

**O‘ZBEKISTON RESPUBLIKASI**  
**IXTISOSLASHTIRILGAN TA’LIM MUASSASALARI**  
**AGENTLIGI**  
**IS’HOQXON IBRAT NOMIDAGI NAMANGAN DAVLAT**  
**CHET TILLARI INSTITUTI**  
**INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI**

**Nutq malakalari integratsiyasi**  
fanidan

**O‘ Q U V – U S L U B I Y**  
**M A J M U A**



**2025/2026 o‘quv yili kunduzgi ta’lim shakli, 2-kurslar uchun**

**Bilim sohasi:** 100000 – Ta’lim

**Ta’lim sohasi:** 110000 – Ta’lim

**Ta’lim yo‘nalishi:** 6011800 – Xorijiy til va adabiyot (ingliz tili)

**Namangan-2025/2026**

O'quv uslubiy majmua O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2017-yil 1-martdagi "Yangi o'quv uslubiy majmualarni tayyorlash bo'yicha uslubiy ko'rsatmani tavsiya etish to'g'risida" gi 107- sonli buyrug'iga muvofiq Oliy va o'rta maxsus, kasb-hunar ta'limi yo'nalishlari bo'yicha O'quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi kengashning 2018-yil 27-iyundagi 6-sonli bayonnomasi bilan ma'qullangan hamda O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2020-yil 14-avgustdagi 418-sonli buyrug'i bilan tasdiqlangan fan dasturiga muvofiq ishlab chiqildi.

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O'quv uslubiy majmua Namangan davlat chet tillari instituti Jahon tillar fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2025 yil avgust \_\_\_ - sonli majlis bayoni.

## MUNDARIJA

<b>№</b>	<b>MAVZULAR NOMI</b>
<b>1</b>	<b>O'QUV MATERIALLAR</b> asosiy matn; topshiriqlar variantlari; masala va misollar; keyslar to'plami;
<b>2</b>	<b>FAN O'QUV DASTURI</b>
<b>3</b>	<b>GLOSSARIY</b>
<b>4</b>	<b>ILOVALAR</b>
	testlar;
	tarqatma materiallar;

### 3- semester

#### Lesson Plan: Theme 1 – Introduction to the Course and What to Expect During the Course

Level: Upper-Intermediate

Duration: 80 minutes

#### *Lesson Objectives:*

- Familiarize students with the course structure and expectations.
- Develop listening and speaking skills through introductory activities.
- Create a collaborative classroom environment.

#### *Materials Needed:*

- PowerPoint presentation outlining the course syllabus.
- Printed handouts with course objectives and grading criteria.
- Pathways Book 4 introduction section (if applicable).
- Whiteboard, markers, and sticky notes.

#### Lesson Outline

##### *1. Warm-Up: Icebreaker Activity (10 minutes)*

- Activity: Two Truths and a Lie
  - Students pair up and share three statements about themselves: two true, one false.
  - Partners guess the false statement.
- Purpose: Build rapport among students.

##### *2. Course Overview Presentation (10 minutes)*

- Activity: Teacher-led explanation of the course outline using a PowerPoint presentation.
  - Key points to cover:
    - Topics/themes to be covered (refer to syllabus).
    - Types of assignments and assessments.

- Expectations for participation and attendance.
- Interaction: Pause for Q&A after each slide to clarify doubts.

### *3. Small Group Discussion: What Do You Expect? (10 minutes)*

- Activity:
  - Students discuss in groups of 3-4:
    - "What are your goals for this course?"
    - "What skills do you want to improve?"
  - Groups share highlights with the class.
- Purpose: Encourage student input and collaboration.

### *4. Listening Activity: Understanding a Lecture on Study Tips (15 minutes)*

- Pre-Listening (5 minutes):
  - Discuss: "What strategies help you learn best?"
  - Teach relevant vocabulary: "note-taking," "active listening," "time management."
- Listening (10 minutes):
  - Play a short lecture or audio clip on study skills.
  - Students answer comprehension questions:
    - What are the three study tips mentioned?
    - Why is time management important?

### *5. Post-Listening Discussion: Applying Study Tips (10 minutes)*

- Activity: Pair Discussion
  - Partners discuss:
    - Which study tip do you already use?
    - Which tip will you try this semester?
- Share: Volunteers share their responses with the class.

### *6. Language Function Focus: Asking Clarifying Questions (10 minutes)*

- Activity:
  - Teach useful phrases:
    - "Could you explain that again?"
    - "What do you mean by...?"
  - Practice with examples related to the course (e.g., "What is expected in the final presentation?").

### *7. Wrap-Up and Reflection (15 minutes)*

- Activity: Class Contract
  - As a group, create a "Class Contract" with rules and expectations.
  - Write it on the board and have students sign it.
- Homework:
  - Write a paragraph: "What do you expect to learn in this course, and how will you contribute to achieving these goals?"

## **Lesson Plan: Theme 2 – Urban Challenges**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

### *Lesson Objectives:*

- Identify and discuss major urban challenges.
- Develop listening comprehension skills through a lecture.
- Practice discussing pros and cons in speaking tasks.

### *Materials Needed:*

- Audio/Video clip of a lecture on urban challenges.
- Handouts with vocabulary and comprehension questions.
- Whiteboard and markers.

## **Lesson Outline**

### *1. Warm-Up: Picture Prompt and Discussion (10 minutes)*

- **Activity:**

- Show images of busy urban areas and rural landscapes.
- Ask students:
  - "What differences do you notice between these two environments?"
  - "What challenges might people face in cities?"
- **Purpose:** Activate prior knowledge and introduce the topic.

## *2. Vocabulary Building (10 minutes)*

- **Activity:**
  - Pre-teach key vocabulary:
    - "overcrowding," "infrastructure," "pollution," "urbanization," "commuting."
  - Use matching or gap-fill exercises to reinforce understanding.

## *3. Listening Activity: Lecture on Urban Challenges (15 minutes)*

- **Pre-Listening (5 minutes):**
  - Predict: "What urban challenges might be mentioned in the lecture?"
- **Listening (10 minutes):**
  - Play the lecture.
  - Students complete a worksheet with questions:
    - What are the three main urban challenges mentioned?
    - What examples does the speaker provide?

## *4. Post-Listening Discussion: Prioritizing Challenges (10 minutes)*

- **Activity:**
  - In pairs, students discuss:
    - "Which urban challenge do you think is the most serious? Why?"
  - Groups share their ideas with the class.
- **Purpose:** Encourage critical thinking and group interaction.

## *5. Language Function Focus: Discussing Pros and Cons (10 minutes)*

- **Activity:**
  - Teach structures for discussing pros and cons:
    - **Pro:** "Urbanization leads to better job opportunities."
    - **Con:** "It increases pollution and overcrowding."
  - Students create example sentences based on urban challenges.

### *6. Speaking Task: Proposing Solutions (15 minutes)*

- **Activity:**
  - Groups of 3-4 choose an urban challenge (e.g., traffic congestion).
  - Brainstorm solutions and prepare a short presentation.
  - Present solutions to the class, using the language function taught.

