your paper to the person on your right. Write one answer for every question you have received by passing each time your paper to other students. Your answer must begin with the first sound in the person's name (e.g. Mary — made a mess). Continue doing this until all the blanks on all the papers are full. You should have different answers from all the people in your group when your paper comes back to you!

What did s/he do? _____

Where? _____ .. _____

When? _____

Why? Because _____

Now use your paper to make funny tongue twister combinations. How many can you create? Which one is the funniest?

Example answers:

WHO: Mary.

DID WHAT: met a man, ate mangoes, and married a monkey.

WHERE: in Minnesota, at the Market, in Montreal.

WHEN: on May 5th, at midnight, in the middle of winter.

WHY: because she was mad, by mistake, because her mother made her do it.

Possible texts of the tongue twisters:

Mary met a man at the market on May and her mother made her do it.

Mary married a monkey in Minnesota at midnight because she was mad.

Mary ate mangoes in Montreal in the middle of the morning by mistake.

Students can illustrate their best tongue twisters with pin-ups for the class!

Contextual minimal pair drill. A situation setting is used to distinguish between similar words. E.g. The situation is that a blacksmith is shoeing a horse. What sentence do you hear? "The blacksmith (a/hits, b/heats) the horseshoe."

Visual aids. Devices such as charts, pictures, mirrors, real things are used to enhance pronunciation training.

Developmental approximation drill. The technique reconstructs the way, in which children acquire pronunciation by substituting sounds in the place of others.

E.g. children acquiring English as their native tongue often substitute /w/ for /r/ or /y/ for /l/. In order to deal with this error, the exercise will take the following shape: wed — red, wag — rag, witch — rich, wipe — ripe, yet — let, yes — less, etc.

Practice of shifts. E.g. /mime — mimic/, /photo — photography/. Rhythmic exercises develop rhythm of utterance: This **thimble is thick for a thin finger**. This **thimble is thin for a thick finger**. A **thick thimble for a thick finger**. A **thin thimble for a thin finger**. **Thick for thick. Thin for thin.**

Rhythm reinforcement may take the form of jazz chants.

E.g. Where's the cat? — It's on the mat. — On the mat? — Yes, on the mat. — Why on the mat? — It's so fat, it can't stand and sat on the mat.

Jazz chants are based on the repetition of phrases: Eat your salad! — I don't like it. I hate it. I loathe it...

PART IV

QUESTIONS FOR DISCUSSION ON TEACHING OF PRONUNCIATION

Group discussion. Look at the questions suggested below, and discuss them with colleagues. The aim should be to arrive at general agreement on acceptable answers, though this may not always be possible. In any case, it is important to clarify exactly what the issues are, and, if there is disagreement, to understand the arguments of all sides. rather than and for me it sounds better to put conjunction - indeed: it is important to clarify exactly what the issues are, indeed if there is disagreement to understand the arguments of all sides. Before beginning to work on the questions, decide: are there any you wish to omit? Are there any others you wish to add? Do you wish to change the order?

- ✓ Does pronunciation need to be deliberately taught? Won't it just be 'picked up? If it does need to be deliberately taught, then should this be in the shape of specific pronunciation exercises, or casually, in the course of other oral activities?
- ✓ What accent of the target language should serve as a model? (For English, _____ for example, should you use British? American? Other?) Is it permissible to present mixed accents (e.g. a teacher who has a 'mid-

- Atlantic' i.e. a mixed British and American accent)?
- ✓ Can/Should the non-native teacher serve as a model for target language pronunciation?
 - ✓ What difference does the learner's age make in learning pronunciation?
 - ✓ How important is it to teach intonation, rhythm and stress?
 1. Can you suggest four or five rules about letter-combinations and their pronunciation in the language you teach that you think it would be important for learners to master in the early stages of learning to speak and read?
 2. Correct pronunciation is attainable when teaching a foreign language at school.
 - ✓ What is meant by correct pronunciation?
 - ✓ What does a teacher need for teaching pupils pronunciation successfully?
 - ✓ Why is pupils' pronunciation far from being satisfactory?
 - ✓ What should a teacher do to improve pupils' pronunciation?

PART V ACTIVITIES

1. Take a dictionary that includes phonetic transcriptions, and check through its phonetic alphabet. Look at a few words and their corresponding phonetic representations: make sure you can follow and understand the transcriptions. Now choose ten words at random out of a book, and try transcribing them into phonetic script. If you have used your dictionary's phonetic alphabet, look up the word in the dictionary to check.

1. Prepare pronunciation drill for one of the lessons to show the difference in material and in techniques of conducting the drill.
2. Examine one of the lessons of a Pupil's Book and a Teacher's Book and show how pupils are taught to pronounce correctly.
3. Choose three activities for teaching, raising awareness or practicing pronunciation-spelling correspondence in the target language: these can be from the below table, or from other sources, or original ideas of your own. Plan actual texts (words, sentences, passages) which you might use in these activities. If feasible, try using them with a learner in a one-to-one lesson.

Table

- ✓ **Dictation:** of random lists of words, of words that have similar spelling problems, of complete sentences, of half-sentences to be completed.
- ✓ **Reading aloud:** of syllables, words, phrases, sentences.

- ✓ **Discrimination (1):** prepare a set of 'minimal pairs' - pairs of words which differ from each other in one sound-letter combination (such as *dip-deep* in English). Either ask learners to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.
- ✓ **Discrimination (2):** provide a list of words that are spelt the same in the learners' mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning!).
- ✓ **Prediction (1):** provide a set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.
- ✓ **Prediction (2):** dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? (Then reveal meanings.)

4. Select a phonetic item and prepare the plan of a lesson how to teach pronunciation.

UNIT THREE

TEACHING VOCABULARY

The goals of this Unit:

- ✓ recognizing the importance of teaching vocabulary;
- ✓ establishing peculiarities in planning a Vocabulary teaching;
- ✓ involving students in practicing activities relating to planning a Vocabulary teaching;
- ✓ involving students Discussion "Features of Teaching Vocabulary".

PART I

WIDEN YOUR KNOWLEDGE!

What is vocabulary? Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than 'words'.

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school.

Scientific principles of selecting vocabulary have been worked out. The words selected should be:

- ✓ frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data);
- ✓ easily combined (*nice room, nice girl, nice weather*);
- ✓ unlimited from the point of view of style (*oral, written*);
- ✓ included in the topics the syllabus sets;
- ✓ valuable from the point of view of word-building (*use, used, useful, useless, usefully, user, usage*).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need "reading vocabulary", thus various printed texts are analyzed from

the point of view of word frequency. For developing speaking skills pupils need "speaking vocabulary". In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the words more frequently used in speaking are selected.

The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following two classes:

- ✓ Words that we talk with or form words which make up the form (structure) of the language.
- ✓ Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum. The number of words and phraselogical units the syllabus sets for a pupil to assimilate is 1100 words.

The selection of the vocabulary although important is not the teacher's chief concern. It is only the "what" of teaching and is usually prescribed for him by textbooks and study-guides he uses. The teacher's concern is "how" to get his pupils to assimilate the vocabulary prescribed. This is a difficult problem and it is still in the process of being solved.

It is generally known that school leavers' vocabulary is poor. They have trouble with hearing, speaking, reading, and writing. One of the reasons is poor teaching of vocabulary.

The teacher should bear in mind that a word is considered to be learned when:

- ✓ it is spontaneously recognized while auding and reading;
- ✓ it is correctly used in speech, i. e., the right word in the right place.

It is known, words are elements of the language used in the act of communication. They are single units, and as such cannot provide the act of communication by themselves; they can provide it only when they are combined in a certain way. There are some rules for the teachers concerning teaching vocabulary.

Rule 1 for the teacher: While teaching pupils vocabulary, introduce words in sentence patterns in different situations of intercourse. Present the words in keeping with the structures to be taught.

Information is composed of two kinds of elements: simple (words) and complicated (sentences).

A word may be both a whole which consists of elements (speech sounds) and at the same time an element which is included in a whole (a

sentence). In teaching words attention should be given both to a word as an element (in sentences) and a word as a whole (isolated unit) with the purpose of its analysis.

Rule 2 for the teacher: Present the word as an element, i.e., in a sentence pattern first. Then fix it in the pupils' memory through different exercises in sentence patterns and phrase patterns.

Speech is taken in by ear and reproduced by the organs of speech.

In teaching pupils vocabulary both the ear and the organs of speech should take an active part in the assimilation of words. Pupils should have ample practice in hearing words and pronouncing them not only as isolated units but in various sentences in which they occur.

Rule 3 for the teacher: While introducing a word, teacher must pronounce it her/himself in a context, and ask pupils to pronounce it both individually and in unison in a context, too.

Any word in the language has very complicated linguistic relations with other words in pronunciation, meaning, spelling, and usage.

Rule 4 for the teacher: For teaching words it is necessary to establish a memory bond between a new word and those already covered.

For instance: *see — sea; too—two; one—won* (in pronunciation); *answer — reply; answer — ask; small — little* (in meaning); *bought — brought; caught — taught; night-right* (in spelling); *to fight somebody - to doubt something - to mention something* (similar word combination).

Hence there are two stages in teaching vocabulary: presentation or explanation, retention or consolidation which are based on certain psycholinguistic factors (for that see works by Leontiev A. A.).¹

PART II

HOW TO TEACH VOCABULARY

The process of learning a word means to the pupil:

- ✓ identification of concepts, i. e., learning what the word means;
- ✓ pupil's activity for the purpose of retaining the word;
- ✓ pupil's activity in using this word in the process of communication in different situations.

Accordingly, the teacher's role in this process is:

- ✓ to furnish explanation, i. e., to present the word, to get his pupils to identify the concept correctly;
- ✓ to get them to recall or recognize the word by means of different

¹ Leontiev A. A. *Thinking in foreign languages is psychology and methodological problem*. M., 1990.

exercises;

- ✓ to stimulate pupils to use the words in speech.

Teaching and learning words are carried on through methods you are familiar with; the teacher organizes learning and pupils are involved in the very process of learning, i. e. in the acquisition of information about a new word, its form, meaning and usage; in drill and transformation to form lexical habits; in making use of the lexical habits in hearing, speaking and reading, or in language skills. Various techniques are used to attain the goal — to fix the words in pupils' memory ready to be used whenever they need them.

Presentation of new words. Since every word has its form, meaning, and usage to present a word means to introduce to pupils its forms (phonetic, graphic, structural, and grammatical) and to explain its meaning, and usage.

The techniques of teaching pupils the pronunciation and spelling of a word are as follows:

- ✓ pure or conscious imitation;
- ✓ analogy;
- ✓ transcription;
- ✓ rules of reading.

Since a word consists of sounds if heard or spoken and letters if read or written the teacher shows the pupils how to pronounce, to read, and write it. However the approach may vary depending on the task set (the latter depends on the age of pupils, their progress in the language, the type of words, etc.). For example, if the teacher wants his pupils to learn the word orally first, he instructs them to recognize it when hearing and to articulate the word as an isolated element (*a book*) and in a sentence pattern or sentence patterns alongside with other words. (*This is a book. Give me the book. Take the book. Put the book on the table, etc.*)

As far as the form is concerned the pupils have but two difficulties to overcome: to learn how to pronounce the word both separately and in speech; and to recognize it in sentence patterns pronounced by the teacher, by his classmates, or by a speaker in case the tape-recorder is used.

If the teacher wants his pupils to learn the word during the same lesson not only for hearing and speaking but for reading and writing as well, he shows them how to write and read it after they perform oral exercises and can recognize and pronounce the word. The teacher writes down the word on the blackboard (let it be *moon*) and invites some pupils to read it (they already know all the letters and the rule of reading

oo). The pupils read the word and put it down in their notebooks. In this case the pupils have two more difficulties to overcome: to learn how to write and how to read the word; the latter is connected with their ability to associate letters with sounds in a proper way.

Later when pupils have learned the English alphabet and acquired some skills in spelling and reading they may be told to copy the new words into their exercise-books and read and write them independently; this work being done mainly as homework. The teacher then has his pupils perform various oral exercises during the lesson, he makes every pupil pronounce the new words in sentence patterns and use them in speech. Since this is the most difficult part of work in vocabulary assimilation it can and must be done during the lesson and under the teacher's supervision.

There are two ways of conveying the meaning of words: direct way and translation. The direct way of presenting the words of a foreign language brings the learner into direct contact with them, the mother tongue does not come in between, it establishes links between a foreign word and the thing or the concept directly. The direct way of conveying the meaning of foreign words is usually used when the words denote things, objects, their qualities, sometimes, gestures and movements, which can be shown to and seen by pupils, for example: *a book, a table, red, big, take, stand up,* etc. The teacher should connect the English word he presents with the object, the notion it denotes directly, without the use of pupils' mother tongue.

PART III

IT IS INTERESTING TO KNOW!

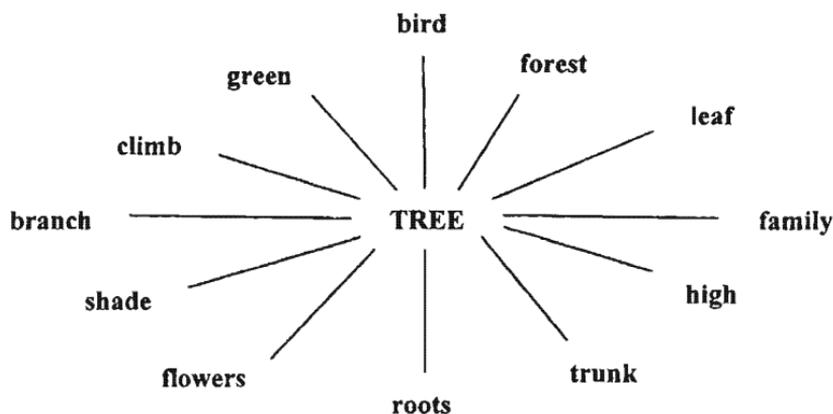
There a lot of different techniques for teaching vocabulary that the teacher can use in practice. Now let us stop at the some of them the teacher may exploit while working with English language.

1. **Brainstorming round an idea.**

Write *a* single word in the centre of the board, and ask students to brainstorm all the words they can think of that are connected with it. Every item that is suggested is written up on the board with *a* line connecting it to the original word, so that the end result is *a* 'sun-ray' effect. For example, the word *tree* might produce something like the sketch below.

This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teacher or by students. Although there are no sentences or paragraphs, the circle of associated items is in

itself a meaningful context for the learning of new vocabulary. The focus is on the meaning of isolated items.



This kind of association exercise is useful when introducing a poem or other literature: a key concept can be placed in the centre, and the brainstorm used as a 'warm-up' to the theme, as well as a framework for the introduction of some new vocabulary.

You may, of course, use other sorts of stimulus-words or connections: put a prefix (say *sub-*) in the centre and invite the class to think of words that begin with it; or a transitive verb (like *push*) and think of objects to go with it; or any verb, and think of possible adverbs; or a noun, and think of adjectives; or vice versa. You can probably think of further possibilities: the basic technique is very versatile.

2. Identifying words we know.

As an introduction to the vocabulary of a new reading passage, the students are given the new text and they are asked to underline or mark with fluorescent pens, all the words they know. They then get together in pairs or threes to compare: a student who knows something not known to their friend(s) teaches it to them, so that they can mark it on their texts. They then try to guess the meaning of the remaining unmarked items.

Finally the teacher brings the class together to hear results, checking guesses and teaching new items where necessary.

This activity tends to be morale-boosting, in that it stresses what the students know rather than what they do not; it encourages student cooperation and peer teaching; it also entails repeated exposure to the text and vocabulary items through individual, group and teacher-led stages.

3. Vocabulary drills.

Vocabulary drills are useful indicators of a student's understanding of assigned words. The teacher who gives his/her students a list of words, then time to "memorize" correct spelling and definitions is using the most common format. Having students apply these words (i.e. using the word correctly in an original sentence) in addition to spelling and defining correctly is a better indication of a student's understanding. Vocabulary drills can also be an effective remedial exercise for students who use words incorrectly in reports and assignments.

HOW:

- ✓ Students must first be motivated to learn new words. When students experience amusement in word-play, expanding of ones vocabulary comes easily. The teacher may want to introduce students to "fun" vocabulary building books like *The Insomniac s Dictionary* or *Word Power Made Easy*.
- ✓ If a given list of new words is required knowledge for a new topic then the vocabulary should be learned prior to content instruction.
- ✓ Once students have been given adequate time to learn correct spelling they are ready to be "drilled" or "quizzed". The vocabulary drill can be formal (the teacher recites a vocabulary list word by word, giving students time to write the word, define it and use it in a sentence). This format functions as a test. It can also be informal, as in a game situation.
- ✓ The teacher should emphasize accuracy. The word must be spelled correctly and its usage in a sentence must be grammatically correct.
- ✓ Long, tedious vocabulary drills should not be given too frequently. Although it would be impossible to keep up with new developments in vocabulary even if studied daily, we do not want students to lose interest.
- ✓ With the aforementioned suggestions in mind, the following steps could be followed:
 - The teacher should determine the vocabulary to be learned.
 - Students are asked to "memorize" correct spelling and definitions and are expected to apply the new vocabulary correctly.
 - Students are tested for accuracy either orally or they take written tests. Students may also be timed.
 - The test is evaluated and students are required to continue the process with words they were not able to spell, define and/or use correctly.

IMPORTANT CONSIDERATIONS:

1. The teacher should periodically include interesting history of a word - its origin and derivations.

2. The teacher may wish to include sections on foreign vocabulary for fun.
3. Many words can be spelled more than one way, have more than one definition and have many correct applications. The teacher should be aware of this and be clear as to his/her expectations of the student. (Students should be required to know ALL correct definitions).
4. Vocabulary drills, though they provide immediate evaluation and progress information, should not be overused. They should not be the only technique used for building and evaluating vocabulary.
5. The main purpose of the vocabulary drill is to build vocabulary. The teacher must be creative in his/her attempt to make students interested in words. Students must want to build their own vocabularies so they must have a reason for doing it, and it should be fun.
6. Vocabulary drills can be oral as well as written. Word games should be used when appropriate.
7. Students should have learning experiences which allow them to apply new vocabulary.

PART IV

QUESTIONS FOR DISCUSSION ON THE TEACHING OF VOCABULARY

- ✓ Speak on the principles of selecting a minimum vocabulary. What, in your opinion, is the soundest criterion?
- ✓ Comment on the main rules in teaching vocabulary.
- ✓ Speak on the possible difficulties a pupil has to overcome when new words are presented. What is the role of the teacher here? Illustrate your answer with several examples.
- ✓ Not all words require the same exercises for retention. Why?
- ✓ Some techniques are more popular than others. What are they, and can you account for their popularity?
- ✓ Are there techniques that are particularly appropriate for the presentation of certain types of words?
- ✓ Are there techniques which are likely to be more, or less, appropriate for particular learner populations (young/adult, beginner/advanced, different background cultures)?
- ✓ Do you, as an individual, find that you prefer some kinds of techniques and tend to avoid others? Which? And why?
- ✓ Can you think of five or six further examples of vocabulary items, in any language you know, that consist of more than one word?

PART V ACTIVITIES

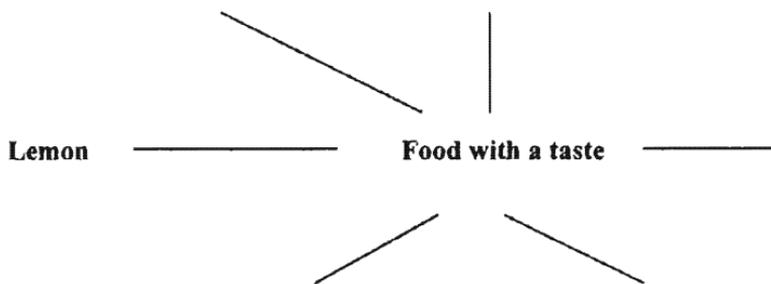
- ✓ Select an item from the vocabulary taught in a foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time, and note down some ideas. If you are working in a group, three or four participants then get together, share ideas and contribute new ones to each other.
- ✓ Putting your practical suggestions aside for the moment, study a list of different techniques of presenting the meaning of new vocabulary. In a group, this list may be compiled by a brainstorm among participants, or derived from the below table; or a combination of the two.