### *7. Wrap-Up and Reflection (10 minutes)*

- **Activity:**
  - Class discussion:
    - "What urban challenges are present in our city/country?"
    - "How can we address them?"
- **Homework:**
  - Write a paragraph: "Choose one urban challenge and propose a practical solution."

## **Lesson Plan: Theme 3 – Listening to a Lecture**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

### *Lesson Objectives:*

- Improve listening comprehension skills by focusing on a structured academic lecture.
- Practice note-taking techniques.

- Discuss the main points and details of the lecture to enhance critical thinking.

### *Materials Needed:*

- Audio/video of a lecture (from Pathways Book 4 or a similar source).
- Note-taking worksheet with structured sections (e.g., main ideas, supporting details, examples).
- Whiteboard and markers.

### *Lesson Outline*

#### **Warm-Up Activity (10 minutes)**

Begin by asking students, “What do you find challenging about listening to lectures in English?” Write their responses on the board. Transition to a brief discussion about the importance of note-taking in understanding and remembering lecture content. Introduce common strategies such as identifying main ideas and using symbols or abbreviations.

#### **Pre-Listening Vocabulary and Prediction (10 minutes)**

Introduce key vocabulary from the lecture, such as "sustainability," "innovative," "policy," and "resources." Use matching exercises or quick definitions.

Ask students to predict what the lecture might be about based on the title or topic. For example, “How do you think urban planning can impact sustainability?”

#### **Listening Activity: First Listening (15 minutes)**

Play the lecture once without pausing. Students listen for the main idea and write it in the “Main Idea” section of their worksheet. After the first listening, have students share their answers in pairs and then discuss as a class. Confirm the main idea and highlight any areas of confusion.

#### **Listening Activity: Second Listening (15 minutes)**

Play the lecture again, this time with pauses for note-taking. Students complete their worksheets, focusing on supporting details and examples. Encourage them to use abbreviations and symbols to save time. After the listening, have students compare their notes in small groups and fill in any gaps.

#### **Post-Listening Discussion (10 minutes)**

Divide the class into small groups to discuss the lecture using guiding questions, such as:

- "What were the main challenges or solutions mentioned in the lecture?"

- "Which part of the lecture did you find most interesting or surprising?"  
Each group presents one key point from their discussion to the class.

### **Note-Taking Skill Practice (15 minutes)**

Teach students additional note-taking methods, such as the Cornell Method or mind mapping. Provide a short practice activity: play a brief clip on a different topic and have students practice using the new method. Review their notes as a class and discuss which strategies they found helpful.

### **Wrap-Up and Homework (5 minutes)**

Ask students to reflect: "What strategies will you use to improve your listening skills?" Write their answers on the board. Assign homework: Listen to a short online lecture (e.g., TED Talk) and write a summary using the note-taking strategies learned in class

## **Lesson Plan: Theme 4 – Discussing the Pros and Cons of Tourism Level:**

Upper-Intermediate

**Duration:** 80 minutes

**Font:** Times New Roman, Size 14

### **Lesson Objectives:**

Analyze and discuss the positive and negative aspects of tourism.

Practice structuring arguments for and against a topic.

Develop speaking skills through group discussions and presentations.

### **Materials Needed:**

Handout 1: Pros and Cons Graphic Organizer.

Handout 2: Role-Play Instructions and Prompts.

Whiteboard and markers.

### **Lesson Outline**

#### **Warm-Up Activity (10 minutes)**

Begin with a brainstorming session. Write the word "Tourism" on the board and ask students: "What comes to mind when you think of tourism?" Note their ideas in two columns: positive and negative aspects. Briefly discuss their contributions.

### **Pre-Task Vocabulary Building (10 minutes)**

Introduce key terms: “economic boost,” “infrastructure,” “overcrowding,” “cultural preservation,” and “environmental degradation.” Distribute Handout 1 and guide students in matching these terms to definitions or examples.

### **Listening Task (15 minutes)**

Play a short audio clip or video about the impacts of tourism on a specific region. Students listen for specific examples of pros and cons and take notes in their graphic organizer (Handout 1). Afterward, discuss as a class: “What were the main benefits and drawbacks mentioned?”

### **Speaking Activity: Group Discussion (15 minutes)**

Divide students into small groups. Each group discusses the question: “Should governments promote tourism? Why or why not?” Encourage them to use phrases for giving opinions and supporting arguments, such as “I believe that... because...” and “On the other hand...” Groups prepare to share their conclusions with the class.

### **Role-Play Activity (15 minutes)**

Distribute Handout 2. Assign each group a role (e.g., local resident, government official, business owner, environmental activist). Groups prepare a short argument from their character’s perspective. Each group presents their argument to the class, followed by a brief Q&A session.

### **Wrap-Up and Reflection (10 minutes)**

As a class, summarize the main points of the discussion. Write on the board: “What are the most important considerations for sustainable tourism?” Assign homework: Write a short essay (150-200 words) discussing whether tourism is more beneficial or harmful to your community.

### **Handout 1: Pros and Cons Graphic Organizer**

#### **Pros of Tourism**

#### **Cons of Tourism**

Example: Boosts the local economy Example: Leads to overcrowding

### **Handout 2: Role-Play Instructions and Prompts**

**Instructions:** Work in groups to prepare an argument based on your assigned role. Use the prompts to guide your discussion.

## **Roles and Prompts:**

**Local Resident:** How has tourism affected daily life in your community?

**Government Official:** What policies would you suggest to manage tourism?

**Business Owner:** How does tourism contribute to your business?

**Environmental Activist:** What environmental issues has tourism caused?

**Lesson Plan: Theme 5 – Listening to a Conversation Between Classmates**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

**Font:** Times New Roman, Size 14

## **Lesson Objectives:**

- Develop listening comprehension skills through natural conversational exchanges.
- Identify main ideas and supporting details in informal dialogue.
- Enhance speaking skills by responding to conversation prompts.

## **Materials Needed:**

- Handout 1: Conversation Comprehension Worksheet.
- Handout 2: Conversation Prompts for Speaking Practice.
- Audio recording of a conversation between classmates (from Pathways Book 4 or a similar source).
- Whiteboard and markers.

## **Lesson Outline**

### **Warm-Up Activity (10 minutes)**

Begin by asking students: “What makes informal conversations different from formal ones?” Write their ideas on the board, focusing on tone, vocabulary, and structure. Share an example of a casual exchange versus a formal dialogue.

### **Pre-Listening Activity (10 minutes)**

Introduce context for the conversation (e.g., two classmates discussing a group project). Teach key vocabulary or expressions that might appear, such as “Let’s

split the work,” “What do you think about...” or “Sounds good to me.” Distribute Handout 1 and explain how to use it during listening.

### **Listening Activity: First Listening (15 minutes)**

Play the audio recording of the conversation. Students listen for the general idea and write it in the “Main Idea” section of Handout 1. Discuss their answers briefly as a class.

### **Listening Activity: Second Listening (15 minutes)**

Play the conversation again, pausing after each exchange. Students fill out the “Supporting Details” section of Handout 1, noting key points and any questions raised in the dialogue. Afterward, pair students to compare answers and clarify misunderstandings.

### **Speaking Practice: Responding to Prompts (20 minutes)**

Distribute Handout 2, which contains open-ended prompts inspired by the conversation (e.g., “What’s your opinion on dividing tasks fairly in group projects?” or “How would you handle disagreements with teammates?”). In pairs, students take turns responding to the prompts, practicing active listening and natural responses.

### **Wrap-Up and Homework (10 minutes)**

As a class, review key expressions from the conversation and discuss their usage. Assign homework: Write a short dialogue (8-10 exchanges) between two classmates working on a project, using at least three expressions learned in class.

## **Handout 1: Conversation Comprehension Worksheet**

### **Main Idea Supporting Details**

## **Handout 2: Conversation Prompts for Speaking Practice**

1. How do you usually divide tasks when working in a group?
2. What would you do if one team member wasn’t contributing?
3. Share a time when you successfully solved a group conflict.
4. Do you prefer working alone or in a group? Why?

**Lesson Plan: Theme 6 – Presenting a Problem and Proposing Solutions Level:**  
Upper-Intermediate

**Duration:** 80 minutes

**Lesson Objectives:**

Develop skills in presenting problems clearly and effectively.

Propose practical solutions to real-world issues.

Practice speaking skills through structured presentations.

**Materials Needed:**

Handout 1: Problem-Solution Organizer

Handout 2: Presentation Evaluation Checklist.

Whiteboard and markers.

**Lesson Outline**

**Warm-Up Activity (10 minutes)**

Begin by asking students: “What makes a solution effective?” Write their ideas on the board and discuss the importance of understanding the problem before suggesting solutions. Share an example problem and a corresponding solution for discussion.

**Pre-Task Vocabulary Building (10 minutes)**

Introduce key terms: “root cause,” “feasibility,” “sustainability,” and “impact.” Distribute Handout 1 and guide students in matching these terms to definitions or examples. Discuss their application in problem-solving.

**Listening Activity (15 minutes)**

Play an audio recording or video clip where a speaker describes a problem and proposes solutions (e.g., environmental issues, workplace challenges). Students take notes using Handout 1, identifying the problem, causes, and proposed solutions. Discuss as a class: “What made the speaker’s solutions convincing?”

**Group Work: Problem-Solution Brainstorming (15 minutes)**

Divide students into small groups. Assign each group a real-world problem (e.g., traffic congestion, waste management, school bullying). Groups use Handout 1 to identify the problem, analyze causes, and brainstorm solutions. Encourage creativity and practicality.

### **Speaking Practice: Group Presentations (20 minutes)**

Each group presents their problem and solutions to the class, using Handout 2 as a guide for structuring their presentation. Other groups evaluate the presentations using the evaluation checklist. Provide constructive feedback on clarity, organization, and delivery.

### **Wrap-Up and Homework (10 minutes)**

As a class, discuss the importance of addressing problems systematically and thinking critically about solutions. Assign homework: Write a one-page proposal for solving a problem in their community, incorporating key vocabulary and concepts learned in class.

### **Handout 1: Problem-Solution Organizer**

#### **Problem Causes Proposed Solutions**

### **Handout 2: Presentation Evaluation Checklist**

<b>Criteria</b>	<b>Yes/No Comments</b>
Problem clearly stated	
Causes explained effectively	
Solutions practical and relevant	
Presentation well-organized	
Clear and confident delivery	

### **Lesson Plan: Theme 7 – Protecting Our Planet**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

**Lesson Objectives:**

Enhance listening comprehension through content about environmental protection.

Build vocabulary related to sustainability and conservation.

Engage in meaningful discussions about protecting the planet.

### **Materials Needed:**

Handout 1: Environmental Issues Vocabulary Builder.

Handout 2: Discussion Prompts for Protecting the Planet.

Audio or video material about environmental protection (from Pathways Book 4 or a similar source).

Whiteboard and markers

### **Lesson Outline**

#### **Warm-Up Activity (10 minutes)**

Start with a brainstorming activity: “What are the biggest environmental issues today?” Write students’ responses on the board. Discuss briefly why these issues are significant and any personal experiences they’ve had related to environmental protection.

#### **Pre-Listening Activity (10 minutes)**

Distribute Handout 1. Introduce key terms such as “sustainability,” “biodiversity,” “carbon footprint,” and “conservation.” Have students match these terms to definitions or images. Discuss their relevance to protecting the planet.

#### **Listening Activity: First Listening (15 minutes)**

Play an audio or video clip discussing a major environmental challenge (e.g., climate change, deforestation). Students listen for the main idea and write it in the “Main Idea” section of Handout 1. Discuss their answers briefly as a class.

#### **Listening Activity: Second Listening (15 minutes)**

Play the clip again, pausing after key points. Students complete the “Details” section of Handout 1, noting specific actions proposed to address the challenge. Afterward, pair students to compare notes and clarify any points.

#### **Group Discussion (20 minutes)**

Divide students into small groups. Distribute Handout 2, which contains discussion prompts such as: “What are some practical ways individuals can reduce their

carbon footprint?” and “How can governments and companies contribute to sustainability?” Groups discuss and share their ideas with the class.

### **Wrap-Up and Homework (10 minutes)**

Summarize key points from the lesson. Ask students: “What is one change you can make to help protect the planet?” For homework, students write a short essay (150-200 words) on one action they can take to contribute to environmental protection, using at least three new vocabulary words from the lesson.

### **Handout 1: Environmental Issues Vocabulary Builder**

<b>Word/Phrase</b>	<b>Definition</b>	<b>Example</b>
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Sustainability		
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Biodiversity		
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Carbon footprint		
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Conservation		
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### **Handout 2: Discussion Prompts for Protecting the Planet**

What are some simple actions people can take to conserve energy?

How can we encourage others to recycle more?

Do you think technology helps or harms the environment? Why?

Share your thoughts on banning single-use plastics

### **Lesson Plan: Theme 8 – Listening to a Guided Tour**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

#### **Lesson Objectives:**

Improve listening comprehension through guided tour audio.

Identify main ideas and supporting details in descriptive narratives.

Practice speaking skills by designing and presenting a short tour.

## **Materials Needed:**

Handout 1: Guided Tour Listening Worksheet.

Handout 2: Tour Design Template.

Audio recording of a guided tour (from Pathways Book 4 or a similar source).

Pictures or videos of landmarks or attractions.

Whiteboard and markers.

## **Lesson Outline**

### **Warm-Up Activity (10 minutes)**

Ask students: “Have you ever been on a guided tour? What made it interesting or boring?” Encourage them to share experiences. Show pictures of famous landmarks and ask them to describe what they know about these places.

### **Pre-Listening Activity (10 minutes)**

Introduce vocabulary related to guided tours, such as “itinerary,” “monument,” “highlight,” and “historic site.” Distribute Handout 1 and explain the tasks: identifying the main idea, noting key details, and listing new vocabulary.