WAYS OF PRESENTING THE MEANING OF NEW WORDS

- ✓ concise definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which...);
 - ✓ detailed description (of appearance, qualities...);
 - ✓ examples (hyponyms);
 - ✓ illustration (picture, object);
 - ✓ demonstration (acting, mime);
 - ✓ context (story or sentence in which the item occurs);
 - ✓ synonyms;
 - ✓ opposite(s) (antonyms);
 - ✓ translation;
 - ✓ associated ideas, collocations.
- ✓ Identify which one or more of the techniques were used in your own idea(s) for presentation. If you are in a group: were there any techniques which tended to be more popular, others which were barely used? On second thoughts: would you/could you have used other techniques to supplement your original idea for presentation?
 - ✓ On the basis of your own reflection, discuss orally or in writing generalizations that can be made about the usefulness of the different techniques.
 - ✓ Each participant prepares a vocabulary activity which they think is effective. Teachers with some experience may bring activities they have used; others may recall ideas from their own language-learning experience or that they have observed, or find suggestions in books or simply create new ones.
 - ✓ The activities are presented to the group. Actually, this is best done by performing them, in role-playing the presenter is the teacher

and the others are the students; in this way you get the 'feel' of the procedure and remember it well. But doing it this way is very time-consuming, so in a large group some people may have to simply describe their activities, or present them in written form.

- ✓ A discussion should follow each presentation, on questions such as: What was the main objective of the activity (awareness-raising/presentation of new vocabulary/review and practice)? What particular aspects of vocabulary did the activity focus on? How effective was it, and why? How interesting/enjoyable was it? For what sort of class, or situation, is it appropriate? Were there any unusual or original aspects of it which you would like to discuss?
- ✓ Prepare a lesson plan for teaching words of different types at the stage of presentation. Use any Pupil's Book you like.
- ✓ Prepare a series of situations to stimulate pupils to use the words presented. Use two forms of speech: dialogue and monologue.
- ✓ Prepare a test on vocabulary (a) for oral testing, (b) for written testing.
- ✓ Produce a mind-map with the key word "food with a taste ". Possible list of tastes is "spicy, bitter, salty, sweet, sour, creamy, crunchy and greasy". One word has been written for you.



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

Give the food that has the taste as shown in the table.

Spicy	Bitter	Salty	Sweet	Sour	Creamy	Crunchy	Greasy

UNIT FOUR

TEACHING GRAMMAR

The goals of this Unit:

- ✓ recognizing the importance of teaching grammar;
- ✓ establishing peculiarities in planning a Grammar teaching;
- ✓ involving students in practicing activities relating to planning a Grammar teaching;
- ✓ involving students Discussion "Features of Teaching Grammar".

PART I

WIDEN YOUR KNOWLEDGE!

The subject of grammar is the knowledge of how to construct a sentence. Grammar is concerned with the construction of written and oral sentences. Grammar describes a language device that uses a finite number of rules to generate all the sentences of a language. Grammar can also explain sentence construction and tell grammatical sentences from ungrammatical ones. Sentences can be perceived as grammatical despite possible language inaccuracies and slips (transposition, omission, redundancy, and overgeneralization) and language twists (ellipsis, tags and anaphoric starts).

Grammar knowledge can be **declarative and procedural**. Declarative knowledge is what can be demonstrated as the knowledge of rules and/or examples. Procedural knowledge is what can be applied in the process of communication.

According to some theories, declarative knowledge does not become procedural knowledge. Other views hold that "learned" knowledge can help in developing procedural grammar skills.

Knowledge of the items and rules that comprise the formal grammar system of the language is called **linguistic competence**. Within the theoretical framework developed by Chomsky it is necessary to distinguish **competence** and **performance**. "Competence" refers to what the language users know and "performance" to the use of this knowledge in communication.¹

Procedural grammar knowledge that is formed in the language user's mind is called **mental grammar**. It consists of the rules that the learners have internalized and is not the "imprinting" of the normative grammar. That is why learners' utterances can be erroneous with the reference to the norms of the target language, but not to their own "mental grammar".

¹ Chomsky N. Aspects of the Theory of Syntax. Cambridge. Mass, 1987.

There are some rules for the teachers concerning teaching pupils in grammar.

Rule 1 for the teacher: Realize the difficulties the sentence pattern presents for your pupils. Comparative analysis of the grammar item in English, Uzbek and in Russian or within the English language may be helpful. Think of the shortest and simplest way for presentation of the new grammar item. Remember the more you speak about the language the less time is left for practice.

Rule 2 for the teacher: Teach pupils correct grammar usage and not grammar knowledge.

Rule 3 for the teacher: Furnish pupils with words to change the lexical (semantic) meaning of the sentence pattern so that pupils will be able to use it in different situations. Remember that pupils should assimilate the grammar mechanism involved in the sentence pattern and not the sentence itself.

Rule 4 for the teacher: Select the situations for the particular grammar item you are going to present. Look through the textbook and other teaching materials and find those situations which can ensure comprehension and provide the usage of the item.

Rule 5 for the teacher: If the grammar item you are going to present belongs to those pupils need for conversation, select the oral approach method for teaching. If pupils need the grammar item for reading, start with reading and writing sentences in which the grammar item occurs.

Grammatical terms. If you do decide to do any formal, conscious teaching of grammar, it is useful to have at your fingertips the various common terms that are used in explanations of grammatical structures. If you are not familiar with them already, you may find the following definitions useful.

(Note, however that these definitions are based on English grammar, and may not be accurate representations of categories in some other languages; they are, moreover, only brief summaries, and not comprehensive.)

Units of language. Linguists usually define the largest unit of language as 'discourse' or 'text'; but for most practical teaching purposes, the sentence is probably the most convenient 'base' unit. Smaller units are the clause, the phrase, the word, the morpheme.

The sentence is a set of words standing on their own as a sense unit, its conclusion marked by a full stop or equivalent (question mark, exclamation mark). In many languages sentences begin with a capital letter, and include a verb.

The clause is a kind of mini-sentence: a set of words which make a sense unit, but may not be concluded by a full stop. A sentence may have two or more clauses (*She left because it was late and she was tired.*) or only one (*she was tired.*).

The phrase is a shorter unit within the clause, of one or more words, but fulfilling the same sort of function as a single word. A verb phrase, for example, functions the same way as a single-word verb, a noun phrase like a one-word noun or pronoun: *was going, a long table.*

The word is the minimum normally separable form: in writing, it appears as a stretch of letters with a space either side.

The morpheme is a bit of a word which can be perceived as a distinct component: within the word *passed*, for example, are the two morphemes *pass*, and *-ed*. A word may consist of a single morpheme (*book*).

Parts of the sentence. We may also analyze the sentence according to the relationships between its component phrases: these are called parts of the sentence. The most common parts of the sentence are **subject, verb and object**, which may be combined into a basic pattern like *I saw the man*: *I* being the subject, *saw* the verb and *the man* the object. The object may be direct or indirect; thus in *I sent him a letter*, *him* is the indirect object, *a letter* the direct.

The complement looks like an object, except that it refers to the same thing as the subject; so that it would come after verbs like *be, become, seem*; in the sentence *She is a good doctor*, the phrase *a good doctor* is the complement.

Finally there is the adverbial: another word or phrase which adds further information: words or phrases like *yesterday, at home, on his own*.

Parts of speech. Different parts of the sentence may be realized by various kinds of words (or phrases): these are called parts of speech.

Nouns are traditionally characterized as naming a person, place or thing; but in fact they may refer to activities or events (*conversation, battle*), abstracts (*beauty, theory*) and various other kinds of things. They usually function, as do pronouns, as the subject, object or complement of a verb, or follow prepositions. They may be preceded by determiners (*the, some*, for example) or by adjectives, and may take the plural *-s*.

Most nouns are "common" (*finger, meeting*); "proper" nouns (*Queen Victoria, Syria*) signify the name of a specific person, place, event, etc., and are written in English with a capital letter. Another useful distinction is between "countable" nouns (items which can be counted and may appear in the plural: *horse, cup*, for example) and "non-

countable" or "mass" nouns (certain uncountable substances or abstracts: *coffee, dust, wisdom*).

Verbs are often called words of "doing" (*swim, sit*), but they may also indicate a state of being, feeling, being in relationship to (*remain, regret, precede*). Verbs can be used in different tenses, and in active and passive voices.

It is useful to distinguish between transitive verbs (those that take a direct object: *hit, feed*) and intransitive ones (those that do not: *laugh, fall*), though many verbs can be either, depending on context (*fight, relax*).

Adjectives normally describe the things referred to by nouns or pronouns (*black, serious*); they may function as complements or be attached to a noun.

Adverbs describe the concepts defined by verbs (*quickly, alone*), adjectives or other adverbs (*extremely, quite*) or an entire sentence or situation (*unfortunately, perhaps*).

Pronouns usually function as substitutes for nouns or noun phrases (*he, him, who, those*) and like them may function as subject, object, complement or follow a preposition.

Auxiliary verbs may be attached to main verbs in a verb phrase: *is*, for example, in *is going*.

Modal verbs (such as *can, must, may*) are a particular type of auxiliary verb; they express ideas such as possibility, ability, compulsion, probability, willingness.

Determiners are (usually short) items that introduce a noun or a noun phrase (*the, a, all, some, many*).

Prepositions define time, space and more abstract relationships, and precede nouns or pronouns (*in, before, of, according to, despite*).

PART II

IT IS INTERESTING TO KNOW!

Grammar practice activities. The aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own. But it is unsatisfactory for students to be able to produce correct samples of a structure only when they are being specifically tested on it: many of us are familiar with the phenomenon of learners who get full marks on all the grammar exercises and tests, but then make mistakes in the same structures when they are composing their own free speech or writing. The problem in such a case is that the structures have not been thoroughly mastered;

the learner still depends on a measure of conscious monitoring in order to produce them correctly.

One of our jobs as teachers is to help our students make the leap from form-focused accuracy work to fluent, but acceptable, production, by providing a “bridge”: a variety of practice activities that familiarize them with the structures, in context, giving practice both in form and communicative meaning.

Look at the below table “Types of grammar practice: from accuracy to fluency”, which consists of descriptions of a number of practice activities for various English structures. They are laid out in sequence: from a very controlled and accuracy-oriented exercise at the beginning to a fluency activity giving opportunities for the free use of the grammar in context at the end.

It is not suggested that such a sequence be rigidly followed in classroom teaching, though on the whole the more controlled procedures tend to come earlier; but rather that our lessons should include a fairly representative selection of activities that provide both form-focused and meaning-focused practice.

TYPES OF GRAMMAR PRACTICE: FROM ACCURACY TO FLUENCY

Type 1: Awareness

After the learners have been introduced to the structure, they are given opportunities to encounter it within some kind of discourse, and do a task that focuses their attention on its form and/or meaning.

Example: Learners are given extracts from newspaper articles and asked to underline all the examples of the past tense that they can find.

Type 2: Controlled drills

Learners produce examples of the structure: these examples are, however, predetermined by the teacher or textbook, and have to conform to very clear, closed-ended cues.

Example: Write or say statements about John, modeled on the following example: John *drinks tea* but he *doesn't drink coffee*.

- ✓ like: ice cream/cake ;
- ✓ speak: English/Italian;
- ✓ enjoy: playing football/playing chess.

Type 3: Meaningful drills

Again the responses are very controlled, but learners can make a limited choice.

Example: In order to practice forms of the present simple tense:

Choose someone you know very well, and write down their name. Now compose true statements about them according to the following model:

He/She *likes ice cream*; OR He/She *doesn't like ice cream*.

- ✓ enjoy: playing tennis;
- ✓ drink: wine;
- ✓ speak: Polish.

Type 4: Guided, meaningful practice

Learners form sentences of their own according to a set pattern, but exactly what vocabulary they use is up to them.

Example: Practicing conditional clauses, learners are given the cue *If I had a million dollars*, and suggest, in speech or writing, what they *would do*.

Type 5: (Structure-based) free sentence composition

Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.

Example: A picture showing a number of people doing different things is shown to the class; they describe it using the appropriate tense.

Type 6: (Structure-based) discourse composition

Learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within the discourse

Example: The class is given a dilemma situation ("You have seen a good friend cheating in an important test") and asked to recommend a solution. They are directed to include modals (*might, should, must, can, could*, etc.) in their speech/writing.

Type 7: Free discourse

As in Type 6, but the learners are given no specific direction to use the structure; however, the task situation is such that instances of it are likely to appear. Example: As in Type 6, but without the final direction.

Creative grammar drill can be organized with chanting activities (the idea of using jazz chants in the classroom is developed by C. Graham).¹

Here is an example with "ought to", «should», «must», «have to», "can't". Practice it one by one and then arrange chanting in a canonical way (small group starts, while it continues the second small group starts from the beginning, etc). Reflect on the procedure.

I ought to be polite,
I know I should behave myself,
I must be honest,
I mustn't tell lies,
I have to study,
I have to work...
I can't be all that good!

¹ Graham C. *Jazz Chants*. N.Y., 1997.

I tell you I can't be all that good!

But I ought to be polite ... etc.

Communicative game. *The class is divided into groups of three or four. The object of the game is for each group to decide which implement (a tool or utensil) would be most useful in each situation. Grammar subject: "Comparisons": The ... would be better/stronger... etc. The... is not as ... as.... The... is not... enough to ... Run the game and reflect on the procedure.*

Implements	Situations
<ul style="list-style-type: none">• Pincers	<ul style="list-style-type: none">• You have a bottle of wine but no cork-screw.
<ul style="list-style-type: none">• Stone	<ul style="list-style-type: none">• The cupboard door keeps swinging open.
<ul style="list-style-type: none">• Twig	<ul style="list-style-type: none">• The sink is blocked.
<ul style="list-style-type: none">• Knife	<ul style="list-style-type: none">• The neighbor's dog keeps squeezing through the hole in the fence.
<ul style="list-style-type: none">• Fork	<ul style="list-style-type: none">• Your ring has dropped into a saucepan of boiling water.
<ul style="list-style-type: none">• Hammer	<ul style="list-style-type: none">• You have dropped some money through a crack in the floorboards.
<ul style="list-style-type: none">• Clew (ball of strings)	<ul style="list-style-type: none">• You have accidentally just thrown an important letter onto the fire.
<ul style="list-style-type: none">• Coat-hanger	<ul style="list-style-type: none">• You can't get the lid off the pot of jam.
<ul style="list-style-type: none">• Chewing-gum	<ul style="list-style-type: none">• Your house is locked and you can't get in.
<ul style="list-style-type: none">• Sheet of paper	<ul style="list-style-type: none">• A water pipe is leaking and water is dripping onto the floor.

Communicative game can be **competitive**. An example of such a game is "Headless sentences".¹ The grammar material to be trained is Present Simple Passive. The learners are to compete in writing the beginnings of the "headless sentences" about sports activities.

¹ Millrood R. English Teaching Methodology. Moscow, 2007.

Do the activity with your peers and reflect on the procedure.

Beginning of sentence	"Headless" sentences
	is played by two or four people often on grass.
	is dominated by black athletes.
	is/are played mainly in pubs.
	is played by rich people with a small, pitted ball.
	are betted on by all sorts of people.
	a man may not be hit below the belt.
	is banned in China.
	is stigmatized as gambling.
	is played by very tall men.

PART III

QUESTIONS FOR DISCUSSION ON TEACHING GRAMMAR

- ✓ Grammar is very important in foreign language learning. Why?
- ✓ There are different viewpoints on grammar teaching. Analyze them and say which you consider justifiable in foreign language teaching in schools. Give your reasons.
- ✓ Tell about the possible difficulties a pupil has to overcome when new grammar is presented. What is the role of the teacher here? Illustrate your answer with several examples.

PART IV

ACTIVITIES

✓ The place of grammar in the teaching of foreign languages is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive (as it is in our native language), and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned. Or is it? In the below table "Opinions about the teaching grammar" are some extracts from the literature relating to the teaching of grammar, which express a variety of opinions on this question. They are necessarily decontextualized and oversimplified versions of their writers' opinions: nevertheless the issues they raise are basic and interesting. Read the extracts in the table, and, if you are working in a group, discuss your reactions. If you are on your own, you may find it helpful to observe the following sequence for each extract: summarize in your own words what the writer is saying; state whether you agree or disagree in principle.

OPINIONS ABOUT THE TEACHING OF GRAMMAR

Extract 1

The important point is that the study of grammar as such is neither necessary sufficient for learning to use a language.¹

Extract 2

The student's craving for explicit formulization of generalizations can usually be met better by textbooks and grammars that he reads outside class than by discussion in class.²

Extract 3

The language teacher's view of what constitutes knowledge of a language is...a knowledge of the syntactic structure of sentences... The assumption that the language teacher appears to make is that once this basis is provided, then the learner will have no difficulty in dealing with the actual use of language... There is a good deal of evidence to suggest that this assumption is of very doubtful validity indeed.³

Extract 4

The evidence seems to show beyond doubt that though it is by communicate in real "speech acts" that the new language "sticks" in the learner's mind, insight into pattern is an equal partner with communicative use in what language teachers now see as the dual process of acquisition / learning. Grammar, approached voyage of discovery into the patterns of language rather than the learning prescriptive rules, is no longer a bogey word.⁴

- ✓ Examine one of the lessons in Pupil's Book and Teacher's Book to deduce upon what principles grammar is taught.
- ✓ Select a grammar item and prepare the plan of a lesson to be used with a standard textbook.
- ✓ Give a contrastive analysis of one of the grammar items to determine the difficulties it presents to Russian/Uzbek-speaking pupils.
- ✓ Review the principles grammar teaching should be based upon and show how you will utilize them in teaching some grammar item.

¹ Newmark L. "How not to interfere with language learning" in Brumfit C.J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1997, p.165.

² Ibid.

³ Widdowson H.G. "Directions in the teaching of discourse" in Brumfit C.J. and Johnson K. The communicative approach to language teaching. Oxford University Press, 1997, p. 49.

⁴ Eric Hawkins. Awareness of language: An introduction, Cambridge University Press, 1991, p. 150.

- ✓ Compile a grammar test. Select a grammar item from a standard textbook.
- ✓ Examine given below the lesson sample and give a full analysis. What methods and forms are used in the plan? What advantages and disadvantages in that plan, in your opinion?

The theme: "Babby J's forests and lakes".

Teacher's note. Aim: The aim of this lesson is to teach and practice the use of articles in English. The lesson is aimed at intermediate students who need more practice with articles. It is presumed that articles will have been taught before - this is reinforcement of what students already know. Articles are presented around the theme of geography and then move on to other uses of articles.

Step one:

Split the class into two teams (A and B). Draw a scoreboard and ask teams alternately questions from the Geography Quiz. One point is for each correct answer. The team with the most correct answers wins.

Key: 1. Paris. 2. The Nile. 3. South America (Brazil and Peru mostly). 4. Russia. 5. Billion approx. 6. The Alps. 7. June. 8. Lake Baikal, Russia. 9. The Red Sea is surrounded by Egypt, Sudan and Saudi Arabia, (and also Yemen, Djibouti and Eritrea). 10. Africa (the west coast).

Step two:

Choose a couple an examples from the quiz to illustrate that we use articles with rivers, mountain ranges and sea but the zero article with countries, lakes and contain.

Step Three:

Ask the students to complete the article table using the categories given.

Key: A/an: When we talk about smth. for the 1st time, one of smth., jobs.

The: Previously mentioned things. When there is only one of smth., musical instruments, when we know what is being talked about, rivers, superlatives, oceans and seas, deserts, mountain ranges and national groups.