### **Listening Activity: First Listening (15 minutes)**

Play the audio recording of a guided tour. Students listen for the overall purpose and fill in the “Main Idea” section of Handout 1. Discuss their answers briefly as a class.

### **Listening Activity: Second Listening (15 minutes)**

Play the audio again, pausing after each section. Students complete the “Details” section of Handout 1, noting key attractions mentioned, historical facts, and any special recommendations. Pair students to compare answers and clarify details.

### **Speaking Practice: Designing a Tour (20 minutes)**

Distribute Handout 2, which provides a template for designing a short guided tour. In pairs or small groups, students choose a location (real or imaginary) and create a 5-minute guided tour script, including three key attractions or highlights. Groups practice presenting their tours to one another.

### **Wrap-Up and Homework (10 minutes)**

Invite a few groups to present their tours to the class. Provide constructive feedback on clarity and engagement. For homework, students write a short

description (150-200 words) of a memorable place they have visited, incorporating at least three vocabulary words from the lesson.

## **Handout 1: Guided Tour Listening Worksheet**

### **Main Idea Details New Vocabulary**

### **Handout 2: Tour Design Template**

**Title of Your Tour:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Key Attraction 1:** \_\_\_\_\_

**Key Attraction 2:** \_\_\_\_\_

**Key Attraction 3:** \_\_\_\_\_

**Additional Notes:** \_\_\_\_\_

## **Lesson Plan: Theme 9 – Language Function: Introducing Examples**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

**Lesson Objectives:**

Understand and practice the language function of introducing examples.

Use appropriate phrases to provide examples in spoken and written English.

Develop critical thinking by analyzing the relevance of examples in communication.

**Materials Needed:**

Handout 1: Phrases for Introducing Examples.

Handout 2: Practice Exercises on Introducing Examples.

Sample texts or dialogues with examples highlighted.

Whiteboard and markers.

## **Lesson Outline**

### **Warm-Up Activity (10 minutes)**

Start with a quick discussion: “Why are examples important in communication?” Elicit answers like clarifying points, making arguments stronger, or providing context. Write responses on the board and briefly discuss.

### **Presentation (15 minutes)**

Introduce the concept of introducing examples. Provide phrases such as:

“For example,”

“For instance,”

“Such as,”

“To illustrate,”

“Let’s take... as an example.” Distribute Handout 1, which lists these phrases with definitions and example sentences. Go through the phrases with students, discussing when and how to use each one.

### **Controlled Practice (15 minutes)**

Distribute Handout 2. Students complete exercises, such as:

Choosing the correct phrase to complete sentences.

Rewriting sentences to include examples using the phrases learned. Pair students to compare answers before reviewing as a class.

### **Listening Activity (15 minutes)**

Play a short audio clip or read a passage aloud that includes examples. Students listen and identify the phrases used to introduce examples. After listening, they underline these phrases in a transcript and discuss their function in the context of the passage.

### **Speaking Practice (20 minutes)**

In pairs or small groups, students create and present short dialogues or mini-presentations on given topics (e.g., “Healthy Lifestyle,” “Environmental Protection”). They must include at least three examples using the target phrases. Groups present to the class, and peers provide feedback on clarity and usage.

### **Wrap-Up and Homework (10 minutes)**

Review key points from the lesson. Ask: “Which phrases do you think are most useful in your daily communication?” For homework, students write a short paragraph (150-200 words) on a topic of their choice, using at least three phrases for introducing examples.

### **Handout 1: Phrases for Introducing Examples**

<b>Phrase</b>	<b>Definition</b>	<b>Example</b>
For example	Used to introduce a specific instance	Many animals, for example, pandas, are endangered.
For instance	Similar to “for example”	Some sports, for instance, basketball, require teamwork.
Such as	Indicates specific examples	Fruit such as apples and bananas is healthy.
To illustrate	Used to clarify a point with a detailed example	To illustrate, let’s consider the case of renewable energy.
Let’s take...	Draws attention to a specific example	Let’s take online education as an example.

### **Handout 2: Practice Exercises on Introducing Examples**

Complete the sentences with an appropriate phrase:

- There are many ways to save energy, \_\_\_\_\_ using LED bulbs.
- Some countries, \_\_\_\_\_ Japan and Germany, excel in technology.

Rewrite the sentences to include examples:

- Some animals are endangered. (e.g., pandas, tigers)
- Technology has improved communication. (examples: email, video calls)

### **Lesson Plan: Theme 10 – Brainstorming Ideas about Conservation**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

#### **Lesson Objectives**

Foster creativity and collaboration through brainstorming activities.

Develop critical thinking by evaluating conservation ideas.

Practice speaking skills in discussing and presenting ideas.

### **Materials Needed:**

Handout 1: Conservation Brainstorming Worksheet.

Handout 2: Criteria for Evaluating Conservation Ideas.

Flip chart paper or whiteboard for group brainstorming.

Markers or pens.

### **Lesson Outline**

#### **Warm-Up Activity (10 minutes)**

Show students pictures of environmental issues (e.g., deforestation, pollution, endangered species). Ask: “What conservation efforts can address these problems?” Elicit quick responses and write them on the board.

#### **Presentation (15 minutes)**

Discuss the concept of brainstorming and its rules (e.g., generating ideas without judgment, encouraging creativity). Introduce types of conservation efforts, such as recycling, renewable energy, and habitat preservation. Distribute Handout 1, which provides prompts to guide brainstorming.

#### **Guided Brainstorming Activity (20 minutes)**

Divide students into small groups. Each group selects a specific conservation issue (e.g., reducing plastic waste, protecting wildlife). Using Handout 1, groups brainstorm at least 10 ideas to address their issue. Encourage them to write all ideas on the flip chart paper or whiteboard.

#### **Group Discussion and Evaluation (15 minutes)**

Distribute Handout 2, which outlines criteria for evaluating ideas, such as feasibility, impact, and cost-effectiveness. Groups review their brainstormed ideas and select the top three, justifying their choices based on the criteria. Each group shares their top ideas with the class.

#### **Speaking Practice: Mini-Presentations (15 minutes)**

Each group presents their selected ideas and explains why they chose them. Encourage other students to ask questions or provide feedback. Focus on clarity, organization, and persuasive language during the presentations.

### **Wrap-Up and Homework (10 minutes)**

Summarize key points about brainstorming and evaluating ideas. For homework, students write a short essay (200-250 words) about one conservation idea they believe is most important and why, incorporating vocabulary from the lesson.

### **Handout 1: Conservation Brainstorming Worksheet**

| **Conservation Issue:** \_\_\_\_\_

#### **Ideas:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### **Handout 2: Criteria for Evaluating Conservation Ideas**

Feasibility: Can the idea be realistically implemented?

Impact: How significantly will the idea benefit the environment?

Cost-Effectiveness: Is the idea affordable and sustainable in the long term?

Innovation: Does the idea introduce a new or creative approach?