Zero Article: Sports, institutions with certain verbs, lakes, towns/countries, continents, mountains, when we are talking generally about things.

Step Four: Get the students to correct the sentences.

Key:

- A. "Can I ask **the** a question?" "Of course."
- B. You look very tired. You need a holiday
- C. "Where is Tom?" "He's in **a the** bathroom."

- D. Enjoy your holiday and don't forget to send me a postcard.
- E. We live in an old house near the station.
- F. Peter and Mary have got two children. **The a boy and the a girl.** The boy is 5 and the girl is 3.
- G. It's a nice morning. Let's go for a walk.
- H. What is the largest city in England?
- I. Why are you sitting on the floor?
- J. Amanda is a student. When she finishes studying she wants to be **the a** journalist.

Step Five:

Split the class into groups of three or four. You need a game board, set of cards, die and counters for each group. Explain that the students want to get to the end of the board first and they do this by throwing the die and moving the correct number of squares.

- ✓ If they land on a square with a question mark they must take a card and answer the question. If they get the question right, they can throw again and have another go. (Maximum of two goes)
- ✓ If they land at the **BOTTOM** of a ladder and they get the question right, they can go **UP** the ladder.
- ✓ If they land on the **HEAD** of a snake, they must go **DOWN** to the square at the bottom of the snake.
- ✓ The first to the finishing square is the winner.

Step Six:

Put the students in pairs to discuss the questions. Pre-teach: exotic, tourist trap and romantic.

Babby J's Forest and Lakes

Student's worksheet

Do you know the answers to the geographical quiz?

- 1) What is the capital of France?
- 2) What is the longest river in the world?
- 3) Where is the Amazon?
- 4) In which country are the Urals?
- 5) What is the population of China?
- 6) What is the name of the mountains between Australia and Switzerland?
- 7) Which month is the coldest in Australia?
- 8) What is the deepest freshwater lake in the world?
- 9) Where is the Red Sea?
- 10) Where is Sierra Leone?

Do we use a/an, the or zero article with these things? Put the topics in the right column.

- ✓ When we talk about something for the first time. One of smth (e.g. one apple from lots of apples)
- ✓ Jobs
- ✓ Previously mentioned things
- ✓ When there is only one of smth. (e.g. sun, moon)
- ✓ Musical instruments
- ✓ When we know what is being talked about
- ✓ Rivers
- ✓ Superlatives
- ✓ Oceans and seas
- ✓ Deserts
- ✓ Mountain ranges
- ✓ National groups
- ✓ Sports
- ✓ Institutions (not buildings) with certain verbs: to go, get, start, finish, leave
- ✓ Lakes
- ✓ Towns/Countries (most)
- ✓ Continents
- ✓ Mountains
- ✓ When we are talking generally about things

A/an	The	Zero article

Correct the sentences:

- A. "Can I ask the question?" "Of course."
- B. You look very tired. You need holiday.
- C. "Where is Tom?" "He's in a bathroom."
- D. Enjoy your holiday and don't forget to send me postcard.
- E. We live in old house near the station.
- F. Peter and Mary have got two children. The boy and the girl. The boy is 5 and the girl is 3.
- G. It's nice morning. Let's go for walk.
- H. What is the largest city in England?
- I. Why are you sitting on floor?
- J. Amanda is student. When she finishes studying she wants to be the a journalist.

Discuss with a partner:

- ✓ What countries have you been to? What did you do there? Where did you stay? Tell your partner as much you can/
- ✓ If you could go anywhere in the world, where would you go and why?
- ✓ Which countries would you not like to go to? Why?
- ✓ Which countries do you think are
 - a) romantic,
 - b) exotic,
 - c) dangerous,
 - d) tourist traps?

UNIT FIVE HOW TO TEACH SPEAKING

The Unit Goals

- recognizing the importance of teaching Speaking
- establishing peculiarities in teaching Speaking
- involving students in practicing activities relating to planning Speaking lessons
- engaging students into Panel Discussion "Specific Features of Teaching Speaking"

PART I WIDEN YOUR KNOWLEDGE!

Speaking is a productive speech activity. Speaking is a skill of oral communication in sending an oral message.

The main goal of teaching to speak is developing learners' abilities in accordance with their real needs and interests to communicate orally in different social and culture situations.

Some Activities for Teaching to Speak

Traditional classroom speaking practice often takes the form of drills in which one learner asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding. That's why every time teacher has to organize special teaching materials like cards, tables, posters etc. which contain various models of conversational formulas. At the same time well-prepared spoken models may become good facilities for broadening learners' vocabulary. Some of conversational formulas which may be suggested for developing speaking skills are presented in the table below.

Conversational Formulas

Topic	Formula	Response
Making an Apology	I do apologize. I really must apologize for letting you down. I really must apologize for not letting you know.	It's quite all right. That's quite all right. Please, don't worry about it. There's no need to apologize.
Exclamations Expressing Delight, Admiration, Horror	Isn't it lovely! delicious! horrible!	Yes, isn't it.
Meeting People. Introductions	How are you? How are you getting on? How's your father, mother?	Quite well, thank you. And how are you? Very well, indeed, thank you.

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give learners opportunities to practice language use more freely.

Example 1. Very useful and popular activity is to fill the gaps in a schedule or timetable: School timetable (in the form of cards) with some lessons missing may be suggested for filling. Any number of learners may be involved in this activity. Cards should have different blank spaces but all of them contain total number of the subjects. Participants are not allowed to see each other's timetables and they must fill in blanks only by asking each other appropriate questions. Some conversational formulas and key words may be suggested when the task is introduced first time.

Question

When do we have English on Friday?

At what time is Math on Monday?

Do we have English at twelve thirty on Tuesday?

Is there any language lesson on Saturday?

Answer

It's period 1 at eight thirty.

At ten twenty it's period 3.

Yes and no, we have English on Monday but at ten sharp.

Yes, of course, we have Spanish at 11.45

Key words: geography, history, literature, biology, chemistry, English, PE (physical exercises), mathematics (math).

Example 2. Completing picture. Two partners are suggested similar pictures. Each one has missing details, and learners cooperate in order to find all missing details.

Example 3. Completing picture in another variation. No items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that should be practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

The use of cues or prompts to build up dialogues is a commonly used technique. The cues or prompts determine the content of what is said, and dialogue building activities can range from being highly controlled to very free. Dialogue building is not a substitute for fluency work, but used carefully it allows the possibility of giving weaker learners a chance to say something.

Jigsaw Activities in Teaching to Speak

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners have to cooperate in order to define all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story; or one sentence from a written narrative; or a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, learners work in groups of four. Each learner in the group receives one panel from a comic picture. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence. More

elaborate jigsaws may proceed in two stages. First learners' work in groups A, B, C, and D. The task is to receive information. Each group receives a different part of the total information. Learners then reorganize into groups of four with one learner each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short text. The four recordings contain the same general information, but each has one or more details that the others do not. In the second stage, learners reconstruct the complete story by comparing the four versions. The last stage includes presentation of information by the groups. The winner is considered the group presented the information without missing details.

How to Organize Conversation?

Conversation is such a natural part of our lives that many people are not conscious of what happens within it. Before starting the conversation teacher should explain that conversation follows certain rules which can help to keep order in class:

- usually one person speaks at a time;
- the speakers change;
- the length of any contribution varies;
- there are techniques for allowing the other party or parties to speak;
- neither the content nor the amount of what we say is specified in advance.

Many learners have great difficulty in getting into a conversation, in knowing when to give up their turn to others, and in bringing a conversation to a close. In order for conversation to work smoothly, all participants have to be alert to signals that a speaker is about to finish his or her turn and be able to come in with a contribution which fits the direction in which the conversation is moving. Teachers need to train learners to sense when someone is about to finish. Falling intonation is often a signal for this. Besides, learners often lose their turn because they hesitate in order to find the right word. Teaching them expressions like *Wait, there's more* or *That's not all* as well as fillers or hesitation devices such as *Erm...*, *Well...*, etc will help them to keep going.

If teachers find that lessons where discussion took place were not successful as the teacher did most of the talking, consider if the learners were prepared for the discussion or fluency activity. Preparation is a vital ingredient for success in teaching speaking. Learners need to be orientated to the topic. Some simple techniques which can be used to prepare learners for a particular topic are the following: the use of

audio/visual aids to arouse interest; a general orientation to the topic: a short text, questionnaire, a video extract. (This pre-speaking task must never be too long but it is recommended);

Culture Aspect in Teaching to Speak

Teachers organizing speaking lesson must keep in mind that different cultures talk about different things in their everyday lives. That is why both teachers and learners need to develop a sense of taboo subjects if they are to avoid offence.

If we accept the fact that language is embedded in culture, then some elements of cross-cultural training are inevitable and the inclusion of some cross-cultural work in the teaching of communicative skills would seem to offer the following advantages: cross-cultural issue can generate discussion in their own right; knowledge of why people in the English culture behave in certain ways should make native speakers easier to interpret; a sensitivity to the ways social norms operate in other languages should make the learning of certain areas of language (such as *politeness formulae*) easier.

If learners become aware of issues such as social taboos, they are less likely to cause offence by breaking them. Besides, they would begin to fall into the category of foreigner that native speakers find easy to talk to.

Topic Orientation Stage

Learners may need to be orientated to the speaking task. The general rule is to formulate tasks in terms learners can understand and make sure that the instructions are clear.

Before the lesson teachers should record themselves while they are giving instructions for a speaking activity. Then they should listen for checking if the instructions are clear and how instructions may be modified.

One possible paradigm for teaching instruction-giving is as follows:

- Teacher should think through instructions from the point of view of the learner.
- Teacher should include only the essential information in simple, clear language.
- Teacher should insist on silence and make sure he/she can be seen.
- Teacher should make eye-contact.
- Teacher should use demonstration and gestures where possible to go with your explanation.
- Teacher should make sure the learners have understood what to do. Teacher should do this by asking for a demonstration or for an answer to a question which proves understanding. A yes/no answer to a question like *Do you understand? Are you with me?* is not particularly revealing.

Motivation for Speaking

A great deal of motivating language practice can be generated by asking learners to talk about themselves, to share their private store of experience with one another, providing they have a framework in which to do so. The framework, especially in the early stages, should limit the exchanges to quite simple factual information. Such exchanges constitute a natural information gap activity in which all learners are able to participate.

Last but not least is the choice of the topic to discuss. Learners are sometimes not motivated to talk they feel lack of involvement in the topic. However, even where learners admit interest, they may be unwilling to talk about it in English because they lack the linguistic resources. It is a good idea to talk about things which are within the learners' experience or which they think they might influence their future lives or attitudes. One idea to help learners go is finding the topic to discuss but instead of discussing it under a general perspective, teacher could try setting a specific related problem.

It is important for teachers to correct mistakes made by learners during speaking activities in a different way from the mistakes made by them during a study exercise. When learners are repeating sentences trying to get their pronunciation right, then the teacher will often correct (appropriately) every time there is a problem. But if learners are involved in a passionate discussion about whether smoking should be banned anywhere, the effect of constant interruption from the teacher will destroy the conversational flow, thus mining the purpose of the speaking activity.

Evaluation of Speaking Skills

When dealing with speaking activities, it is important to ensure that the learners develop a sense that they are making progress. Often learners do not realize just how much more confident and fluent they are becoming. One reason may be that they may rarely get the opportunity to take a leading role in conversation; it is well worth trying, then, to programmed activities and pair works in which brilliant learners have to sustain a conversation with those at lower level, in order to give them the experience of being the driving force in a conversation.

Evaluation of the success or failure of conversational performance is not an easy job. In conversation a variety of factors, including the speaker's accent, control of grammar and vocabulary, as well as overall fluency, all contribute to any impression of the performance. The objective of feedback is to give learners the information they need to improve on their performance. Areas for feedback in activities aiming at

the development of communicative skills include: *grammar; appropriacy of vocabulary and expressions; fluency; pronunciation; non-linguistic factors affecting communication.*

Feedback needs to be staged and selective if it is to avoid demoralizing the learners. To achieve this, teachers need to decide on the areas of communicative performance most relevant to their learners. Once the decision is made, it is a question of focusing on the chosen areas in turn until the learners reach the required performance level. To assist this process, teachers need to be continually aware of learner performance and progress. One way of doing this might be to keep a record card for each learner similar to the one below:

Model of the Evaluation Card

Points for Evaluation	SCORE & COMMENTS		
Name Date Nature of task (short talk etc.)			
Grammatical correctness			
Appropriacy of vocabulary			
Fluency and pronunciation			
Overall performance			

Another way of evaluation might be to use a tape recorder during speaking activities. This way it gets easier for the teacher to identify areas of weakness which can form the basis of subsequent lessons focusing on accuracy, the presentation of new language, etc. Other advantages of using tape recordings of learners at work include:

- the opportunity for learners to hear again their own performance;
- the opportunity to look objectively at how learners develop over a period of time. What do you think about using tape recording in your class?

It is important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise. When learners are repeating sentences trying to get their pronunciation right, then the teacher should often correct (appropriately) every time if there is a problem. But if learners are involved in a passionate discussion about whether smoking should be banned anywhere, the effect of constant interruption from the teacher

will destroy the conversational flow, thus mining the purpose of the speaking activity.

It is a good idea to watch and listen while speaking activities are taking place, noting down things that seemed to go well and times when learners couldn't make themselves understood or made important mistakes. At the end of the speaking activity the teacher can write the mistakes on the board or on an OHT asking learners to correct them. As with any kind of correction, it is important not to single learners out for particular criticism. Explain your thoughts about this method of mistakes correction.

Using L1 in Speaking Class

In class learners very often revert to using L1 in the execution of fluency activities if they are not under scrutiny by the teacher. Some of the reasons for this problem include:

- social unease at using a foreign language with their peers;
- perceiving the task as being difficult to complete in any language;
- becoming affectively involved, that is perceiving a genuine need to use the easiest way of communicating about the solution to the task.

For avoiding using L1 it is useful - first teacher must give a reason for using English in the completion of a task, not simply telling them to do it in English, but making it purposeful. Then at an early stage tasks must be short and relatively easy. The activity should never appear stressful to the learners. Teacher should praise the learners who make the effort to use English and make clear that for this particular type of exercise errors are not so important.

PART II

IT IS INTERESTING TO KNOW!

Guilty - Fun Classroom Conversation Game

"Guilty" is a fun classroom game which encourages learners to communicate using past tenses. The game can be played by all levels and can be monitored for varying degrees of accuracy. The game gets learners interested in detail which helps to refine learners' questioning abilities. "Guilty" can be used as an integrated game during lessons focusing on past forms, or just to have fun while communicating.

Aim: Communicating with Past Forms

Activity: Question and Answer Game

Level: All Levels

Outline:

- Start by describing a crime which happened last night. Each learner pair will be interrogated by the rest of the class and will create alibis to prove they are innocent.
- Have learners get into pairs.
- Have the learners develop their alibis for where they were when the crime was committed. Encourage them to go into as much detail as possible when discussing their alibis.
- Go around the classroom getting an alibi statement from each group (e.g. We were away for a weekend trip to the countryside).
- Write the individual alibis on the board.
- Once each group has developed their alibis, ask them to write down 3 questions about the other alibis on the board.
- To begin the game, ask one learner from the beginning pair to leave the room. The other learners ask the first learner the questions.
- Ask the other learner to return to the classroom and have the learners ask the same questions. Take note of how many differences there were in the learners' responses.
- Repeat the same with each learner pair.
- The "guilty" pair is the pair with the most discrepancies in their story.

Bingo In Your Classroom

Bingo is a wonderful teaching tool to have at your fingertips no matter what you are teaching. You can even make it up as you go along! The basic premise of Bingo is simple: players start with a grid filled with answers and they cover up spaces as the corresponding item is called from the Bingo "caller." Winners make a complete line going vertically, horizontally, or diagonally. Or, you can play "Black Out" which means the winner is the first person who covers all of the spots on the card.

Preparation

There are a few ways you can prepare for playing Bingo in your classroom.

1. Buy a Bingo set from a teacher supply store. Of course, this is the easiest way, but we teachers don't make too much money so this option may not make too much sense.
2. A cheaper option requires you to prepare all of the Bingo boards ahead of time, making sure that all of the boards are configured differently from each other.
3. For older learners, you can hand over some of the preparation to them. Prepare one Bingo board with all of the options filled in. Also, keep a copy of a blank board. Make copies of each page, one per

learner. Give the children time to cut apart the pieces and paste them wherever they want on the blank boards.

- The most teacher-friendly way to do Bingo is give each child a blank piece of paper and have them fold it into sixteenths. Then they get to write the terms into their bingo sheet from your list (on the chalkboard or overhead). Everyone has his/her own unique Bingo board!

PART III ACTIVITIES FOR TEACHING SPEAKING

Ex.1. Fill in the table. Set up aims for Speaking Lesson. The topic is "The National Holidays in Uzbekistan", 8th grade.

AIMS FOR SPEAKING

WORKS	AIMS		
	Teaching/Learning	Developing	Moral Training
Dialog			
Monolog			

Ex.2. Prepare some situations for developing dialog skills devoted to the celebrations of Independence Day in Uzbekistan. What factors influence on your choice?

SITUATIONS FOR DIALOGS

GRADE	SITUATIONS
6 th	
7 th	
8 th	
9 th	

Ex.3. Suggest pre-speaking activities for developing monolog skills "The National Parks of Uzbekistan" – 8th grade. What interactive methods may be used on this stage?

Pre-Speaking Activities

COMPONENTS	ACTIVITIES
Aims	
Topic Orientation	
Language Aspects	
Motivation	

Ex.4. Prepare conversational phrases for expression an opinion, a supposition, or a wish for the 7th grade. What teaching methods will you use for their presentation in class?

**Conversational Phrases for Expression
an Opinion, a Supposition, or a Wish**

Expression of	Conversational Phrases
Opinion	
Supposition	
Wish	

Ex.5. You have to prepare discussions in your classes on one of the following topics below. What are the main requirements to conducting discussion? How may these topics be divided among different grades?

Questions for the Discussion

1. Have you ever had, or would you like to have, a pet?
2. How does your family usually celebrate Chinese New Year?
3. Have computers improved our lives?
4. What motivates you to study?
5. What do you like about China?
6. What kinds of books do you like?
7. In what ways are you similar to, or different from, your parents?
8. What do you do in your spare time?
9. What kind of movies do you *dislike*?
10. What do you plan to do during the next vacation?

Ex.6. **Take this joke for role play in your class.** Make all necessary preparations (choosing role-playing participants; distributing the roles; acting out the role play; etc.) for using it in class. Create criteria for evaluation.

The Three Deaf Ladies

Three deaf ladies were traveling on the top of an open bus.

"Windy, isn't it?" said one of the ladies.

"No, it isn't Wednesday, it's Thursday", said the second.

"Yes, I'm very thirsty too. Let's all get off and have something to drink", said the third.

Ex.7. Analyze Speaking Lesson Sample below. Fill in the table. In your recommendations point out teaching strategies and techniques which may be useful for teaching speaking at this lesson.

ANALYZING SPEAKING LESSON

Stages	Activities	Recommendations
Pre-speaking		
Speaking		
Post-speaking		

8. Plan Speaking Lesson of your own.

PART IV SPEAKING LESSON SAMPLE

(*this is a part of the lesson devoted to teaching speaking)

Theme: Asking for Instructions or Advice

Level - 7th form

Time - 20 min

Aims:

Teaching: developing dialog skills, widening vocabulary aimed at asking instructions or advice; grammar - the pattern "shall I (smb.) do smth.?" ; phonetics - the rising tone in question phrases (tags) added on to the statements when the speaker wants information.

Educative: presentation of polite communicating manners in other countries.