### **Lesson Plan: Theme 11 – Listening to a Student Debate**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

**Lesson Objectives:**

Develop active listening skills by identifying key arguments and counterarguments in a debate.

Practice note-taking and summarizing skills.

Engage in critical thinking and discussion about debate topics.

**Materials Needed:**

Audio recording or video of a student debate.

Handout 1: Debate Listening Guide.

Handout 2: Vocabulary and Expressions for Debating.

Whiteboard and markers.

**Lesson Outline**

**Warm-Up Activity (10 minutes)**

Begin with a class discussion: “What makes a good debate?” Write responses on the board, including points like presenting evidence, staying respectful, and addressing counterarguments. Introduce the topic of the debate they will listen to (e.g., “Should school uniforms be mandatory?”).

**Pre-Listening Activity (15 minutes)**

Distribute Handout 2, which includes key vocabulary and phrases commonly used in debates (e.g., “On the other hand,” “I strongly believe,” “In conclusion”). Review the vocabulary with the class and ask students to predict some arguments they might hear in the debate.

**Listening Activity (20 minutes)**

Play the audio or video of the student debate twice. During the first listen, students use Handout 1 to take notes on the main arguments for and against the topic. During the second listen, they fill in any missing details and focus on specific examples and evidence used by the speakers.

**Group Discussion (15 minutes)**

In small groups, students compare their notes and discuss the following questions:

What were the strongest arguments on each side?

Were there any weak points or areas that could be improved?

Which side do you think presented a more convincing case, and why?

**Speaking Practice: Mini-Debate (15 minutes)**

Divide the class into two groups. Assign each group a position on a new debate topic (e.g., “Should students have homework every day?”). Each group prepares a short argument and presents it to the class. Encourage the use of phrases from Handout 2.

**Wrap-Up and Homework (5 minutes)**

Summarize the importance of listening for structure and evidence in debates. For homework, students write a short reflection (150-200 words) about which argument in the listened-to debate they found most convincing and why.

**Handout 1: Debate Listening Guide**

| **Topic:** \_\_\_\_\_

<b>Arguments For:</b>	<b>Arguments Against:</b>
1.	1.
2.	2.
3.	3.
Evidence/Examples:	Evidence/Examples:

-----

**Handout 2: Vocabulary and Expressions for Debating**

Phrases for Presenting Arguments:

“I believe that...”

“The main reason is...”

“Let’s consider...”

Phrases for Counterarguments:

“On the other hand...”

“However...”

“While it’s true that...”

Phrases for Concluding:

“In conclusion...”

“To summarize...”

## **Lesson Plan: Theme 12 – Participating in a Debate**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

**Lesson Objectives:**

Enhance speaking and critical thinking skills through active participation in a debate.

Practice using persuasive language and structured arguments.

Develop teamwork and collaboration skills.

**Materials Needed:**

Handout 1: Debate Structure Guide.

Handout 2: Evaluation Rubric for Debates.

A list of debate topics.

Timer.

### **Lesson Outline**

#### **Warm-Up Activity (10 minutes)**

Ask students: “What makes a debate interesting and engaging?” Write their responses on the board, highlighting elements like clear arguments, strong evidence, and respectful rebuttals. Share examples of well-known debates or topics to spark interest.

#### **Introduction to Debate Structure (15 minutes)**

Distribute Handout 1, which outlines the typical structure of a debate (e.g., opening statements, arguments, rebuttals, and closing statements). Explain each part briefly,

using an example topic like “Should smartphones be banned in schools?” Model a short opening statement and rebuttal.

### **Preparation for Debate (20 minutes)**

Divide the class into two groups for a debate. Assign each group a position (for or against) on a given topic (e.g., “Social media does more harm than good”). Allow students time to brainstorm their arguments and gather supporting evidence. Each group assigns roles: main speaker, rebuttal speaker, and summarizer.

### **Debate Activity (30 minutes)**

Conduct the debate following the structure outlined in Handout 1.

Allow 3 minutes for opening statements from each side.

Each side has 5 minutes to present their main arguments.

Allocate 5 minutes for rebuttals.

Each side delivers a 2-minute closing statement. Use the timer to manage time and ensure fairness.

### **Feedback and Discussion (15 minutes)**

Distribute Handout 2, the evaluation rubric, and have students evaluate the debate performances in pairs or small groups. Discuss:

Which arguments were most convincing and why?

How could the debate be improved?

Encourage self-reflection and peer feedback.

### **Wrap-Up and Homework (10 minutes)**

Summarize key takeaways about effective debating skills. For homework, students write a reflective journal (200-250 words) about their experience in the debate, including what they learned and what they would do differently next time.

### **Handout 1: Debate Structure Guide**

<b>Debate Section</b>	<b>Time Limit</b>	<b>Description</b>
Opening Statement	3 minutes each	Introduce the topic and position.
Main Arguments	5 minutes each	Present key points with evidence.

Rebuttal 5 minutes each Address the opposing side's arguments.

Closing Statement 2 minutes each Summarize the main points and conclude.

## **Handout 2: Evaluation Rubric for Debates**

**Criteria**                      **Excellent Good Needs Improvement**

Clarity of Arguments

Use of Evidence

Organization

Persuasive Language

Team Collaboration

## **Lesson Plan: Theme 13 – Beauty and Appearance**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

**Font:** Times New Roman, Size 14

### **Lesson Objectives:**

Build vocabulary related to beauty and appearance.

Develop listening and speaking skills through discussions and activities.

Explore cultural perspectives on beauty standards.

### **Materials Needed:**

Audio recording or video about global beauty standards.

Handout 1: Vocabulary Matching Activity.

Handout 2: Discussion Questions.

Whiteboard and markers

### **Lesson Outline**

### **Warm-Up Activity (10 minutes)**

Start with a brainstorming session: “What words or phrases come to mind when you think about beauty and appearance?” Write students’ ideas on the board. Highlight any interesting cultural differences in perceptions of beauty.

### **Pre-Listening Activity (15 minutes)**

Distribute Handout 1, which contains vocabulary related to beauty and appearance (e.g., symmetrical, complexion, aesthetic, trend, groomed). Students match each word to its definition. Review the answers as a class and discuss examples for each term.

### **Listening Activity (20 minutes)**

Play the audio or video about global beauty standards. Students take notes on key points, including:

Cultural variations in beauty standards.

Factors that influence perceptions of beauty (e.g., media, traditions)

After listening, discuss:

What were the main ideas?

Did any examples surprise you?

### **Group Activity: Discussion and Role-Play (20 minutes)**

Distribute Handout 2, which includes discussion questions such as:

What are some traditional beauty standards in your culture?

How do you think social media affects beauty perceptions today?

Is it fair to judge someone based on their appearance? Why or why not?

Students discuss in small groups. Afterward, each group creates a short role-play where two characters debate the importance of appearance in different situations (e.g., job interviews, social events).

### **Speaking Practice: Personal Reflections (10 minutes)**

Ask students to reflect individually and share their thoughts on

“What do you think defines true beauty?”

“Can beauty be both physical and inner?”