Moral training is to develop pupils' skills concerning polite manners for communication

LESSON OUTLINE PRE-SPEAKING ACTIVITIES

I. Teacher explains the aims how they improve speaking skills today (*pointed above)

II. Topic Orientation

* Teacher's explanation of the aims for developing speaking skills (Today, we'll learn how to ask instructions or advice in English. How do you ask advice in your native language? What special words or phrases do you use? In English special phrases must be used also. That's why we'll learn special grammar structures which help you communicate in a correct way).

III. Language Prompts

1. Grammar (* teacher should explain the rules using special tables)

Asking Instructions or Advice

Shall (smb.) do smth.?

Shall	I	do exercises?
	He, She, It	get information?
	We	write a letter?
	They	speak English?
	You	let them know?

IV. Motivation. At the end of this lesson each of you can ask instructions or advice without any help. Further when you communicate in English asking instructions or advice won't be a problem for you.

SPEAKING ACTIVITIES

Ex.1 Listen to the dialog and define the word for expressing polite asking.

1. Man: Shall I take the table out into the garden?

Woman: Yes, please. And the chairs too.

M: Right. Where shall I put them?

W: Oh anywhere. I'll bring tea.

2. M: I'm going to the baker's. Shall I get anything for you?

W: Yes, please. Will you buy some cakes for me, please?

Ex.2 Ask the other speaker if it is advisable to do the following. Use a rising tone all through.

Listen to the model:

1. To switch on the computer.

Shall I switch on the radio?

2. To wait for the next train.

3. To bring the notebook.

4. To open the window.

5. To leave the door unlocked.

6. To let them know beforehand

7. To keep the key.

Ex.3 Ask about the time the other speaker wants the action to be done.

Listen to the model:

1. I'd like Ann to make a call to Tashkent.

When shall Ann make a call to Tashkent?

2. I'd like you to let me know.

3. We'd like them to show us round.
4. I'd like Lisa to start work.
5. They'd like you to fill in the form

Ex.4 Each time the other speaker says something to you, you miss some words (the place, the time, etc.). Ask him/her special questions to make sure that you understand him in the right way.

Listen to the model:

1. Will you please call me at five?

Sorry, I missed the time. When shall I call for you?

2. I want you to wait for me in my office.
3. I want you to contact Susan.
4. Could you pay twenty pounds for the books?
5. We must do it tomorrow.

Ex.5 Listen and repeat. Use a rising tone for the question phrases to show that you want information.

1. The climate rather hot, isn't it?
2. You would live rather here than in Africa, wouldn't you?
3. You'll take me around and show me some of the sights of Samarkand?
4. We met at the festival, didn't we?
5. You remember my name, don't you?

Ex.6 Disagree with the other speaker's view. Say your answers with a falling-rising tone.

Listen to the model:

1. You are on holiday, aren't you?

No, I'm not.

2. But you don't live here permanently, do you?
3. It's nearly time for lunch, isn't it?
4. He needn't take the book back to the library, need he?

II. Read the dialog and point out statements with instructions or opinions

Ann: Well here we are! This is our hotel, isn't it?

Lisa: Yes, there is the name: Prince's Court Hotel. Shall I look after the luggage
or will you?

Ann: Well, if you see to the luggage and pay the driver, I'll go in and see about
rooms.

Lisa: All right. Where shall I find you?

Ann: I'll wait for you in the hall. Don't be long.

Lisa: I'll come as soon as possible.

III. Work in pairs. Make a dialog on the following situations:

1. Planning a holiday with your family. Ask your parents for instructions as to the place, the accommodation, the transport, etc.
2. Learning photo. Asking your friend to instructions or help.

POST - SPEAKING ACTIVITIES

1. Discussion.

1. What information have you got from this lesson?
2. How have you improved your speaking skills today? What can you do now?
3. In what life situations do people need asking instructions or advice? Give your examples.
4. What body language is used for asking instructions or advice in your native culture?

2. Brainstorming. Name, taking turns words and phrases which are used for asking instructions or advice which you have learned at this lesson.

3. Home task. For the next lesson you have to make a dialog aimed at asking instructions or advice. Learn by heart special conversational phrases for asking instructions or advice and use them in your dialog.

PART V

QUESTIONS FOR PANEL DISCUSSION "FEATURES OF TEACHING SPEAKING"

(*Follow the Panel Discussion rules)

What is a Speaking process?

What is the role of speaking skills in teaching English at school?

What is the main goal of teaching to speak at school?

How are speaking skills connected with other speech skills (reading, writing, and listening)?

What are linguistic difficulties in teaching to speak?

What are extra linguistic difficulties in teaching to speak?

What are the ways of overcoming difficulties in teaching to speak?

What language aspects are basic for developing speaking skills?

What communicative strategies are used for teaching to speak?

What communicative games are useful for teaching to speak?

Why should teaching to speak be organized in special framework?

What activities does pre-speaking stage include?

What tasks may be suggested for while-speaking stage?

What should post-speaking activities provide?

What is a body language?

What is the role of body language in teaching to speak?

UNIT SIX

HOW TO TEACH LISTENING

The goals of this Unit:

- recognizing the importance of teaching listening
- establishing peculiarities in planning a Listening lesson
- involving students in practicing activities relating to teaching listening and planning a Listening lesson
- involving students into Panel Discussion "Features of Teaching Listening"

PART I

WIDEN YOUR KNOWLEDGE!

10 Tips on Planning the Listening Lesson:

1. Choose the text which meets all requirements – teaching goals, stage of learning, level of English proficiency, vocabulary knowledge, number of syllables in the text, time of sounding). Adapt the text if it contains any difficulties for this lesson.
2. It has a sense, especially for beginning teachers, to transcribe the text. No hesitations as for using dictionaries! Don't forget to put the stress and intonation marks! Divide the text into logical parts! It will be useful not only for mastering teacher's pronunciation but also for checking the fact that the text meets all the requirements: quantity of syllables, time of sounding, etc.
3. Make a list of unknown words used in the text and think about the appropriate techniques for their presentation. Remember that such text may include not more than 2-3% of unknown words.
4. Study grammar features of the text and prepare necessary aids for eliciting grammar difficulties in the shortest way or eliminate them by using appropriate structures.
5. Look through the text one more time in order to discover any discourse or culture peculiarities which require special interpretation by the teacher.
6. Set the goals for listening (to follow instructions, to evaluate information, for pleasure, to empathise).
7. Prepare special pre-while-post listening tasks in accordance with the set goals.
8. Prepare handouts and visual aids for the created tasks.
9. Re-read the text phrase by phrase keeping to a natural speed, rhythm etc. Mind the time!
10. Coincide the times of listening with the set goals and difficulties of the tasks!

REMEMBER

1. The average tempo of text sounding is 240-250 syllables per minute. The lowest is - 200 syllables per minute, the highest - 300 syllables per minute.

2. The volume of the text sounding not more than 3 minute is considered optimal. For II-IV grades - not more than 1 minute, for V-VIII grades - 2-3 minutes, for VIII-XI grades - 3-5 minutes.

3. The number of listening times depends on:

- **pupils' speech experience,**
- **communicative tasks, and**
- **the way of fixing listened materials.**

The listening Process

It is important for the teacher to provide numerous opportunities for learners to practice listening skills and to become actively engaged in the listening process. The three phases of the listening process are: pre-listening, while listening, and after listening.

Pre- listening

Act of listening requires not just hearing but also thinking, as well as a good deal of interest and information that both speaker and listener must have in common. Speaking and listening entail ... three components: the speaker, the listener, and the meaning to be shared; speaker, listener, and meaning form a unique triangle. There are several strategies that learners and their teachers can use to prepare for a listening experience. They can:

Activate Existing Knowledge: Learners should be encouraged to ask the question: What do I already know about this topic? From this teachers and learners can determine what information they need in order to get the most from the message. Learners can brainstorm, discuss, read, view films or photos, and write and share journal entries.

Build Prior Knowledge: Teachers can provide the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. Teachers may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation.

Review Standards for listening: Teachers should stress the importance of the audience's role in a listening situation. There is an interactive

relationship between audience and speaker, each affecting the other. Teachers can outline the following considerations to learners:

Learners have to be physically prepared for listening. They need to see and hear the speaker. If notes are to be taken, they should have paper and pencil at hand.

Learners need to be attentive. In many cultures, though not all, it is expected that the listener look directly at the speaker and indicate attention and interest by body language. The listener should never talk when a speaker is talking. Listeners should put distractions and problems aside.

"Listen to others as you would have them listen to you."

Establish Purpose: Teachers should encourage learners to ask: "Why am I listening?" "What is my purpose?" Learners should be encouraged to articulate their purpose.

Am I listening to understand? Learners should approach the speech with an open mind. If they have strong personal opinions, they should be encouraged to recognise their own biases.

Am I listening to remember? Learners should look for the main ideas and how the speech is organised. They can fill in the secondary details later.

Am I listening to evaluate? Learners should ask themselves if the speaker is qualified and if the message is legitimate. They should be alert to errors in the speaker's thinking processes, particularly bias, sweeping generalisations, propaganda devices, and charged words that may attempt to sway by prejudice or deceit rather than fact.

Am I listening to be entertained? Learners should listen for those elements that make for an enjoyable experience (e.g., emotive language, imagery, mood, humour, presentation skills).

Am I listening to support? Learners should listen closely to determine how other individuals are feeling and respond appropriately (e.g., clarify, paraphrase, sympathise, encourage).

Before a speaker's presentation, teachers also can have learners formulate questions that they predict will be answered during the presentation. If the questions are not answered, learners may pose the questions to the speaker. As well, learners should be encouraged to jot down questions during listening.

During listening

Learners need to understand the implications of rate in the listening process. Nichols (1948) found that people listen and think at four times the normal conversation rate. Learners have to be encouraged to use the "rate gap" to actively process the message. In order to use that extra time wisely, there are several things learners can be encouraged to do:

They can run a mental commentary on it; they can doubt it, talk back to it, or extend it. They can rehearse it in order to remember it; that is, they repeat interesting points back to themselves. They can formulate questions to ask the speaker ... jot down key words or key phrases ... They can wonder if what they are listening to is true, or what motives the speaker has in saying it, or whether the speaker is revealing personal feelings rather than objective assessments. This kind of mental activity is what effective listeners do during listening.

Effective listeners:

Connect: make connections with people, places, situations, and ideas they know

Find meaning: determine what the speaker is saying about people, places, and ideas

Question: pay attention to those words and ideas that are unclear

Make and confirm predictions: try to determine what will be said next

Make inferences: determine speaker's intent by "listening between the lines"; infer what the speaker does not actually say

Reflect and evaluate: respond to what has been heard and pass judgement.

Several strategies such as the following have been developed to help teachers guide learners through the listening process.

Teachers can use the Directed- listening Thinking Activity. A description of this activity follows.

Choose a story with clear episodes and action. Plan your stops just before important events. Two to four stops is plenty.

At each stop, elicit summaries of what happened so far, and predictions of "what might happen next".

Accept all predictions as equally probable.

Ask the learners to explain why they made particular predictions and to use previous story information for justification.

Avoid "right" or "wrong"; use terms like "might happen", "possible", or "likely".

After reading a section, review previous predictions and let the learners change their ideas.

Focus on predictions, not on who offered them.

Involve everyone by letting the learners show hands or take sides with others on predictions.

Keep up the pace! Do not let discussions drag; get back to the story quickly Teachers can create listening guides to focus learners' attention on the content, organization, or devices used by a speaker.

The following is an example:

Sample listening Guide

Name of learner: _____

Nature of spoken presentation:

Where heard: _____

Name of speaker: _____

- Speaker's expressed purpose:
- Qualifications of speaker:
- Main Idea(s) presented:
- Noteworthy features of presentation:
- In what ways was the talk effective?

Ineffective? Why?

'Breathing' or 'Thinking' Space Between Listeners

Listening to a foreign language is a very intensive and demanding activity and for this reason it's very important that learners should have 'breathing' or 'thinking' space between listenings. It has a sense to ask learners to compare their answers between listenings as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.

Authentic Materials

Appropriate authentic materials for the promotion of listening skills might include popular television programs, radio shows, public announcements (such as those you might hear while at an airport or shopping in a store), famous speeches and recorded phone calls made to customer service centers, though these might need to be edited to delete any inappropriate language.

Listening Tasks

To set up a listening task teacher should decide well in advance what he/she would like his/her learners to listen for, and then determine if further explanation or background material will be necessary for successful completion. An appropriate task might include listening to the description of a task and then selecting the correct picture to correspond with the description or holding a mock job interview.

Body Language

You can't hear body language but it does, however, play a key role, especially at the subconscious level, in communication and an awareness of it and how it can vary from culture to culture, can be particularly important

in helping learners to develop their ability to understand in a real environment.

PART II

IT IS INTERESTING TO KNOW!

Top-down strategies

The emphasis in EFL listening materials in recent years has been on developing top-down listening processes. There are good reasons for this given that learners need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the learner understands very few words from the incoming signal, even knowledge about the context may not be sufficient for him/her to understand what is happening, and he/she can easily get lost. Of course, low-level learners may simply not have enough vocabulary or knowledge of the language yet, but most teachers will be familiar with the situation in which higher-level learners fail to recognize known words in the stream of fast connected speech. Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

A List of Top Down Skills:

- discriminating between emotions
- getting the gist
- recognizing the topic
- using discourse structure to enhance listening strategies
- identifying the speaker
- evaluating themes
- finding the main idea
- finding supporting details
- making inferences
- understanding organizing principals of extended speech.

Examples of common top-down listening activities include putting a series of pictures or sequence of events in order, listening to conversations and identifying where they take place, reading information about a topic then listening to find whether or not the same points are mentioned, or inferring the relationships between the people involved.

Bottom-up strategies

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

A List of Bottom Up Skills

- discriminating between intonation contours in sentences
- discriminating between phonemes
- listening for word endings
- recognizing syllable patterns
- being aware of sentence fillers in informal speech
- recognizing words, discriminate between word boundaries
- picking out details
- differentiating between content and function words by stress pattern
- finding the stressed syllable
- recognizing words with weak or central vowels
- recognizing when syllables or words are dropped
- recognizing words when they are linked together in streams of speech
- using features of stress, intonation and prominence to help identify important information

Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps.

Assessing Listening Proficiency

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

In order to provide authentic assessment of learners' listening proficiency, a post-listening activity must reflect the real-life uses to which learners might put information they have gained through listening.

- It must have a purpose other than assessment
- It must require learners to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends.

Use this response kind of response as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each learner's comprehension of specific parts of the aural text. (See Assessing Learning for more on checklists and rubrics.)

For example, for listening practice teacher makes learners listen to a weather report. Their purpose for listening is to be able to advise a friend what

to wear the next day. As a post-listening activity, you ask learners to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another learner (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the learner's clothing recommendations.

Testing Listening

Testing Listening may include: general comprehension, main ideas summation, drawing conclusions, specific details, implications/inference, explicit/implicit information, listening between the lines. For testing listening usually tasks as: Multiple Choice, True/False, Short Answer, Paraphrase/Summary/Dictation are used. Comment each activity in accordance with the grade.

The Directed-listening Thinking Activity

Teachers can use the Directed-listening Thinking Activity. A description of this activity follows: Choose a story with clear episodes and action. Plan your stops just before important events. Two to four stops are plenty. At each stop, elicit summaries of what happened so far, and predictions of "what might happen next". Accept all predictions as equally probable. Ask the learners to explain why they made particular predictions and to use previous story information for justification. Avoid "right" or "wrong"; use terms like "might happen", "possible", or "likely". After reading a section, review previous predictions and let the learners change their ideas. Focus on predictions, not on who offered them. Involve everyone by letting the learners show hands or take sides with others on predictions. Keep up the pace! Do not let discussions drag; get back to the story quickly. Teachers can create listening guides to focus learners' attention on the content, organization, or devices used by a speaker. The following is an example:

Sample listening Guide

Name of learner: _____

Nature of spoken presentation: _____

Where heard: _____

Name of speaker: _____

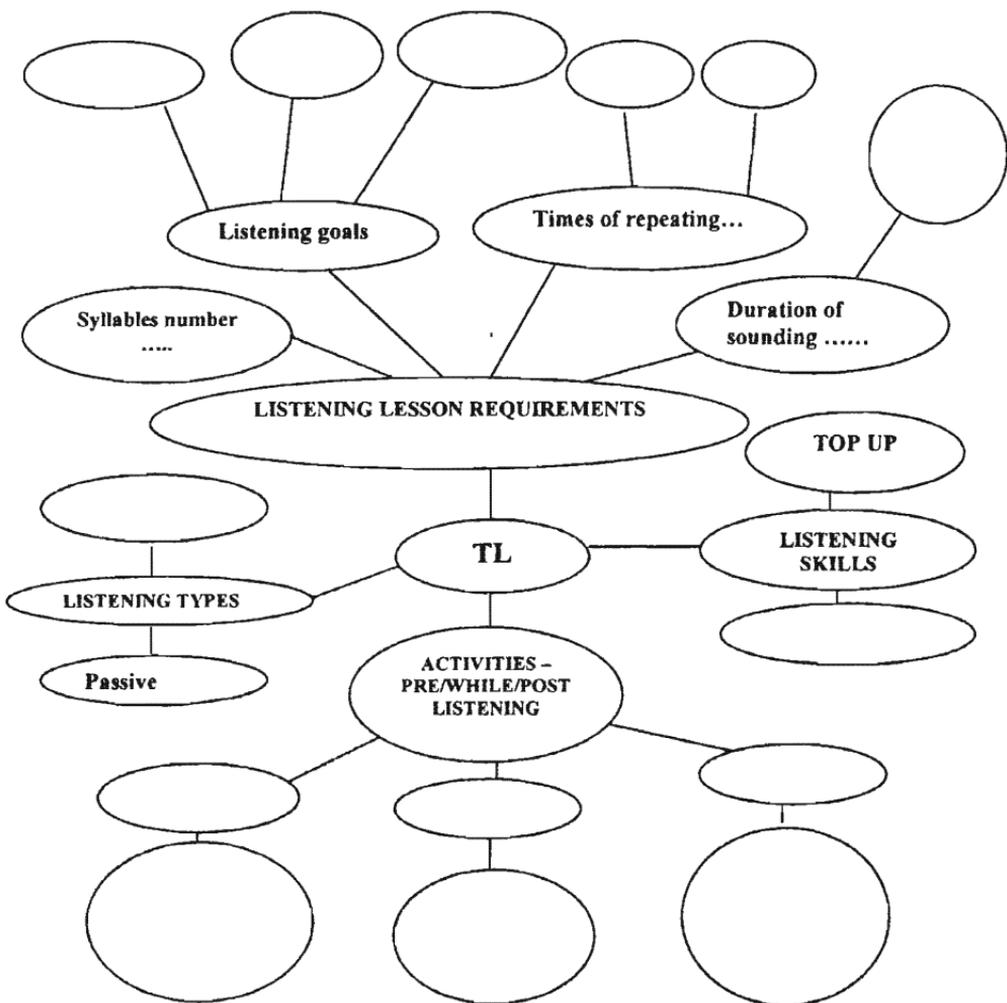
- Speaker's expressed purpose:
- Qualifications of speaker:
- Main Idea(s) presented:
- Noteworthy features of presentation:
- In what ways was the talk effective?

Ineffective? Why?

PART III

ACTIVITIES FOR TEACHING LISTENING LESSON

1. Look through the "Cluster" and develop suggested key points of teaching listening (TL).



2. Fill in the table. Write teaching aims for listening at different stages of working.

TEACHING AIMS FOR LISTENING

Pre-listening stage	While-listening stage	Post-listening stage
Motivation	First listening	Reaction to the text
Contextualization	Second listening	Analysis of language
Preparation	Third listening	

3. Brainstorming. Give your ideas concerning the requirements to the materials for teaching listening in different classes at school.

4. Fill in the Table. Write grounds for selection listening materials for teaching at school.

Requirements to the Listening Materials

GRADE	Authentic/Adapted	Topic	Language	Types of the texts
5th				
6th				
7th				
8th				
9th				

5. Plan your own Listening Lesson.

6. Analyze Listening Lesson Sample below. Fill in the table. In your recommendations point out teaching strategies and techniques which may be useful for teaching listening at this lesson.

ANALYZING LISTENING LESSON

Stages	Activities	Recommendations
Pre-listening		
While-listening		
Post-listening		

8. Plan your own Speaking Lesson.

PART IV
LISTENING LESSON SAMPLE

(*this is a part of the lesson devoted to listening)

Theme: Ground Hog Day

Level - 7th form

Time - 20 min

Aims:

Teaching: developing listening skills, widening topic vocabulary,

Educating: learning culture information about Ground Hog Day

Moral training objectives are aimed at pupils' tolerant attitude to another culture celebrations and appreciating native culture holidays.

OUTLINE

PRE- LISTENING ACTIVITIES

I. Teacher's explanation of the aims for teaching speaking today

(*pointed above)

II. Topic Orientation

1. Brainstorming. Name all holidays around the world. Group them into International, National, Religious and Ethnic. You haven't mention such holiday as Ground Hog Day. Have you ever heard about it? Have you watched the movie with the same name?

III. Language Prompts

1. New vocabulary presentation. Reading and translation.

To dig to break up and move earth

to hibernate [ˈhaɪbəneɪt] (verb)- to sleep through the winter

hibernation (noun)- comes from hibernate (long sleep through the winter)

legend - old story that is told from parents to children, and children's children, and so on for many years

shadow - darkness made where the light can't go through (when the sun shines you can see the dark outline of your body on the ground)

IV. Motivation. Today you'll get information about interesting holiday and then you'll try to find and describe such unusual holiday in Uzbek culture.

While listening
Ground Hog Day

A ground hog is a small animal that **digs** and lives under the ground. It is also called the woodchuck. Ground hogs live in many parts of America. In the winter they hibernate like bears and some other animals.

There is a legend that says a few hundred years ago Europeans brought Ground Hog Day to America. They said that the ground hog wakes up from his hibernation on February 2. (February 2 is half way between winter and spring.) If he comes up from his hole and it is sunny, he will see his **shadow** and be frightened. If he sees his shadow, there will be 6 more weeks of winter weather. But if he comes up and the sky is cloudy, he will not see his shadow and will not be frightened. Then spring weather will come very soon.

Some people believe this legend and they watch the sky on February 2. Many people are happy if it is cloudy on that day. They think spring will come soon. But most people think it is just a fun legend. What do you think?

- 1. First listening.** Listen to the text and define its main idea.
- 2. Second Listening.** Fill in the card.

LISTENING CARD "GROUND HOG DAY"

Questions	Answers
Who brought this tradition to country?	
What is another name for ground hog?	
Where do ground hogs live?	
What does a ground hog do during the winter?	
When does the ground hog wake up from his hibernation?	
If a ground hog sees his shadow, what will happen?	

Third listening. Check your answers in the card.

POST- LISTENING ACTIVITIES

1. Point out TRUE (T) & FALSE (F) statements

- A ground hog is a small bird that lives under the ground.
- Ground hogs live in many parts of America.
- In the winter they hibernate like bears and some other animals.
- There is a legend that says a few hundred years ago Americans brought Ground Hog Day to Europe.
- They said that the ground hog wakes up from his hibernation on February 2.

___If the ground hog comes up and the sky is cloudy, he will not see his shadow and will not be frightened. Then spring weather will come very soon.

___Many people are happy if it is cloudy on that day.

2. Culture Discussion.

Do you like Ground Hog Day?

What holiday in Uzbekistan has been brought from another culture?

Is there any holiday in Uzbekistan connected with birds, animals or plants?

What do they symbolize?

3. Writing. Think of any special holiday connected with flora or fauna.

Write a short essay "...Day".

PART V

PANEL DISCUSSION

"How to Teach Listening"

1. Main tips on Panel Discussion preparation

The panel discussion is a 1/2 hour session that takes place at the beginning/end of the lesson. There are typically five panelists and a moderator.

At the very beginning of the lesson the students discuss "teaching listening"-related topics. Then they write questions for the panel on slips of paper. The moderator poses these questions to the panel.

2. Tasks for Moderator

You can start the session by either saying a few words about each panelist or asking to say a couple sentences about her/him. Subjects the students like to hear about from each panelist:

- how a panelist became a member of a group
- what a panelist's attitude to teaching listening

It is important to keep this portion of the panel session brief so you can pose many student questions to the panel.

About 10 min. before the panel is due to start, the questions the students have written down will be brought to you. Sort through them and decide how to pose them to the panel. Often they divide naturally among a few topics and you read several similar ones aloud before asking panelists to respond. Each panelist need not answer every question.

3. Suggestions for Panelists

A few days before the event, think about how you might briefly answer the following questions:

- What is the difference between hearing and listening process?
- What listening skills are considered basic?

- What types of listening are differentiated?
- What stages in teaching listening must be observed?
- What listening activities are recommended for each listening stage?
- What aims may be suggested for listening?
- How many syllables are allowed per listening?
- How many times may the same text be repeated?
- What interactive methods may be suggested for developing listening skills?
- What exercises are used for developing listening skills?

At the event, speak clearly and into the microphone (if there is one). Feel free to show emotion and enthusiasm -- it helps the student connect with you when you're way up on that platform.

4. Tasks for Panel Organizers

1. Find a panel moderator. It can be one of the best students (knowledgeable, easy going and sociable) in the group. Share the "tips for moderators" with her /him (those above or your own version).

2. Invite five panelists. It's preferable to have volunteers among the students of your group. In a case if there are more than 5 volunteers it is recommended to pass a special test on the subject of the discussion in order to appoint 5 members. Test should be prepared in advance.

3. As each panelist signs up, get her/him to fill out the sheet to provide a brief bio that you can send to the moderator. Share the "tips for panelists" with her/him (those above or your own version).

4. A week before the event, check that the panelists and moderator:
- know what time they are expected to come,
 - understand the subject of the panel session.

5. On the day of the event, special seats will be reserved for them.

6. Towards the beginning of Panel Discussion collect the students' question slips and help the moderator sort them.

7. After the event, thank every participant for taking part in it.

5. Tasks for Participants

1. Be a good listener, don' interrupt panelists' speaking. If you have something to add concerning the discussed matter do it by following the rules of order. Speak clearly briefly and eligibly that everyone could understand your opinion.

2. Prepare several questions reflecting main points of teaching listening at school. Be ready to answer them in the case no one understands your ideas.

3. Make questions without grammar mistakes.

UNIT SEVEN

HOW TO TEACH READING

The Unit Goals:

- recognizing the importance of teaching Reading
- establishing peculiarities in planning a Reading lesson
- involving students in practicing activities relating to planning a Reading lesson
- involving students into Panel Discussion "Features of Reading Lesson".

PART I

WIDEN YOUR KNOWLEDGE!

Reading is a receptive type of speech activity. It is visual and cognitive process of making meaning from print. It requires that learners can identify the words in print – a process called word recognition and construct an understanding from them – a process called comprehension.

For developing word recognition, learners should know:

- how to write and pronounce the words – this is phonemic awareness, example: the word **book** has four letters but three sounds: /b/, /u/, and /k/;
 - peculiarities of some letters for representing special sounds – this is the alphabetic principle, example: t and h make the /θ/ sound in the word **thank**;
 - how to apply their knowledge of letter - sound relationships to sound out words that are new to them – this is decoding, example: sssssppooooon – spoon!
 - how to analyze words and spelling patterns in order to become more efficient at reading words – this is word study, example: *classroom* has two words I know: class and room.
 - to expand the number of words they can identify automatically, called their sight vocabulary, example: Oh, I know that word – other!
- For developing comprehension, learners need to improve:
- basic knowledge about many topics, example: This book is about flora – that's where lots of trees and flowers;
 - size of oral and print vocabularies, example: There are many vehicles in the street - cars, busses, trucks, bicycles etc.;
 - knowledge how the English language works, example: We say he took the book, not he taked the booked;

- understandings about how print works, example: reading goes from left to right;
- knowledge of various kinds of texts, example: I bet they live happily ever after;
- various purposes for reading, example: I want to know what ladybugs eat;
- strategies for constructing meaning from text, and for problem solving when meaning breaks down, example: This isn't making sense. Let me go back and reread it.

For developing fluency in reading, learners need to:

- improve a high level of accuracy in word recognition;
- read much enough to facilitate comprehension;
- use phrasing and expression so that oral reading sounds like speech;
- transform deliberate strategies for word recognition and comprehension into automatic skills.

For developing and maintaining the motivation to read, learners need to:

- appreciate the pleasures of reading;
- view reading as a social act, to be shared with others;
- see reading as an opportunity to explore their interests;
- read widely for a variety of purposes, from enjoyment to gathering information;
- become comfortable with a variety of different written forms and genres.

Reading may be subdivided into several types according to the purposes of reading. There are four main types of reading - intensive reading, skimming reading, scanning reading and extensive reading.

Intensive is reading shorter texts for detailed information with an emphasis on precise understanding. Intensive reading is used to extract specific information. It includes very close accurate reading for detail. Intensive reading provides grasping the details of a specific situation. In this case, it is important that learners understand each word, number or fact. Intensive reading is the most popular activity used at the English lessons at school because it improves learners' vocabulary, grammar, and phonetic skills at the same time.

Skimming is reading rapidly for the main points. Skimming is used to quickly gather the most important information, or 'gist'. For skimming reading may be suggested the following tasks:

- run your eyes over the text, noting important information.

- use skimming to quickly get up to speed on a current business situation.

It's not essential to understand each word when skimming. For developing learner's skimming reading skills it is useful to read the newspaper (quickly to get the general news of the day), magazines (quickly to discover which articles you would like to read in more detail), business and travel brochures (quickly to get informed).

Scanning is reading rapidly through a text to find required information or a particular piece of information. Learners should aware that if they see words or phrases that they don't understand, they shouldn't worry when scanning.

For scanning reading may be suggested the following tasks:

- run your eyes over the text looking for the specific piece of information you need;

- use scanning on schedules, meeting plans, etc. in order to find the specific details you require.

For developing learner's scanning reading skills it is helpful to use such sources as "TV " section in the newspaper, a train / airplane schedule, a conference guide etc..

Extensive is reading longer texts, often for pleasure and for an overall understanding.

PART II

IT IS INTERESTING TO KNOW!

Developing predicting skills

In many cases, when students are reading a foreign language, they stop predicting and start reading every word and this slows them down. Developing predicting skills enables students to become more confident in their ability to read. Choose a text (it doesn't have to be long) and copy it out onto a big piece of paper. Either blank out the words you want students to predict by covering them with pieces of paper or type it out so the words you want your students to guess always begin a line, so you can reveal the text line by line. Display the text and have students read it and predict the words. They can do this either by writing the words down, whispering them to a partner, or shouting out their guesses. After each guessing, reveal the correct word. There is no need to check how many students got it right as you will be able to see by their reactions.

Close reading

Close reading can be seen as four separate levels of attention which we can bring to the text. Most normal people read without being aware of them, and employ all four simultaneously. The four levels become

progressively more complex. Linguistic level - close attention is paid to the surface linguistic elements of the text (aspects of vocabulary, grammar and syntax). Such things may be noted as figures of speech or any other features which contribute to the writer's individual style. Semantic level - it is taken in account at a deeper level of what the words mean - that is, what information they yield up, what meanings they denote and connote. Structural level - the possible relationships between words within the text are noted - and this might include items from either the linguistic or semantic types of reading. Cultural level - the relationship of any elements of the text to things outside it are noted. These might be other pieces of writing by the same author, or other writings of the same type by different writers. They might be items of social or cultural history, or even other academic disciplines which might seem relevant, such as philosophy or psychology.

Strategies for reading academic texts

Try this with any text you need to read:

Before reading

1. Think about your reasons for reading the text:

- you are interested because it is about your subject, or it is related to your subject

- you want background information, or detailed information

- you want to know what the writer's views are

- you are going to have a discussion

- you are going to write an essay on this subject later

Each reason will influence the way you read e.g. quickly or slowly, looking for fact or opinion.

2. Look at the title, headline, any sub-headings, photos or illustrations. Use these to predict what the text will be about - the topic.

3. Think about what you already know on this topic.

4. Write down what you would like to find out from the text. You could write actual questions you would like answers to.

5. Make a note of words or phrases connected with the topic that you may find in the text.

Reading

1. Survey the text: read the first and last paragraphs and the beginning and final sentences of the other paragraphs.

How close were your predictions?

Do you have a very general idea of the structure of the text, what the different parts are about?

2. Identify your purpose for reading.

- a. If you are looking for specific information, read the part where you think the information will be.
- b. If you want a general idea of the whole text, read the whole text.

In both cases ignore words or sections you don't immediately understand.

You should now have a general idea of what the text is about and if it is going to be useful for you. Does it answer the question(s) you asked?

3. Write down in 1 or 2 sentences:

- what you think the main ideas are
- what your first reaction to the text is. Do you find it interesting, informative, well-argued, boring, illogical, inaccurate?

4. Do a second more careful reading, marking any new words that are important for your understanding.

Check on the main idea and revise what you wrote if necessary.

Decide what the subsidiary ideas are. How do they relate to the main idea? Put all the ideas together in linear notes, or as a mind map.

Vocabulary

With the new words which you think are important:

if an approximate meaning is enough,

- try to guess the meaning using word function, context (immediate and wider) and word form

if the exact meaning is needed,

- use a dictionary
- ask another student, or your tutor

Difficult sentences

Divide the sentences where there are connectives or markers.

- What do the connectives mean?
- Underline reference words. What do they refer to?
- Identify complex noun phrases.
- Expand them using verbs and/or relative clauses so that they are easy to understand.
- Find the subjects, verbs and objects which go together, and, if necessary, write the whole sentence out in several sentences to show the meaning.

After reading

1. Make a list of the new words which you think will be useful for you in the future. Give:

- definitions of the words
- indication of whether they are nouns, verbs, adjectives etc.
- phrases in which the word occurs

- other words with the same meaning
- other forms of the words

e.g. **counselor** (*noun*)=a person who gives help and support to people who have problems, an adviser [counsel (*noun*), to counsel]

2. Evaluate what you have read:

- How does it fit into what you already think and know?
- Does it confirm your ideas; add to them, conflict with them?
- If there are opinions, do you agree or disagree with them?

PART III

ACTIVITIES FOR TEACHING READING

1. Identify the reading skills required in the following reading situations: the TV guide for Friday evening; an English grammar book; an article in *National Geographic* magazine about the Roman Empire; the opinion page in your local newspaper; the weather report in your local newspaper; a novel; a poem; a bus timetable; a fax at the office; an advertising email - so called "spam"; an email or letter from your best friend; a recipe; a short story by your favorite author.

2. **CASE STUDY.** Fill in the table. Set reading purposes, chose reading strategies for each situation, define the class where these sources may be used. Prove your choice.

READING ACTIVITIES

Source	Form	Purposes	Strategy
The TV guide for Friday evening			
an English grammar book			
an article in <i>National Geographic</i> magazine about the Roman Empire			
the opinion page in your local newspaper			
the weather report in your local newspaper			
a novel			
a poem			
a bus timetable			
a fax at the office			
an advertising email - so called "spam"			
an email or letter from your best friend			
a recipe			
a short story by your favorite author			

3. Prepare a list of reading activities which may be used at the English lessons at school.
4. Study the lesson sample below and define strategies and techniques used in it.
5. Analyze advantages and disadvantages of this lesson sample. Prove your ideas.
6. Prepare your own lesson sample for intensive reading.
7. Analyze the Reading Lesson sample presented below. Fill in the table. In your recommendations point out teaching strategies which may be useful for teaching reading.

ANALYZING READING LESSON

Stages	Activities	Recommendations
Pre-reading		
While-reading		
Post-reading		

PART IV READING LESSON SAMPLE

The following lesson focuses on reading intensively, in other words, understanding *every* word. Generally, teachers tend to ask students to read quickly for a general understanding. This method of reading is called "extensive reading" and is very helpful in getting students to deal with large chunks of information. However, at times pupils do need to understand details and this is when "intensive reading" is appropriate.

(* This sign before line means methodical comments)

THEME: The Yellowstone National Park

Level - 7th Form

Time - 20 min

Aims:

- 1) developing intensive reading skills; widening vocabulary; preparation for writing an essay "National Park in Uzbekistan";
- 2) presentation culture information about nature sightseeing in the USA;
- 3) moral training pupils' careful and patriotic attitude to the national nature treasures.

Aids: pictures of the Yellowstone National Park, table with new vocabulary, crossword postcard

OUTLINE

(only concerning the part of the lesson devoted to teaching reading)

PRE-READING ACTIVITIES

I. Teacher's explanation of reading aims (getting new culture information about nature in the USA; learning new vocabulary for writing an essay "National Park in Uzbekistan; developing intensive reading skills in order to understand all details).

II. Topic orientation

*Teacher should attract pupils' attention to the subject of the text.

EX.1 Look at these pictures and match the names and trees.



a)



b)



c)



d)



e)

1. Cypress Tree 2. Palm Tree 3. Willow Tree 4. Oak Tree 5. Bonsai Tree

Ex. 2. Answer the questions

1. Can you name the countries where the trees on the picture grow?
2. What trees may represent Uzbekistan?
3. Have you ever visited the National Parks in Uzbekistan or in any other country?
4. What is the difference between Public Parks and National Parks?
5. Why are some parks of different countries famous around the world?
6. What do you know about famous Public and National Parks around the world?
7. What trees can one see in the National Parks Of Uzbekistan?
8. What animals can one see in the National Parks of Uzbekistan?
9. Can animal represent the country? Give your examples.



III. Language Exercises

New vocabulary presentation

*Teacher should choose from the text unknown words. This choice of words is varied from class to class because of differences in English proficiency.

Teacher shows specially organized table with pictures and words and asks pupils to match them. It may be done as a competition. The class should be subdivided into groups/pairs, or volunteers. Taking turns they match words and pictures. Those, who make a mistake, are out. The number of words should be equal to the number of players.



Breath, cascade, waterfall, deer, elk, coyote, grizzly bear, buffalo, rock, forest etc.

Phonetic Exercises

* For words which are new or difficult for pronunciation special phonetic exercises should be suggested.

1. Repeat all together.

Breath /bri:ð/ bear /bɛɜ/

buffalo /'bʌfɜlou/ deer /diɜ/

fear /fɛɜ/

2. Repeat side by side.

3. Competition: Whose pronunciation is the best?

* It's up to the situation in each group. Teacher should encourage the pupils to improve their pronunciation skills.

4. Game "Animals' Voices in Different Countries".

* Class is subdivided into several groups and each one present as many differences as possible.

III. Motivation for reading

(* Teacher should encourage the class to read the text)

If you read the text attentively you'll get information about the one of the most beautiful and special places in the world. After reading you'll be able to describe such places in Uzbekistan and to present your information in School Wallpaper etc.

1. Brainstorming. Read the title of the text and predict what the text will be about. Predict the things you may find in the Fill in the table. Compare your predictions with the same one of your class mates.

THE YELLOWSTONE NATIONAL PARK

	PREDICTION	REAL FACTS
Size		
Flora		
Fauna		
Sightseeing		

2. Write down what you would like to find out from the text. You could write actual questions you would like answers to.

WHILE-READING ACTIVITIES

1. Survey reading: look through the text and underline things one can find in the Yellowstone National Park.

THE YELLOWSTONE NATIONAL PARK

The Yellowstone is world-famous. It has probably the greatest variety of natural wonders to be found in any area of similar size. It has about three thousand brilliantly colored geysers and hot springs, volcanoes, and the breath-taking Grand Canyon of the Yellowstone River. There are streams and lakes, cascades and waterfalls and a vast natural forest. There one can see deer, elk, antelope, mountain sheep, coyote, the grizzly bear and the buffalo. All these animals are unafraid because they have never learned to fear of human beings.