Encourage volunteers to share their reflections with the class.

### **Wrap-Up and Homework (5 minutes)**

Summarize the discussion by emphasizing the importance of understanding and respecting diverse beauty standards. For homework, students write a short essay (200-250 words) on how media influences beauty perceptions in their country.

### **Handout 1: Vocabulary Matching Activity**

<b>Word</b>	<b>Definition</b>
Symmetrical	Equal on both sides of a central line.
Complexion	The natural color and texture of someone's skin.
Aesthetic	Concerned with beauty or the appreciation of beauty.
Trend	A general direction in which something is developing.
Groomed	Neat and well-dressed.

### **Handout 2: Discussion Questions**

What are some traditional beauty standards in your culture?

How do you think social media affects beauty perceptions today?

Is it fair to judge someone based on their appearance? Why or why not?

How can we promote the idea that inner beauty matters more than physical appearance?

### **Lesson Plan: Theme 14 – Listening to a News Report**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

#### **Lesson Objectives:**

Improve listening comprehension skills by analyzing a news report.

Expand vocabulary related to current events and journalism.

Develop critical thinking skills by discussing the impact of news stories.

## **Materials Needed:**

Audio or video of a news report (2-3 minutes long).

Handout 1: Comprehension Questions.

Handout 2: Vocabulary Exercise.

Whiteboard and markers.

## **Lesson Outline**

### **Warm-Up Activity (10 minutes)**

Begin with a discussion: “What types of news do you usually follow (e.g., politics, sports, entertainment)? Why?” Ask students to share examples of recent news stories they found interesting or important. Write key vocabulary from their responses on the board.

### **Pre-Listening Activity (15 minutes)**

Distribute Handout 2, which includes vocabulary from the news report (e.g., headline, correspondent, crisis, breakthrough, investigate). Students work in pairs to match each word with its definition and create example sentences. Review the answers as a class.

### **Listening Activity (20 minutes)**

Play the news report once without stopping. Ask students to jot down key points and phrases they hear.

Distribute Handout 1, which contains comprehension questions such as:

What is the main topic of the news report?

Who are the main people or organizations involved?

What solutions or actions are mentioned?

Play the news report a second time, pausing at key points to discuss and clarify.

### **Group Discussion and Analysis (20 minutes)**

Divide students into small groups to discuss the news report using the following prompts:

How does this news report affect people locally and globally?

What biases or perspectives can you identify in the report?

What questions would you ask the reporter if given the chance? Each group presents their insights to the class.

### **Speaking Activity: News Headlines (10 minutes)**

Ask each student to create a headline for a fictional news story that's either serious or humorous. They share their headlines with the class, and the class votes on the most creative or compelling one.

### **Wrap-Up and Homework (5 minutes)**

Summarize the lesson by highlighting the importance of critical thinking when consuming news. For homework, students find a news article in English, summarize it in 150 words, and write a reflection on its impact.

### **Handout 1: Comprehension Questions**

What is the main topic of the news report?

Who are the main people or organizations involved?

What solutions or actions are mentioned?

What impact might this news have on people locally and globally?

### **Handout 2: Vocabulary Exercise**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
Headline	The title of a news article.	The headline caught my attention.
Correspondent	A journalist reporting from a specific location.	The correspondent reported from Paris.
Crisis	A time of intense difficulty or danger.	The economic crisis affected millions.
Breakthrough	A significant and dramatic development.	The discovery was a major breakthrough.
Investigate	To examine or inquire into systematically.	The police are investigating the case.

## **Lesson Plan: Theme 15 – Language Function: Paraphrasing**

**Level:** Upper-Intermediate

**Duration:** 80 minutes

### **Lesson Objectives:**

Understand the concept and importance of paraphrasing.

Practice paraphrasing sentences and paragraphs effectively.

Enhance listening and speaking skills by using paraphrased content.

### **Materials Needed:**

Handout 1: Paraphrasing Techniques.

Handout 2: Paraphrasing Practice Exercises.

Audio or video clip with key information for paraphrasing.

Whiteboard and markers.

### **Lesson Outline**

#### **Warm-Up Activity (10 minutes)**

Ask students: “What does it mean to paraphrase?” and “Why do we paraphrase in academic and everyday communication?” Write their responses on the board and clarify misconceptions. Share examples of paraphrased vs. original sentences to illustrate the difference.

#### **Introduction to Paraphrasing Techniques (15 minutes)**

Distribute Handout 1, which outlines key strategies for paraphrasing, such as:

Using synonyms.

Changing sentence structure.

Combining or breaking up sentences.

Maintaining the original meaning.

Go through examples in the handout as a class, highlighting common mistakes to avoid (e.g., changing meaning or copying too closely).

### **Listening Activity (15 minutes)**

Play an audio or video clip (2-3 minutes) with a clear and concise message (e.g., a TED Talk excerpt or a news summary). Students take notes on key points. Afterward, discuss:

What were the main ideas?

Which parts could be paraphrased?

### **Paraphrasing Practice (20 minutes)**

Distribute Handout 2, which contains:

Sentences to paraphrase individually.

A short paragraph for group paraphrasing.

Students work on the exercises individually and in pairs. Circulate to provide feedback and answer questions. Review answers as a class and discuss multiple ways to paraphrase the same content.

### **Speaking Activity: Paraphrased Summaries (15 minutes)**

In small groups, students paraphrase their notes from the listening activity into a short summary. Each group presents their summary orally, emphasizing clarity and accuracy. Encourage peer feedback on how well the paraphrased content conveys the original meaning.

### **Wrap-Up and Homework (5 minutes)**

Summarize the importance of paraphrasing in academic and professional contexts. For homework, students find a paragraph from an article, paraphrase it, and write a reflection on the process.

### **Handout 1: Paraphrasing Techniques**

**Use synonyms:** Replace words with similar meanings.

**Change sentence structure:** Rearrange the order of ideas or phrases

**Combine or break up sentences:** Merge short sentences or divide long ones for clarity.

**Preserve the original meaning:** Ensure the core message remains unchanged.

### **Handout 2: Paraphrasing Practice Exercises**

#### **Part A: Paraphrase the following sentences:**

The teacher explained the importance of time management to the students.

Climate change is one of the most pressing issues of our time.

**Part B: Paraphrase the following paragraph:**

Original: “Social media platforms have revolutionized the way people communicate, enabling instant sharing of information and fostering global connections. However, they have also raised concerns about privacy and mental health.”

### Lesson Plan for Lesson 16: Conducting a Survey

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Understand the purpose of conducting surveys.
  - Formulate effective survey questions.
  - Conduct surveys and gather responses from their peers.
  - Analyze the results of a survey and present findings.
- 

#### Materials Needed:

- Whiteboard and markers
  - Projector and computer for presentation (if available)
  - Printed survey templates (or digital copies for Google Forms)
  - Handouts with examples of survey questions
  - Chart paper/board for recording results
- 

#### Lesson Structure:

##### *1. Warm-up (10 minutes)*

Begin with a brief discussion on surveys. Ask students: "What is a survey?" and "Why are surveys important?" Highlight common uses of surveys in everyday life (e.g., product feedback, academic research, opinion polls). Purpose: Activate students' background knowledge and set the stage for learning about surveys.