The Yellowstone National Park is a geologist's paradise. It abounds in beautiful and unusual rock formations, created by the corrosive action of the elements. Nothing in the world can be compared with them in form, size or glowing color.

2. Do a second more careful reading, marking any new words that are important for your understanding. Copy them down into your vocabulary. Use a dictionary if you need.

3. Fill in the second part of the table the real things you couldn't predict.

POST-READING ACTIVITIES

I. Discussion

1. What is the main idea of the text?
2. Why is the Yellowstone National Park world-famous?
3. Who call this park "paradise"?
4. What animals live there?
5. Do you want to visit the Yellowstone National Park?
6. Are there such parks in Uzbekistan?
7. What information from the text you may use for description of such parks in our country?
8. What words can help you to write an essay about such park in Uzbekistan?
9. What animals of the Yellowstone National Park don't live in Uzbekistan?

II. Vocabulary exercises

* These exercises help pupils to learn topical vocabulary better.

1. Add all proper words to each one below.

Model:

Yellowstone - the Yellowstone National Park/ the Yellowstone River

Wonders -

animals -

rock -

action-

2. Match the words

- | | |
|-------------|---------------|
| 1. human | a) formations |
| 2. unafraid | b) wonders |
| 3. glowing | c) beings |
| 4. rock | d) animals |
| 5. natural | e) color |

3. TEST

1. The Yellowstone ... Park is a geologist's paradise.

a) city b) National c) river d) good

2. Forests in the Yellowstone National Park are ...

a) small b) narrow c) wild d) vast

3. The animals in the park are ...

a) unafraid b) scared c) coward d) domestic

4. The park is famous because of unusual ... formations.

c) trees b) animals c) waterfalls d) rock

5. The Yellowstone National Park has about ... thousand geysers and hot springs, and volcanoes.

a) many b) one c) three d) five

6. There one can see deer, elk, antelope, mountain sheep, coyote, the ... and the buffalo.

a) tiger b) elephant c) grizzly bear d) kangaroo

III. Grammar exercises

1. Fill in blanks. Find appropriate adjective.

Famous	natural	colored	breath-taking	unafraid
--------	---------	---------	---------------	----------

The Yellowstone is world-.... The greatest variety of ... wonders are in the park. It has about three thousand brilliantly geysers and hot springs, volcanoes, and the ... Grand Canyon of the Yellowstone River. All animals are ... because they have never learned to fear of human beings.

2. Fill in blanks. Use the articles correctly.

... Yellowstone is world-famous. It has probably ... greatest variety of ... natural wonders to be found in any area of ... similar size. It has about ... three thousand brilliantly colored geysers and hot springs, volcanoes, and ... breath-taking Grand Canyon of ... Yellowstone River. ... Yellowstone National Park is a geologist's paradise. It abounds in beautiful and unusual rock formations, created by ... corrosive action of ... elements. Nothing in ... world can be compared with them in form, size or glowing color.

3. Make sentences of your own about National Parks in Uzbekistan with given collocations and words.

National Park, world-famous, variety of wonders, unafraid animals, paradise, human beings, breath-taking.

Interactive Activities

1. Jigsaw activity

*Class is subdivided into two teams (or more). Each team should prepare questions about the text. The winner will become the team asking and answering questions without mistakes. The number of questions should be equal to the number of the members of each team.

2. Role play

*The class is subdivided into two teams (or more). Teacher suggests each team to take a card with one animal from the Yellowstone National Park. Each team should imitate its animal. The winner is the team which can guess the animal and write its name on the blackboard without mistakes.

3. Crosswords

* Find the words from the text as many as possible!

w	t	j	g	e	y	s	e	R	l	m
h	f	e	r	o	k	a	a	T	u	h
j	w	r	i	v	e	r	r	D	g	m
o	a	a	z	i	f	s	y	Y	d	v
a	t	r	z	n	z	y	k	C	x	d
y	e	l	l	o	w	s	t	O	n	e
f	r	c	y	c	o	h	h	Y	k	e
s	f	v	a	z	n	e	b	O	v	r
c	a	s	c	a	d	e	l	T	o	s
d	l	b	e	l	e	p	d	E	l	k
z	l	c	d	a	r	j	x	W	c	i
a	w	x	c	u	s	d	b	E	a	r
j	r	o	c	k	q	x	e	Y	n	m
r	w	z	t	t	y	q	r	U	o	z

Answer: rock, bear, cascade, Yellowstone, geyser, sheep, volcano, deer, elk, waterfall, grizzly, wonders, river, and coyote.

IV. Write an essay "National Park in Uzbekistan"

EXAMPLES OF THE TASKS FOR SCANNING READING

1. Find information about medical features of the fir tree.

Fir Tree



The fir tree has long been a symbol of springtime and immortality. More recently, fir trees are one of the primary trees used for Christmas trees, with the modern practice of Christmas trees beginning around 1500 in Germany. The tradition of bringing green branches into one's home to celebrate faith in eternal life was part of winter rituals as far back as the Egyptians. Today the use of a Christmas tree is nearly universal. The oil of fir trees is known for its antiseptic

action and ability to kill airborne germs and bacteria as well as support respiratory health.

EXAMPLES OF THE TASKS FOR SKIMMING READING

1. Run your eyes over the text, defining its main idea



Jasmine

The flower symbolism associated with the jasmine flower is attachment, sensuality, modesty, grace and elegance. Jasmines are

widely cultivated for their flowers, enjoyed in the garden, as house plants, and as cut flowers. The flowers are worn by women in their hair in southern and south-east Asia. Some claim that the daily consumption of Jasmine tea is effective in preventing certain cancers.

PART V
QUESTIONS FOR PANEL DISCUSSION

What is a reading process?

Does reading in a foreign language differ from L1 reading?

Why is Reading an interactive process?

What are the main goals of teaching reading?

What are the common difficulties in reading process?

What strategies are used for teaching reading?

What reading activities are used for beginners?

What reading activities are used for advanced students?

What is reading for details or close reading?

What is special in skimming reading?

What is scanning reading?

What tasks does pre-reading stage include?

What activities may be suggested for while-reading stage?

What exercises may be given for post-reading stage?

How are reading skills evaluated?

What are the criteria for assessment of reading skills?

UNIT EIGHT

HOW TO TEACH WRITING

The Unit Goals:

- recognizing the importance of teaching Writing
- establishing peculiarities in planning a Writing lesson
- involving learners in practicing activities relating to teaching writing
- planning a Writing lesson
- involving learners into Panel Discussion "Features of Teaching Writing"

PART I

WIDEN YOUR KNOWLEDGE!

What is Teaching Writing?

Writing is a productive speech activity which is aimed at developing communicative competence of learners.

Teaching writing may be subdivided into several stages. Different stages of teaching writing have specific purposes.

The main objective of **teaching writing for beginners** is to develop learners' calligraphy, graphic and orthography skills.

Calligraphy deals with teaching correct letter outlining and handwriting eligible for understanding. Graphic skills are required knowing graphic peculiarities of foreign language. Orthography is based on the principles of writing words in a concrete language. Orthography skills are developed not only at the beginning stage but for the whole period of learning foreign language.

Nowadays for developing calligraphy, graphic and orthography skills special workbooks are used widely. Such workbooks contain models of letters, words, sentences and small texts. Exercises presented in the workbooks are aimed at training learners' calligraphy and graphic skills step by step.

Samples of Exercises for Developing Calligraphic and Graphic skills

1. Write letters. Mind your handwriting.

Aa

Bb

2. Write the words. Mind your handwriting.

Cap, ten, bus, doll, gate, net, wall...

3. Write sentences. Mind your handwriting.

This is a dog.

That is a pen.

4. Copy down the text. Mind your handwriting.

My name is Ann. I am a pupil. I am 10.

5. Copy down the words and underline letters "th" in each of them. Mind your handwriting.

Thing, teacher, teeth, hat, then, fifth, this, three, tree, these, those, that, the.

6. Make from the given letters as many words as possible.

E, H, B, D, A, L, I, C, S, R, K, T - TABLE, DESK, CHAIR...

7. Copy down the words and underline the letters which are not pronounced (mute).

Table, apple, face, place, name, game.

8. Copy down the words and underline letters which give special sounds.

Tea, meat, green, girl, look, bus.

9. Write the following words in spelling. If there are two ways of expressing the sounds, give both variants

/si:/, /mi:t/, /wi:k/, /bai/, /meil/

10. Supply the missing letters for the /ə:/ sound. Group the words according to the letters which give sound /ə:/.

G- -l, t- -n, l- - -n, - - -th, b- -d, d- -ty, f- -st, f- -m, c- -tain, - - - th

(Answer: girl, first, firm, dirty, bird/ turn, curtain/ learn, earth)

11. Arrange the following words in two columns according to the different pronunciation of the letter combination -ea-

Head, meal, teacher, pleasure, threat, reason, read, heat, clean, please.

Orthographical skills are formed in the process of speech activities especially such as reading and writing for the whole period of learning foreign language. For developing learners' orthographical skills communicative tasks connected with real life situations should be suggested. Such tasks motivate pupils to learn English.

Exercises for developing learners' orthographical skills

1. Copy down the text and remember how to write the names of month's correctly. Underline the names of winter months.

WINTER MONTHS

Winter has three months. They are December, January and February. There are thirty one days in December and January. February is the shortest month of a year. It usually has twenty eight days. But once in four years, it is called a leap year, February has twenty nine days.

2. Copy down the text and fill in gaps the names of spring months.

SPRING MONTHS

Spring has three months. The first month is It has thirty one days. In ... we celebrate Women's Day and Navruz holidays.

The second month is called This month starts with the funniest day of the year – Foolish Day. People around the world trick each other. There are thirty days in

... is the third spring month. Pupils like ... very much because it is the end of the school year. ... has thirty one days but ... 24 is last school day.

3. Copy down the text and underline the names of summer months. Fill in gaps correct letters.

SUMMER MONTHS

For children summer is the best season of the year. They have holidays. Summer like winter, spring and autumn lasts three months. Summer months are Ju..., Ju..., and ...gust. Ju... has only thirty days. But Ju... and ...gust have thirty one days. There are many fruits and vegetables in summer especially in ...gust.

4. Find the names of winter months.

AUTUMN MONTHS

c	b	s	M	g	n	u
s	z	e	K	a	o	l
c	x	p	O	s	v	p
o	c	t	O	b	e	r
l	c	e	R	d	m	f
d	p	m	B	f	b	d
w	k	b	D	r	e	m
j	g	e	M	q	r	r
p	z	r	V	u	s	l

5. Insert correct letters.

Se-son, y—r, m-nth, d-y, w-ek, h-ur, min-te, sept-mber, oct-ber, no-ember, sum-er, -inter, sprin-, a-tumn, we-ther, w-nd, ra-n, s-n, clo-d, w-rm, sno-, clim-te, mar-h, j-ly, febr-ary, de-ember.

How to Write Dictations

Dictations are very helpful activities for developing writing skills. Dictations may be subdivided into listening dictations, seeing dictations, independent dictations, and picture dictations.

Listening dictation is a dictation when a teacher reads any text or independent words or sentences and learners write it down. Before reading a teacher must explain the rules of writing:

- first time a teacher read the text/ sentences/words from the beginning to the end and learners must only listen;
- then each sentence or word is read separately three times
- at the end of the dictation a teacher one more time read it from the beginning to the end;

- learners must not interrupt teacher's reading.

Seeing dictation is a dictation when a text/separate sentences/words is written on the blackboard but some words/letters are missed. Learners must copy down a dictation and fill in blanks.

Independent dictation is a dictation when the text is learnt by heart and learners write it using their memory.

Picture dictation is a dictation when pictures are used instead of words. Pictures are showed and learners must write names of the subject presented there or describe the situation in a special way (using special tense or topical words, etc.)

Communicative Tasks for Developing Writing Skills

Calligraphy, graphic and orthography skills are basic for developing learners' communicative skills in writing. The aims of teaching writing for communication should be set in accordance with the stage of learning, level of English proficiency and curriculum.

For **beginners** the following communicative tasks may be recommended:

- to write holidays and birthday congratulations
- to write own name and the recipient name, date and address correctly
- to start and end a letter
- to use printed texts as the basis for making plans, questions, etc.
- to describe simple pictures in the textbooks.

For developing writing skills of intermediate and advanced learner's communicative tasks with using authentic materials (texts of the letters, cards, magazines and newspapers articles for teenagers) should be suggested.

The tasks may be the following:

- to inform his/her foreign friend about him/herself, his/her family, school, city/town, about hobbies
- to ask his/her friend any information
- to write a short article/letter for publishing in foreign newspaper/magazine in accordance with all requirements
- to write CV, resume and any personal information
- to make notes after reading any text (to make a plan, to copy out key words, phrases, etc.) or while speaking on phone in order to use the information them in writing.
- to write essay on any topic according to the program.

PART II

IT IS INTERESTING TO KNOW!

* Writing is often seen by learners as being 'boring'. This is partly because of lack of 'thinking' and discussion time but is also due to writing being seen as an individual task and not one that is collective. As many EFL classes use lots of pair and group work 'writing' (and long texts of reading) often don't 'fit'. Break the writing up. Talk about the topic, plan, discuss the plan, write the outline and discuss, write the first paragraph & discuss etc. Make it part of the lesson by talking about the topic, reading about it, developing role plays from the situations etc. You can also make much of the writing collaborative.

*When you correct a piece of writing, instead of marking mistakes (which are often seen as spelling, punctuation or grammar) in red pen, respond to the content and style with questions and make the learner think about what they have written and give them a need to write again responding to your questions.

* The best way to start a creative writing lesson is to start writing essays. There are many advantages of writing essays such as learning the usage of new words and phrases or the composition and flow of words and sentences.

* Letter writing is also one of the most important elements of creative writing. The art of letter writing is considered to be important due to the fact that it is one of the most common modes of communication, between corporate personnel and within and between organizations. One should know letter writing irrespective of the position that one occupies in an organization. It is also absolutely essential to know the various types of formal and informal letter writing.

* Paraphrasing is a very important skill that should be mastered by all. The basic advantage of mastering this skill is that a huge amount of information can be transformed into a smaller amount of content through paraphrasing. This proves to be very effective and also of substantial help to anyone right from learners to working professionals.

* Writing technique for brainstorming. Start by writing the topic (or question) on the board. Teacher should arrange learners to sit in a circle (if possible) and tell that each learner has 4 seconds to give an answer. Teacher starts at the left of the circle and if the learner gives a response writes it on the board and moves on to the next learner. If a learner doesn't say something within 4 seconds teacher asks the learner to move the chair slightly back and moves on. Teacher goes round the whole class and then starts again and repeats the process. On the third round any learner who didn't say anything (in any round) is 'out'.

* For speed writing learners do the actual writing individually. **Speed writing** instructions:

- Make certain that all the learners can see the 'brainstorming' board.
- Tell the learners you are going to give them only 15 minutes (you could give as little as 10 minutes but don't give more than 20) to write.
- They should concentrate on ideas, not on language, grammar or punctuation.
- They write as quickly as possible and should not stop.
- They cannot cross anything out or correct mistakes during this time.
- If they cannot think of a word or a phrase they should leave a blank space or write it in their own language.
- Once the time is up, shout 'stop'.
- Learners should now work in pairs or small groups and read out what they have written.
- At this stage all the learners should just listen.
- Next, as a group (or pair) the learners should work through the text correcting mistakes, changing punctuation, translating words or phrases into English, or fill in the blanks.

* **Loop** writing is a way of ensuring paragraphs link together forming a coherent text. The aim of the lesson is developing coherence and cohesion. This task is a continuation of that theme but builds upon the brainstorming and speed writing tasks (stages) in this lesson.

- During speed writing a teacher will find that learners have generated lots of ideas, but that most of these will be at a sentence level or possibly paragraph level. This means that these ideas now need to be structured into a complete text.
- The task can be done either individually or in small groups (3 or 4)
- In groups a teacher must ask the learners to choose 1 piece of writing.
- Then a teacher should ask them to read through it and link ideas together that have a similar sub-topic.
- After that learner should decide which idea (or sentence) will start the piece of writing?
- Using this idea (and the ones that go with it in the same paragraph) learners should write the first paragraph.
- Next, learners should summarize the first paragraph in one sentence. This sentence is then used to start the second paragraph.

Follow the steps used to create the first paragraph and then summarize the second paragraph.

- Then learners should use the sentence that summarizes the second paragraph as the start of the third paragraph. Continue with these steps until you have completed the writing.
- Then learners read through again and check as a 'whole' text.
- If the task is done individually the same steps are followed but there is no discussion between learners about what should go where.

Correcting Written Work

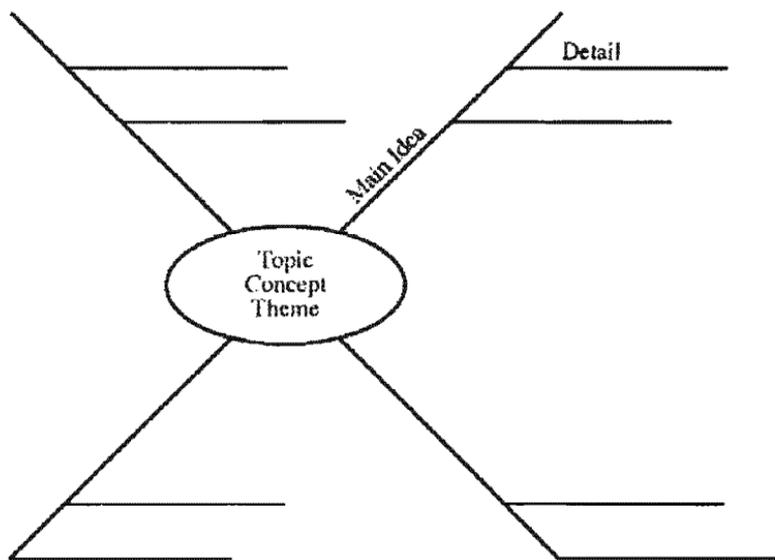
*There are three basic approaches to correcting written work:

- 1) Correct each mistake
- 2) Give a general impression marking
- 3) Underline mistakes and / or give clues to the type of mistakes made and then let learners correct the work themselves.

PREWRITING TECHNIQUES

Here you will find activities and lessons that relate to the first stage in the writing process.

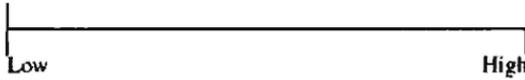
Spider Map



Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental

drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Continuum Scale



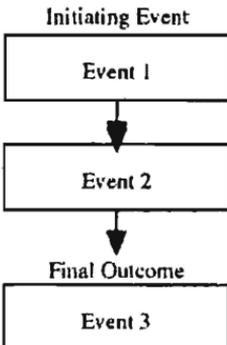
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

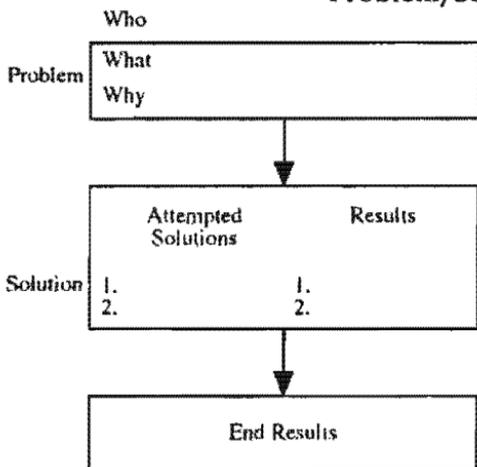
Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame question: What things are being compared? How are they similar? How are they different?