## *2. Introduction to Surveys (10 minutes)*

Introduce the concept of surveys through a short PowerPoint presentation or explanation. Include:

- Definition of a survey.
- Different types of surveys (e.g., questionnaires, interviews).
- Key elements of a good survey: clear and unbiased questions, appropriate target audience. Purpose: Provide theoretical knowledge on conducting surveys.

## *3. Survey Question Formation (15 minutes)*

Present examples of well-constructed and poorly-constructed survey questions. Have students compare them in pairs or small groups. Discuss why some questions are clearer or more focused than others. Guide students to write 5-6 questions they would include in a survey on a given topic (e.g., "Student attitudes towards online learning"). Purpose: Teach students how to write clear, unbiased survey questions.

## *4. Conducting the Survey (20 minutes)*

In pairs or small groups, students conduct surveys with their classmates. Each student will:

- Ask their questions to 3-4 peers.
- Record responses.
- Rotate roles as surveyors and respondents. Purpose: Practice gathering data by conducting a survey in a real-world context.

## *5. Analyzing the Results (15 minutes)*

After conducting the survey, students will analyze the responses. Each group will:

- Organize the results (e.g., tally charts, bar graphs).
- Summarize the findings briefly. Purpose: Teach students how to analyze survey results and present them visually.

## *6. Presenting Survey Findings (10 minutes)*

Each group presents their survey findings to the class. They should include:

- The purpose of the survey.

- Key questions asked.
- Key results.
- Any interesting trends or conclusions. Purpose: Develop speaking and presentation skills.

### *7. Wrap-up and Reflection (5 minutes)*

Discuss the challenges and successes students faced while conducting surveys.  
Ask:

- What worked well in your survey?
  - What would you change if you were to do it again?
  - How can surveys be useful in both academic and real-world contexts?  
Purpose: Reflect on the lesson and encourage students to think critically about survey methods.
- 

### **Homework/Extension Activities (Optional):**

Ask students to create a survey on a topic of their choice and gather responses from at least 5 people outside the class. Prepare a short report or presentation on their findings for the next class.

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### **Handout 1: Example Survey Questions**

#### **Types of Questions for a Survey**

##### **1. Closed-ended questions:**

- Do you prefer online learning over in-person classes? (Yes/No)
- How many hours per week do you spend studying? (1-5, 6-10, 11-15, 16+)

##### **2. Multiple choice questions:**

- Which of the following best describes your study habits?
  - a) I study every day.
  - b) I study 3-4 times a week.

- c) I study once a week.
- d) I rarely study.

**3. Likert scale questions (1-5 scale):**

- How satisfied are you with the current educational system?
  1. Very Dissatisfied
  2. Dissatisfied
  3. Neutral
  4. Satisfied
  5. Very Satisfied

**4. Open-ended questions:**

- What do you think could improve the quality of online learning?
- How do you feel about the future of education?

---

## **Handout 2: Survey Data Collection Template**

### **Survey Template**

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

### **Respondent Question 1 Question 2 Question 3 Question 4**

1

2

3

4

### **Instructions:**

- Write the respondent's answers to each question in the corresponding column.
- After gathering responses, summarize the results and look for trends.

## Lesson Plan for Lesson 17: Listening to an Informal Conversation

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Understand and identify key features of informal conversations.
  - Improve listening comprehension skills in real-life, casual conversations.
  - Analyze and summarize informal conversations.
  - Practice identifying tone, emotion, and intention in spoken language.
- 

### Materials Needed:

- Whiteboard and markers
  - Projector and computer for listening material (if available)
  - Handouts with conversation questions
  - Audio recording of an informal conversation (e.g., a casual chat between friends or a conversation in a café setting)
  - Transcript of the conversation (optional, for post-listening)
- 

### Lesson Structure:

#### *1. Warm-up (10 minutes)*

Begin by discussing the differences between formal and informal language. Ask students: "What are some situations where we use informal language?" Encourage them to share examples of informal language or expressions they know. Purpose: Activate prior knowledge of informal language and set the context for listening.

#### *2. Introduction to Informal Conversation Features (10 minutes)*

Briefly introduce the characteristics of informal conversations, such as:

- Casual tone and relaxed speech.
- Use of slang, idioms, and phrasal verbs.
- Shorter, more spontaneous exchanges.

- Less structured and more interactive.  
Ask students to predict what kind of conversation they will listen to (e.g., friends catching up, a casual conversation between coworkers). Purpose: Set expectations for the listening activity.

### *3. Pre-listening Activity (10 minutes)*

Give students a few questions to think about before listening to the conversation. Example questions:

- Who are the speakers?
- Where do you think the conversation is taking place?
- What topics might they talk about?

Write the questions on the board. Discuss briefly with the students. Purpose: Activate their thinking and prepare them for the content of the conversation.

### *4. Listening Activity (20 minutes)*

Play the audio of the informal conversation once, asking students to listen for the general idea. Then, play the conversation again, pausing after key points to allow students to answer comprehension questions. Example questions might include:

- What is the main topic of the conversation?
- What did Speaker A say about their weekend?
- How does Speaker B respond?
- Can you identify any informal expressions or slang used in the conversation?

Purpose: Develop listening skills, focusing on understanding casual language and speech patterns.

### *5. Post-listening Discussion (15 minutes)*

After listening, discuss the conversation with the class. Use the following questions:

- What was the tone of the conversation?
- Did any slang or informal expressions stand out?
- How did the speakers' emotions come across?

- How does this kind of informal conversation differ from a formal one?  
Purpose: Encourage critical thinking and provide a space for students to reflect on the listening task.

### *6. Follow-up Activity (10 minutes)*

Ask students to work in pairs or small groups to role-play a similar conversation. They can use the same topics or come up with their own informal topics. Encourage them to use casual language, slang, and expressions they heard in the conversation. Provide feedback during the activity. Purpose: Practice speaking in informal settings and use the language learned during the listening task.

### *7. Wrap-up and Reflection (5 minutes)*

Ask students to reflect on the listening task. Questions for reflection:

- What did you learn from this conversation?
- How did you feel about listening to casual, real-life language?
- What informal language would you like to use in your own conversations?  
Purpose: Encourage students to connect the lesson with their real-life communication goals.

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### **Homework/Extension Activities (Optional):**

Ask students to find or listen to another informal conversation (e.g., a podcast, a YouTube video, or a conversation between friends) and note down any new informal expressions or slang they hear. Have them write a short reflection on the conversation and the language used.