Series of Events Chain



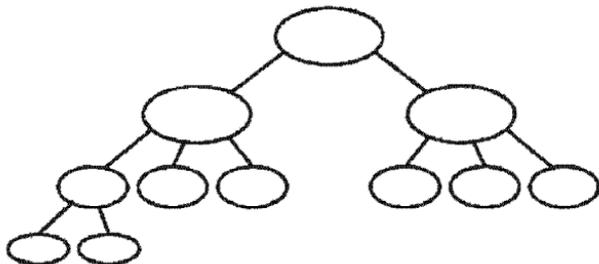
Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Problem/Solution Outline



Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

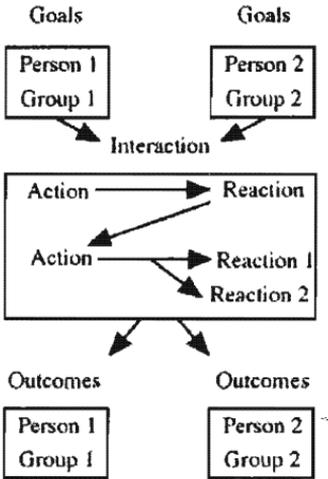
Network Tree



Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the

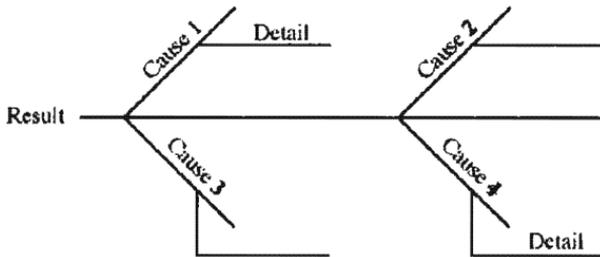
subordinate categories? How are they related? How many levels are there?

Human Interaction Outline



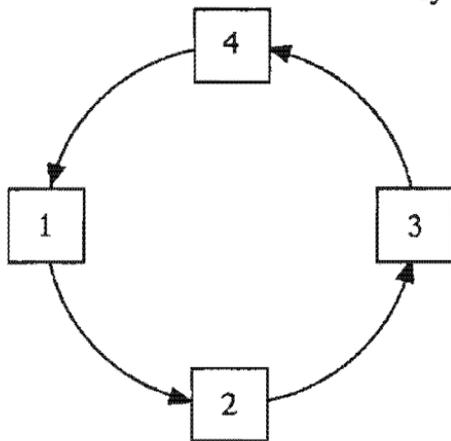
Used to show the nature of an interaction between persons or groups (Europeans settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Fishbone Map



Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

PART III ACTIVITIES FOR TEACHING WRITING

1. Fill in the table. Set up aims for writing.

SETTING AIMS

WORKS	AIMS		
	Teaching/Learning	Developing	Moral Training
Dictation			
Essay			
Informal Letter			

2. Prepare a list of topics for writing essay devoted to the celebrations of Independence Day in Uzbekistan. What factors influence on your choice? Prove your choice.

TOPIC SELECTION

GRADE	TOPICS
6th	
7th	
8th	

3. Suggest pre-writing activities for an essay “The Weather in Uzbekistan” – grade

Pre-Writing Activities

COMPONENTS	ACTIVITIES
Aims	
Topic Orientation	
Language Aspects	
Motivation	

4. Prepare vocabulary for congratulation cards on different occasions. What are the main criteria for selection vocabulary?

Vocabulary for Congratulation Cards

OCCASION	VOCABULARY
Birthday	
Wedding	
Anniversary	
Women’s Day	
New Year	
Navruz	
Independence Day	

5. Make a lesson plan for teaching writing.

6. Analyze the Writing Lesson sample below. Fill in the table. In your recommendations point out teaching strategies which may be useful for teaching writing.

ANALYZING WRITING LESSON

STAGE	ACTIVITIES	RECOMMENDATIONS
Pre-writing		
While-writing		
Post-writing		

PART IV
WRITING LESSON SAMPLE

Theme: Writing an Informal Letter

*Getting learners to understand the differences between formal and informal letters is an important step towards helping them master differences in register required for writing in English. These exercises focus on helping them improve their understanding of the type of language that is used in an informal letter.

Aim: Understanding proper style for and writing of informal letters

Activity: Understanding the difference between formal and informal letters, vocabulary practice, writing practice

Level: intermediate

Outline:

Pre-Writing Activities

I. Teacher explains the aims of writing activities for the lesson.

II. Topic Orientation Activities

*Teacher asks learners which situations call for a formal letter and which situations call for an informal letter.

1. Brainstorming on the differences between formal and informal letters written in their native language.

III. Language Tasks

*Introducing the topic of differences in English letter writing by giving learners the worksheet.

1. Which phrase or type of language would you find in a formal letter? Which phrase or type of language would you find in an informal letter? Put the letter 'F' next to those phrases or language types that are used in formal letters and 'I' next to those used in informal letters.

Appropriate Formulas for Writing Formal and Informal Letters

- | | |
|--|--|
| • I am sorry to inform you that... | • Dear Tom, |
| • phrasal verbs | • Dear Ms Smithers, |
| • I am very grateful for... | • Best wishes, |
| • Why don't we... | • Yours faithfully, |
| • I will not be able to attend the... | • I'm really sorry I... |
| • idioms and slang | • Unfortunately, we will have to postpone... |
| • contracted verb forms like <i>we've, I'm, etc.</i> | • We had a little bit of luck... |
| | • Our computers are used for a variety... |

- Give my regards to...
- I look forward to hearing from you...
- Let me know as soon as...
- short sentences
- I use my pencil sharper for...
- polite phrases
- fewer passive verb forms

2. Asking learners to decide on the differences between formal and informal phrases used in letter writing.

3. Correct exercise as a class discussing any questions that may occur.

4. Ask the learners to do the second exercise which focuses on appropriate formulas for writing informal letters.

Look at the phrases 1-11 and match them with a purpose A-K

Appropriate Formulas for Writing Informal Letters

- | | |
|-----------------------------------|------------------------------------|
| 1. That reminds me,... | A. to finish the letter |
| 2. Why don't we... | B. to apologize |
| 3. I'd better get going... | C. to thank the person for writing |
| 4. Thanks for your letter... | D. to begin the letter |
| 5. Please let me know... | E. to change the subject |
| 6. I'm really sorry... | F. to ask a favor |
| 7. Love, | G. before signing the letter |
| 8. Could you do something for me? | H. to suggest or invite |
| 9. Write soon... | I. to ask for a reply |
| 10. Did you know that.. | J. to ask for a response |
| I'm happy to hear that.. | K. to share some information |

2. Discuss the differences in layout and language between formal and informal letters. (indentation, the use of contracted verb forms, the use of phrasal verbs and idiomatic language, etc.)

3. Ask learners to write an informal letter choosing one of the suggested topics.

IV. Motivation for Writing Letters

*Teacher attracts learners' attention to the fact that if they learn all necessary requirements for writing letters they can find pen-friends in Internet communicate with them without problems.

While - Writing Activities

1. Choose one of the three subjects and write a letter to a friend or family member.

- 1) Write a letter to a friend you haven't seen or spoken to in a long time. Tell him / her about what you have been doing and ask them how they are and what they have been up to recently.
 - 2) Write a letter to a cousin and invite them to your wedding. Give them some details about your future husband / wife.
 - 3) Write a letter to a friend you know has been having some problems. Ask him / her how she / he is doing and if you can help.
2. Make a Cluster reflecting main points of your letter.
 3. Write a draft of the letter
 4. Check your draft and copy it down in your notebook.

Post-Writing Activity

1. You may ask your desk mate to read your letter for correcting mistakes.

PART V

QUESTIONS FOR PANEL DISCUSSION

1. What is a writing process?
2. Why is writing an interactive process?
3. What are the main goals of teaching writing?
4. What is the role of schemata concept in teaching writing?
5. What text formats are used for teaching writing at school?
6. What are the common difficulties in writing process?
7. What strategies are used for teaching writing?
8. What activities are used for teaching writing?
9. What tasks does pre-writing stage include?
10. What activities may be suggested for while-writing stage?
11. What exercises may be given for post-writing stage?
12. How are writing skills evaluated?
13. What are the criteria for assessment of writing skills?

UNIT NINE

HOW TO PLAN AN ENGLISH LESSON

The goals of this Unit:

- recognizing the importance of planning in teaching English as a school subject
- establishing peculiarities in planning an English lesson
- involving learners in practicing activities relating to planning an English lesson
- involving learners into Panel Discussion “Features of Modern English Lesson”

PART I

WIDEN YOUR KNOWLEDGE!

Lesson Objectives

The teaching objectives specify the intents of the teacher, i.e. what the teacher wishes to realize in the lesson. They may be statements taken from the teacher's scheme of work or lifted directly from the English language curriculum. (e.g. “To teach learners the use of action verbs in their resume writing”; “To teach the learners conditional sentences Type I..”)

The learning objectives of a lesson tend to be more behaviorist; they describe or predict, at operational level, what the learners will have mastered or will be able to do at the end of the lesson. (e.g. “At the end of lesson, the learners will be able to use Conditional Type I to make predictions and promises, and give warnings.”)

Compulsory and Optional Classes

Classes at school are subdivided into two groups – compulsory classes and optional classes.

Compulsory classes are organized in accordance with the Standard Curriculum created and approved by the Ministry of higher and secondary special teaching of the Republic of Uzbekistan. On the basis of the Standard Curriculum subject teachers create special Work Program which should meet all requirements of the separate school (ordinary school, language school, math school, etc.) where it is applied. The Work Program is the basic document for planning each lesson. It coordinates hours for the themes, lesson goals, lesson contents, teaching sources

(textbooks, manuals, and other facilities) and lesson type (lesson of giving new knowledge, revision lesson, lesson of control, video lesson, etc). The Standard Curriculum and Work Program provide the main principles of school teaching - continuation and cycling.

Optional classes are aimed at developing learner's subject skills out of school timetable. Usually these classes encourage learner's interests to the subject. Optional classes are planned by the subject teacher. For example, English optional classes may be organized in different forms - for advanced learners - as Speaking (Reading, Writing, and Listening), Grammarian (Phonetician, Vocabulary) or Drama Club, etc. Sometimes it has a sense to conduct optional classes for the weak learners who can't catch the program requirements. Work direction of optional classes should be defined by the subject teacher and based on wishes, needs or lacks of each separate class.

Common Features of Lesson Planning

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- Title
- Time
- List of required materials
- Objectives
- List of objectives, which may be behavioral objectives (what the learners can do at lesson completion) or knowledge objectives (what the learners know at lesson completion)
- The set (or lead-in, or bridge-in) that focuses learners on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons
- An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the learners use to try new skills or work with new ideas
- Independent practice that allows learners to extend skills or knowledge on their own
- A summary, where the teacher wraps up the discussion and answers questions
- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow
- Analysis component the teacher uses to reflect on the lesson itself—such as what worked, what needs improving

Important Elements for any Style

It is appropriate to mix and match lesson planning styles as needed. Choose the style that best supports the type of learning that is going to occur in your class that day.

Remember to consider these important elements for any style you choose:

1. write clear and specific lesson objectives that align with course objectives
2. inform learners of lesson objectives
3. promote recall of prior learning
4. use activities and assessments to promote learning and to meet lesson objectives
5. give learners feedback on their progress
6. gauge your timing for each activity
7. keep a record of the materials needed to complete the lesson
8. incorporate learners' activity and interaction into the lesson
9. record your own reflections on the success of the class

Benefits of Using Lesson Plans

What are some benefits of using lesson plans? Using lesson plans for each class can help you:

1. Incorporate good teaching practices in every lesson.
2. Efficiently prepare for the next time you offer the course. You don't have to re-invent the wheel each semester.
3. Be critically reflective in your teaching. If a class goes particularly well (or badly) make notes on your plan so you can adjust the next time as needed.
4. Share teaching ideas with your colleagues.

PART II

IT IS INTERESTING TO KNOW!

Different Styles of Lesson Planning

Most Lesson Plans contain similar elements, based on what is known about promoting pupils learning:

- 3-5 lesson objectives (and the connection to the broader course objective). At the end of this lesson, learners will be able to...
- Content to be covered
- Activities (lecture, group work, problem-solving, case studies, think-pair-share, etc.)
- Resources and materials needed (including technology)
- Timing

- Out of class work and assessment

There are many different styles of lesson planning and among them there are three classic lesson planning models: Gagne, Hunter, and the 5 E's of a constructivist lesson plan.

Gagné's Events of Instruction

Teaching psychologist, Robert Gagne, identified nine instructional events and corresponding cognitive processes that can be used to support learning. They are often used as a framework for instructional development when the acquisition of intellectual skills is the goal of instruction.

The nine events of instruction are:

- Gaining attention
- Informing learners of the objective
- Stimulating recall of prior learning
- Presenting the stimulus (content)
- Providing learning guidance (telling learners the best way to learn the material you are presenting)
- Eliciting performance (opportunities to practice)
- Providing feedback (information about how to improve)
- Assessing performance (exam, tests, quizzes, papers)
- Enhancing retention and transfer (activities to help learners remember and to extend the learning, transfer it to other scenarios)

Madeline Hunter's Seven Step Lesson Plan

These seven steps to lesson planning are often associated with the direct instruction method as well as the behaviorist school of teachingal practice. Notice the similarities between Gagné's events of instruction and this plan.

The seven steps fall under four categories as follows:

Getting Learners Ready to Learn

1. Review

2. Anticipatory Set - focus attention, gain interest - the "hook", connect new to known

3. Stating the objective

Instruction

4. Input and modeling

Checking for Understanding

5. Check for understanding

6. Guided practice - provide feedback without grading

Independent Practice

7. Independent practice - usually for a graded assignment

5 E's of Constructivism

Constructivism is a theory of learning stating that learners construct new ideas or concepts based upon their current/past knowledge. It is a very open type of planning. Faculty design instruction around a learning objective, gathers resources, and provides learners with an opportunity to explore, build, and demonstrate their learning. It shifts the learning environment from one which is very instructor-centered to one that is very learner-centered.

The 5 E's Lesson Planning Model is most often associated with constructivist learning design: - Engage - learners encounter the material, define their questions, lay the groundwork for their tasks, make connections from new to known, identify relevance

- Explore - learners directly involved with material, inquiry drives the process, teamwork is used to share and build knowledge base

- Explain - learner explains the discoveries, processes, and concepts that have been learned through written, verbal or creative projects. Instructor supplies resources, feedback, vocabulary, and clarifies misconceptions

- Elaborate - learners expand on their knowledge, connect it to similar concepts, apply it to other situations - can lead to new inquiry

- Evaluate - on-going process by both instructor and learner to check for understanding. Rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and embedded assessments.

LESSON PLANNING

Preliminary Information

The development of a lesson plan begins somewhere, and a good place to start is with a list or description of general information about the plan. This information sets the boundaries or limits of the plan. Here is a good list of these information items:

- a) the grade level of the learners for whom the plan is intended;
- b) the specific subject matter (mathematics, reading, language arts, science, social studies, etc.);
- c) if appropriate, the name of the unit of which the lesson is a part; and
- d) the name of the teacher.

The Parts of the Lesson

Each part of a lesson plan should fulfill some purpose in communicating the specific content, the objective, the learning prerequisites, what will happen, the sequence of learner and teacher

activities, the materials required, and the actual assessment procedures. Taken together, these parts constitute an end (the objective), the means (what will happen and the learner and teacher activities), and an input (information about learners and necessary resources). At the conclusion of a lesson, the assessment tells the teacher how well learners actually attained the objective.

Input: This part refers to the physical materials, other resources, and information that will be required by the process. What are these inputs? First of all, if you have thought about what the lesson is supposed to accomplish, the inputs are much easier to describe. In general categories, inputs consist of:

1. Information about the learners for whom the lesson is intended. This information includes, but is not limited to the age and grade level of the learners, and what they already know about what you want them to learn.

2. Information about the amount of time you estimate it will take to implement the lesson.

3. Descriptions of the materials that will be required by the lesson, and at some point, the actual possession of the materials.

4. Information about how you will acquire the physical materials required.

5. Information about how to obtain any special permissions and schedules required. For example if your lesson plan will require a field trip, you must know how to organize it. If your lesson will require a guest speaker (fire chief, lawyer, police officer, etc.) you must know how to make arrangements for having that person be at the right place at the right time.

Process

This is the actual plan. If you have done the preliminary work (thinking, describing the inputs), creating the plan is relatively easy. There are a number of questions you must answer in the creating the plan:

1. What are the inputs? This means you have the information (content description, learners characteristics, list of materials, prerequisites, time estimates, etc.) necessary to begin the plan.

2. What is the output? This means a description of what the learners are supposed to learn.

3. What do I do? This means a description of the instructional activities you will use.

4. What do the learners do? This means a description of what the learners will do during the lesson.

5. How will the learning be measured? This means a description of the assessment procedure at the end of the lesson. For a short discourse on how to write an assessment.

Standard Lesson Plan Format

There are many different approaches to teaching English. However, most of these plans tend to follow this standard lesson plan format.

1. Warm-up
2. Presentation
3. Controlled practice
4. Free practice
5. Feedback

This lesson plan format is popular for many reasons including:

- Learners have a number of chances to learn a concept through various means
- Learners have plenty of time to practice
- Teachers can give detailed instruction, or learners can deduce structures and learning points through practice
- The standard lesson plan format provides structure
- It provides for variation over the course of 40 - 90 minutes
- This lesson plan format moves from teacher centered to learner centered learning

Variations on the Lesson Plan Format

In order to keep this standard lesson plan format from becoming boring, it is important to remember that there are a number of variations that can be applied within the various segments of the lesson plan format.

Warm-up

Learners might arrive late, tired, stressed or otherwise distracted to class. In order to get their attention, it's best to open with a warm-up activity. The warm-up can be as simple as telling a short story or asking learners questions. The warm-up can also be a more thought-out activity such as playing a song in the background, or drawing an elaborate picture on the board. While it's fine to start a lesson with a simple "How are you", it's much better to tie your warm-up into the theme of the lesson.

Presentation

The presentation can take a variety of forms:

- Reading selection
- Soliciting learners' knowledge about a specific point
- Teacher centered explanation
- Listening selection
- Short video

- Learner presentation

The presentation should include the main "meat" of the lesson. For example: If you are working on phrasal verbs, make the presentation by providing a short reading extract peppered with phrasal verbs.

Controlled practice

The controlled practice section of the lesson provides learners direct feedback on their comprehension of the task at hand. Generally, controlled practice involves some type of exercise. Remember that an exercise doesn't necessarily mean dry, rote exercises, although these can be used as well. Controlled practice should help the learner focus on the main task and provide them with feedback - either by the teacher or other learners.

Free practice

Free practice integrates the focus structure / vocabulary / functional language into learners' overall language use. Free practice exercises often encourage learners to use the target language structures in:

- Small group discussions
- Written work (paragraphs and essays)
- Longer listening comprehension practice
- Games

The most important aspect of free practice is that learners should be encouraged to integrate language learned into larger structures. This requires more of a "stand-off" approach to teaching. It's often useful to circulate around the room and take notes on common mistakes. In other words, learners should be allowed to make more mistakes during this part of the lesson.

Feedback

Feedback allows learners to check their understanding of the lesson's topic. Feedback can be done quickly at the end of class by asking learners questions about the target structures. Another approach is to have learners discuss the target structures in small groups, once again giving learners the chance to improve their understanding on their own.

PART III LESSON PLAN SAMPLE

Teacher _____ Subject _____
Grade Level _____ Date _____

I. Content: This is a statement that relates to the subject-matter content. The content may be a concept or a skill. Phrase this as follows: I want my learners to: (be able to [name the skill]) OR (I want my learners to understand [a description of the concept]). Often times, this content is

predetermined or strongly suggested by the specific curriculum you are implementing through your teaching.

II. Prerequisites: Indicate what the learner must already know or be able to do in order to be successful with this lesson. (You would want to list one or two specific behaviors necessary to begin this lesson). *Some research indicates that up to 70% of what a learner learns is dependent on his or her possessing the appropriate prerequisites.*

III. Instructional Objective: Indicate what is to be learned - this must be a complete objective. Write this objective in terms of what an individual learner will do, not what a group will do. Limit your objective to one behavioral verb. The verb you choose must come from the list of defined behavioral verbs on my web site. Make sure your objective relates to the content statement above.

IV. Instructional Procedures: Description of what you will do in teaching the lesson, and, as appropriate, includes a description of how you will introduce the lesson to the learners, what actual instructional techniques you will use, and how you will bring closure to the lesson. Include what specific things learners will actually do during the lesson. In most cases, you will provide some sort of summary for the learners.

V. Materials and Equipment: List all materials and equipment to be used by both the teacher and learner and how they will be used.

VI. Assessment/Evaluation: Describe how you will determine the extent to which learners have attained the instructional objective. Be sure this part is directly connected to the behavior called for in the instructional objective.

VII. Follow-up Activities: Indicate how other activities/materials will be used to reinforce and extend this lesson. Include homework, assignments, and projects.

VIII. Self-Assessment (to be completed after the lesson is presented): Address the major components of the lesson plan, focusing on both the strengths, and areas of needed improvement. Determine here how you plan to collect information that will be useful for planning future lessons. A good idea is to analyze the difference between what you wanted (the objective) and what was attained (the results of the assessment).

PART IV

ACTIVITIES FOR PLANNING A LESSON

1. You need to set moral training objectives (aims that influence on improving pupils behavior and attitude to the real-world situations) for the first lesson of a new academic year. It is traditionally devoted to the national holiday of the Republic of Uzbekistan called "Independence

Day". Formulate your aims. Should the aims be changed in accordance with the grades? Prove your suggestions by examples. Try to explain your ideas in the table below. Compare your objectives with the same ones of your desk/group mate.

Setting Moral Training Objectives

Grade	Objectives
5th	
6th	
7th	
8th	
9th	

2. You teach an advanced group of the 7th form. The topic of the lesson is "Independent Uzbekistan". That's why you should start the lesson by special speech but you have to teach two grades (6th grade and 9th grade). Prepare summary of your speech for each grade. Give the reasons of your vocabulary choice for both grades. How long will your speech last in each grade? Fill in the table the facts which should mention in your speech, for example, political, sport, culture, economy events.

Independent Uzbekistan

The 6 th grade	The 9 th grade

3. Set teaching and learning goals to the topic "My Hobbies" – grade 8. You must combine teaching such skills as reading, writing, vocabulary and grammar – Present Perfect Tense. Try to formulate your versions of the goals in the table.

Setting Teaching/Learning Goals

Teaching Goals	Learning Goals
1.	1.
2.	2.
3.	3.
4.	4.

4. Imagine that your next lesson is devoted to the topic "Olympic Games". What teaching objectives (aims which develop learner's scope) should be set? How can you coincide the lesson objectives with nowadays world? What requisites (special aids) should be prepared for the lesson? Prove your choice. Make a cluster reflecting your ideas.

5. You are a beginning teacher and you must prepare the Work Program based on the Standard English Curriculum. What do you need for this?

What should be pointed in the Work program? Prepare a one-Unit sample of the teacher's scheme of work for any grade.

6. You have 15 pupils in your group with different levels of English. What language will you use on different lesson stages? Give your reasons.

7. A good lesson tends to create opportunities for genuine communication through the use of referential questions, tasks with reason-gaps, information gaps or opinion-gaps. Give examples of such activities,

8. A good lesson tends to organize tasks into a justified cline; tasks are often sequenced in term of ascending difficulty level. Give your own example of some sequenced tasks.

9. A good teacher always tries to use as far as possible realia and authentic materials. He or she would know how to exploit a piece of authentic text by adjusting the task level to suit the learners' ability level. What realia and authentic materials may be introduced on the lesson "World Sightseeing's"?

10. A good teacher would vary the tasks and texts he or she uses in a lesson. He or she would understand that varied texts or tasks in a lesson help to sustain learners' interest and motivation. Prove these statements by real examples.

11. Point out True and False Statements.

A good lesson is

- a session which takes place most of the time in a mode of one-on-one teacher-learner question-and-answer.
- when a good portion of the time is allocated to engaging learners in doing tasks.
- when a teacher often restricts the duration of teacher explanation and teacher talk.
- when an explanation is needed, the teacher will try to do it interactively.
- when a teacher's monologue lasts more than 40 minutes.
- when tasks are set up in a way to allow for at least some periods of pair work and group work.

12. Pairing and grouping learners for a task require more preparation work from the teacher than the teacher using a set of questions to ask individual learners. What is your preferable way of teaching? Prove your choice.

13. Weaker learners should not be deprived of the opportunities to think, respond, express, use language, and answer the teacher's questions. In a one-on-one teacher-learner lesson, too often weaker

learners are not given the support and the time they need to respond to teacher's questions. Why does group and pair work play a key role for weaker learners to practice and learn?

14. For selection of lesson materials teachers must determine 1) how much preparation time, resources, and management will be involved in carrying out lesson plan and 2) what materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or story books used, worksheets, and any other special considerations are most useful. Prepare your own list of materials you need for the lesson "My Favourite Book". The following questions will help you to manage your work. What materials will be needed? What textbooks or story books are needed? (Please include full bibliographic citations) What needs to be prepared in advance?

15. Drafting a lesson a teacher must know exactly - What is unique about this lesson? How did your learners like it? What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation.) . Why is it necessary? Comment each question.

16. Beginning of an ordinary lesson includes such components as:

- introducing the ideas and objectives of this lesson
- getting learners' attention and motivating them in order to hold their attention
- tying lesson objectives with learner interests and past classroom activities
- expectations from learners .

Prepare your own introduction of any lesson based on the features given above.

17. For main activity part of a lesson it is useful to choose one of the following techniques to plan the lesson content based on what lesson objectives are:

Demonstration ==> list in detail and sequence of the steps to be performed
Explanation ==> outline the information to be explained

Discussion ==> list of key questions to guide the discussion.

Why are these techniques considered important? Comment each of them. Which of these techniques do you prefer? Why?

18. Lesson Closure/Conclusion Part must include: drawing the ideas together and providing feedback to learners to correct their misunderstandings and reinforce their learning. Give an example of the lesson conclusion.

19. Follow up Lessons Activities or Homework Part supposes suggestions for enrichment and remediation. What are your suggestions for its conducting?

20. Lesson Assessment/Evaluation Part focuses on ensuring that the learners have arrived at their intended destination. Teachers will need to gather some evidence that they did. What tasks should be given for this? Prove your choice.

PART V

QUESTIONS FOR PANEL DISCUSSION

1. What is a lesson?
2. What is a good lesson? Prove your suggestions.
3. What are lesson objectives? Give examples.
4. What is special in setting English lesson goals?
5. What types of goals may be set for an English lesson? Give examples.
6. Are learning and teaching aims similar? Present your arguments.
7. What stages are observed in any lesson?
8. What stages of the lesson may be varied?
9. What are lesson types? Name all the types you know.
10. How are materials for the lesson chosen?
11. What should be the nature of the tasks for a lesson?
12. How is time regulated on different tasks?
13. Why is coherence important for a lesson?
14. What language may be used on different lesson stages?
15. How is a theme/topic of the lesson set?
16. What special preparations must be done for any lesson?
17. What is level of learning according to Bloom's Taxonomy?
18. How should the level of learning be covered by the lesson plan?
19. What is the role of classroom expressions for conducting a lesson?

PART VI INDEPENDENT WORK

CASE STUDY "COMPONENTS OF MODERN ENGLISH LESSON"

Length:	1 week
Level:	3d year, English Teaching Methodology
Aim:	To illustrate the role of each component of modern English lesson and to encourage learners to consider the importance of preparation to the lesson
Key skills:	Individual study, written communication, research skills
Assessment:	Individual report in the style of a popular professional magazine article

This case study is aimed at examination of the issues concerning the components of modern English lesson and requires the beginning teachers to consider the problem from several main viewpoints: 1) the role of a lesson in an academic process and presentation of different types of the lesson; 2) defining lesson topic in the structure of the course, setting lesson objectives, organizing lesson beginning, warm up, main activities, closure and evaluation, preparation lesson requisites.

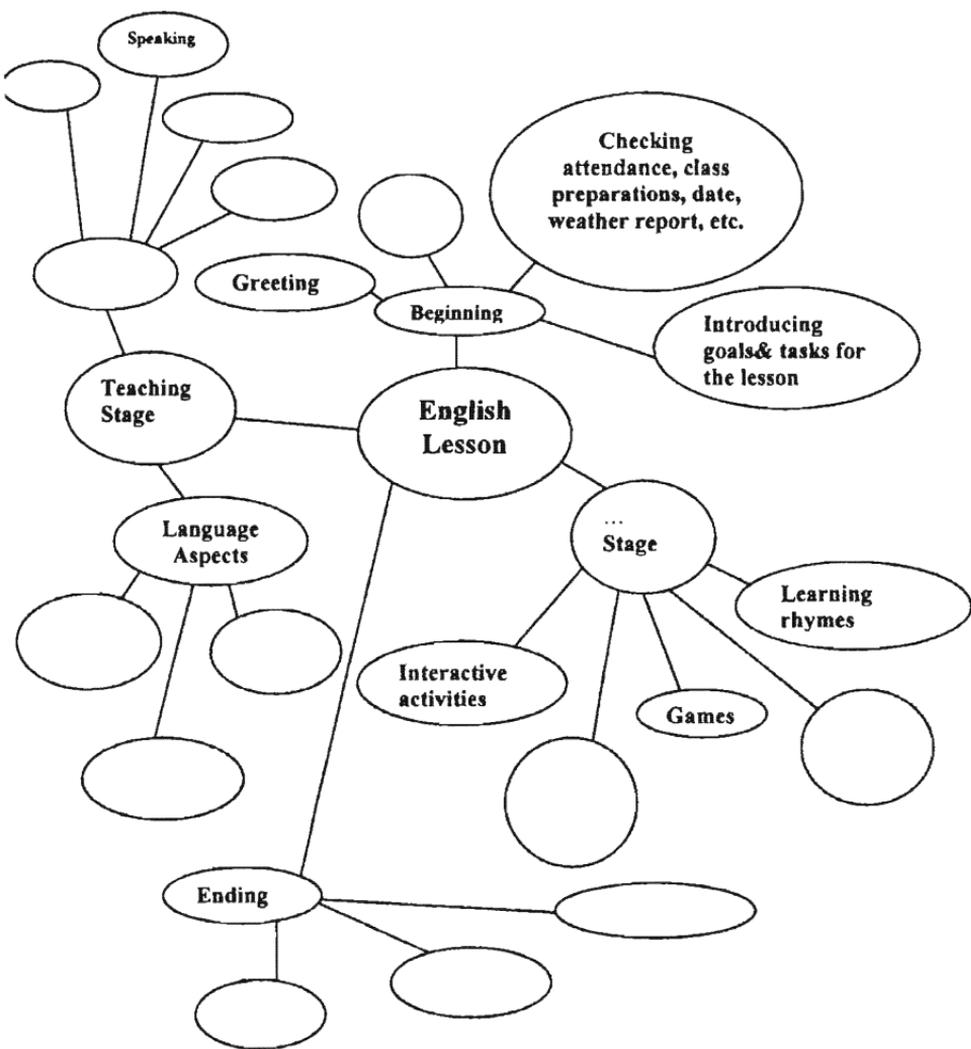
Beginning teachers should be ready with approximately 10 minutes long presentations based on showing slides and after each presentation learners are expected to interview the "experts" to find out further information.

The session finishes with a role play exercise which requires two volunteer learners to act out a telephone conversation that took place between two beginning English teachers who tomorrow will have their first lesson and they discuss their lesson plans.

Beginning teachers are asked to write an article in the style of a popular professional magazine considering one aspect of the overall problem. Example articles from Internet are provided as guidelines for the required professional level and format of the report.

PART VII
CHECK YOUR TOPIC KNOWLEDGE!

Fill in Cluster



GLOSSARY

- Active listening** is perception of an oral language with particular attention to the message.
- Articulation** is a set of movements by the articulation organs (tongue, lips, etc) in order to pronounce speech sounds.
- Audio-lingual method** is a way to teach a foreign language through intense repetitions of language patterns.
- Balanced essay** contains an equal share of arguments both "for" and "against".
- Bottom-up listening** is an act of processing an oral message starting from the physical signal and ending up with the message.
- Bottom-up reading strategy** is perceiving the text and extracting information.
- Brainstorming** is a procedure of eliciting creative ideas in the course of spontaneous exchange of opinions, their uncritical registration and subsequent selection of the most useful suggestions.
- Communicative approach** is a theory of teaching and learning foreign languages that recognizes the primacy of communication as the goal and the media of instruction.
- Communicative competence** is the knowledge that is necessary for successful communication.
- Communicative function** is an oral language activity to request or give information, to perform rituals or to manipulate each other's behavior.
- Communicative method** is a way to teach a foreign language through communication for the purposes of communication.
- Communicative principles** are guiding rules of instruction in the framework of the communicative approach.
- Communicative situation** is a set of circumstances, in which it is necessary to use language for communication in order to achieve the desired goal.
- Communicative strategies** are the means and maneuvers of communication to deal with the goal, partner and circumstances.
- Communicative techniques** are the devices to organize teaching in compliance with communicative principles.
- Community language teaching** is a teaching approach that emphasizes the importance of students' co-operation, support and interaction.
- Comprehension of words** is understanding the meaning of words.
- Consonant** is a speech sound with an abstraction on the way of the air passage.
- Critical reading** is reading with the activated thought processes.
- Critique** is reading for critical analysis.

- Cued reading** is reading the parts of the text, which are relevant to the given directions.
- Debate** is a genre of group dialogue, in which speakers attempt to find a solution by overcoming differences.
- Deciding process** is responsible for turning the verbal signal into the inferred message in the mind of the listener (or reader).
- Derivation** is the process of producing words from a stem with the help of affixation and other word-building models (e.g. conversion from nouns to verbs).
- Dialogue** is a genre of conversation between two or more people with an exchange of relatively short terms.
- Diphthong** is a vowel with a glide that is considered to be one phoneme.
- Direct method** is a way to teach a foreign language by switching over exclusively to the target language in the classroom and intense grammar structure practice.
- Discourse** (oral discourse) is a continuous stretch of spoken language in the dialogue or monologue mode featuring communicative message, cohesion, coherence and contextual reference.
- Discussion** is a genre of group dialogue, in which speakers attempt to seek a solution by looking at various aspects of the problem from various angles.
- Essay** is a genre of writing that focuses on a thesis and develops it.
- Exercises for teaching to listen** are the activities done with the purpose to reinforce listening skills.
- Exposition** is putting on paper the description of situational circumstances. **Expressive writing** is putting on paper one's own thoughts and feelings (as in a diary).
- Extensive listening** is the perception of oral information with the search for the gist.
- Grammar-translation method** is a way to teach a foreign language with the help of contrastive native and target grammar analysis.
- Group discussion** is a problem-solving activity with a puzzle, conflict of opinions and problem-resolution as a result of concerted group efforts.
- Guided reading** is seeking information in the text, which is relevant to the given questions.
- Hearing** is an act of receiving an oral message.
- Humanistic approach** is an teaching theory that recognizes the necessity to facilitate free and creative development of the personality.
- Ideational structure** is the mental representation of the message a listener gets from hearing (or a reader gets from reading).

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

Information gap is a technique to give the students complementary information, which they have to pool together in the process of communication in order to fulfill the task.

Informative writing is putting on paper ideas and data intended to create knowledge in the reader.

Intensive listening is perception of an oral message with interpretation and inferences.

Interactive learning is instruction using tasks that can't be fulfilled by isolated students but require co-operation.

Interactive reading is employing more than one reading strategy, such as "top-down" and "bottom-up".

Intonation is a change in the pitch of voice that plays a significant part in communicating structural organization of an oral utterance, types of sentences and individual attitudes.

Jigsaw listening is an activity, during which participants listen to two (or more) different yet related pieces of language with subsequent interactive work.

Jigsaw reading is reading topic-related texts or parts of the same text and subsequently pooling the information together.

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

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

Lexicon is vocabulary that is often specialized and related to a certain field.

Listening is a communicative skill with the purpose of receiving, comprehending and interpreting an oral message.

Mental lexicon is vocabulary in mind.

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

Modal auxiliary is a type of auxiliary verb expressing permission (may), obligation (must), ability (can), prediction (will), etc.

Modal verbs express modality, i.e. the dimension of an utterance to reveal "personal component" in the message. E.g. Your mom **MUST HAVE DONE** the cooking (strong supposition). Modal verbs are sometimes called "defective" as most of them do not permit particle "to" before the infinitive. E.g. He **CAN BUY** anything.

Monologue is a relatively long speech turn.

Mood classifies verbs as indicative (It was late) or subjunctive (If it were late...).

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

Natural approach is a way to teach a foreign language through massive exposure to the comprehensible language input in the classroom.

Passive voice expresses an action done to a subject. E.g. The ball was kicked at last.

Phoneme is a speech sound that is capable of distinguishing the meaning of words if it is substituted by another sound.

Phonetic competence is the knowledge of correct pronunciation.

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

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

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

Principles of teaching to listen are the guiding rules that prompt the choice of the teaching tasks, techniques and activities.

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

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

Pronunciation drill is an activity that is based on language rehearsal with the purpose of practicing pronunciation.

Pronunciation errors are phonetic inaccuracies that stem from the fallacious idea of what correct pronunciation should be.

Pronunciation mistakes are occasional inaccuracies against the background of a generally correct pronunciation.

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

Receptive skill is a communicative skill of receiving either an oral message (listening) or a written message (reading).

Reflexive pronouns are followed by "self. E.g. myself.

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

Scanning is reading for details.

Short-term memory (also: processing memory) retains a meaningful digest of the compressed information in the course of listening to provide for consistent comprehension.

Silent way is a teaching method that attempts to combine creative thinking with the minimum of language resources available to the learners (using colored rods, etc.).

Simulation is a technique to replicate in the classroom real world situations for the purposes of communicative language teaching.

Skimming is reading for the gist.

Speaking is a communicative skill of sending an oral message.

Tasks for teaching to listen are the teaching/learning assignments with a challenge for the learners.

Techniques for teaching to listen are the ways to run teaching activities.

Text-oriented reading is using the text as the source of information.

Tongue-twisters are phrases that are difficult to pronounce because the sounds easily get confused in them.

Top-down listening is an act of processing an oral message starting with a presumption that can be corrected in the course of listening.

Top-down reading strategy is proceeding from prior information and integrating it in the text.

Total physical response is a way of teaching that combines language rehearsals with physical activities.

Transitive verbs take one or more complements. E.g. I gave HER MONEY ("give" is a transitive verb).

Vocabulary is the sum of words that have been acquired by a particular person.

Vowel is a speech sound with a free air passage.

Word-clusters are words brought together by associations.

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**TEACHING ENGLISH PRACTICUM
(PRACTICAL COURSE OF TEACHING ENGLISH
METHODOLOGY)**

**Л.Т. Ахмедова,
В.И. Нормуратова**

**ПРАКТИКУМ ПО МЕТОДИКЕ ПРЕПОДАВАНИЯ
АНГЛИЙСКОГО ЯЗЫКА**

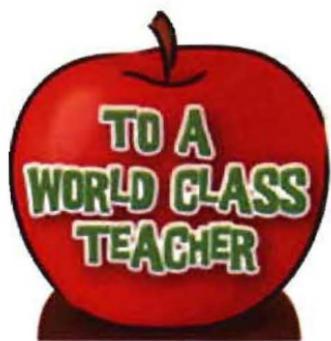
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Format 84x108 1/32. Volume 10,25 e.p.
Circulation 150.

Printed in UWED
54, Mustaqillik avenue, Tashkent, Republic of Uzbekistan.



ISBN 978-9943-340-28-2



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