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### **Handout 1: Pre-listening Questions**

#### **Pre-listening Questions**

1. Who do you think is speaking in this conversation? (e.g., friends, colleagues, strangers)
2. Where is the conversation taking place? (e.g., at a café, on the phone, at work)

3. What kinds of topics do you expect they will talk about? (e.g., hobbies, work, personal life)
  4. What do you know about informal conversations in English? (Give an example of informal language you know)
- 

## Handout 2: Comprehension Questions

### Comprehension Questions for the Conversation

1. What is the main topic of the conversation?
2. How do the speakers feel during the conversation? (Happy, excited, relaxed, etc.)
3. What kind of informal expressions or slang can you identify?
4. What was the tone of the conversation (friendly, casual, humorous, etc.)?
5. Did you hear any expressions that you would use in your own informal conversations?

## Lesson Plan for Lesson 18: Giving a Group Presentation

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Work effectively in a group to prepare and deliver a presentation.
  - Organize content logically for a presentation.
  - Use appropriate presentation techniques (e.g., eye contact, clear speech).
  - Collaborate and contribute to a group presentation.
- 

### Materials Needed:

- Whiteboard and markers
- Projector and computer for presentations (if available)
- Handouts with tips for effective presentations
- Timer
- Evaluation rubrics for peer feedback
- Printed copies of presentation topics (or digital version)

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## **Lesson Structure:**

### ***1. Warm-up (10 minutes)***

Start with a brief discussion on the importance of presentations. Ask students:

- Have you ever given a group presentation before?
- What makes a good presentation?
- What are some challenges when presenting as a group?

Discuss some key points: organization, collaboration, clear speech, and engaging the audience. Purpose: Activate students' prior knowledge of presentations and set expectations for the lesson.

### ***2. Introduction to Presentation Skills (10 minutes)***

Introduce essential presentation skills using a short PowerPoint or whiteboard notes. Highlight the following:

- Structure of a good presentation (introduction, body, conclusion).
- Tips for engaging an audience (eye contact, body language, voice modulation).
- Time management and sharing speaking roles.
- Handling questions from the audience.

Purpose: Provide theoretical knowledge and set a foundation for the group activity.

### ***3. Group Organization (15 minutes)***

Divide the class into small groups (3-4 students). Assign each group a presentation topic (e.g., a social issue, a scientific discovery, a cultural event). Give them 5 minutes to discuss and assign roles (e.g., opening speaker, data presenter, conclusion speaker). Encourage students to plan how they will organize their part of the presentation and share their ideas.

Purpose: Prepare students for collaboration and ensure a balanced presentation.

### ***4. Presentation Preparation (25 minutes)***

Allow groups to work together to prepare their presentations. During this time:

- Circulate around the classroom to assist with content development, organization, and answering questions.
- Remind students to focus on clarity, engaging the audience, and staying within their allotted time.
- Encourage the use of visual aids (e.g., slides, posters) if possible.  
Purpose: Enable students to apply their knowledge and work collaboratively on the presentation.

### ***5. Group Presentations (15 minutes)***

Each group will present their work to the class. Allow 3-4 minutes per group. After each presentation:

- Encourage peer feedback using an evaluation rubric (e.g., clarity, organization, teamwork).
- Ask the audience to pose questions to the presenters.  
Purpose: Practice public speaking, teamwork, and audience interaction.

### ***6. Wrap-up and Reflection (5 minutes)***

After all presentations, conduct a brief reflection session. Ask students:

- What went well during your group presentation?
- What challenges did you face when working as a group?
- How can you improve your presentation skills for next time?  
Purpose: Reflect on the group experience and give students an opportunity to assess their performance.

### **Homework/Extension Activities (Optional):**

Ask students to revise their group presentations based on peer feedback and improve them for a final presentation in the next class or in a future assignment. Encourage them to practice their public speaking skills by recording a short video of their presentation.

### **Handout 1: Tips for Effective Presentations**

#### **Presentation Skills Tips**

### **Structure Your Presentation:**

- Introduction: State the topic and objectives.
- Body: Present key points with supporting evidence.
- Conclusion: Summarize main points and leave a lasting impression.

### **Engage Your Audience:**

- Use eye contact to connect with your audience.
- Vary your voice to keep attention.
- Use gestures and body language to emphasize key points.

### **Time Management:**

- Stay within your time limit (3-4 minutes per person).
- Use a timer to keep track of time.

### **Collaboration:**

- Share speaking roles evenly among group members.
- Practice together before the presentation.

### **Handling Questions:**

- Listen to questions carefully before answering.
- Don't be afraid to say "I don't know" if you don't have the answer.
- If needed, refer back to your presentation for clarification.

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## **Handout 2: Peer Feedback Rubric**

### **Peer Feedback Rubric for Group Presentations**

**Name of Group:** \_\_\_\_\_

**Presentation Topic:** \_\_\_\_\_

#### **Criteria:**

- **Clarity of Ideas:** Were the main ideas clear and easy to understand? (1-5)
- **Organization:** Was the presentation logically organized? (1-5)
- **Engagement:** Did the speakers engage the audience with eye contact, body language, and clear speech? (1-5)
- **Teamwork:** Did all group members contribute equally? (1-5)

- **Time Management:** Was the presentation within the time limit? (1-5)
  - **Overall Impression:** (1-5)
- Comments:**

## Lesson Plan for Lesson 19: Energy Issues

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Understand different energy sources and their impact on the environment.
  - Discuss the importance of renewable and non-renewable energy sources.
  - Explore potential solutions to energy issues.
  - Express opinions and use appropriate language for discussing global issues.
- 

### Materials Needed:

- Whiteboard and markers
  - Projector and computer for visuals (if available)
  - Handouts on energy sources and statistics
  - Video or article on energy issues (optional)
  - Energy issues discussion questions
  - Flip chart or large paper for group work
- 

### Lesson Structure:

#### *1. Warm-up (10 minutes)*

Start by asking students to discuss the following questions in pairs or small groups:

- What types of energy sources do you know?
  - What are the advantages and disadvantages of renewable vs. non-renewable energy?
  - How do energy issues affect the world today?
- Encourage students to share their ideas with the class. Purpose: Activate prior knowledge and set the stage for the discussion.

## *2. Introduction to Energy Issues (10 minutes)*

Present a brief introduction to energy issues, emphasizing the importance of both renewable and non-renewable energy sources. Discuss the following key points:

- Renewable energy (solar, wind, hydro, geothermal).
- Non-renewable energy (coal, oil, natural gas).
- Environmental and economic impacts of energy use.
- Global energy consumption trends.

Use visuals (graphs, images of energy sources) to illustrate the concepts.

Purpose: Provide background information and context for the discussion.

## *3. Vocabulary Building (10 minutes)*

Introduce key vocabulary related to energy issues. Write the following terms on the board:

- Fossil fuels
- Greenhouse gases
- Carbon footprint
- Sustainability
- Energy efficiency
- Renewable resources
- Non-renewable resources

Ask students to define these terms in pairs or groups, then check their understanding as a class. Encourage students to use the terms in their discussions. Purpose: Build vocabulary related to energy topics.

## *4. Listening/Reading Activity (20 minutes)*

Play a video or provide an article on global energy issues, such as the challenges of transitioning to renewable energy or the effects of fossil fuel consumption.

Afterward, ask students to answer comprehension questions, such as:

- What are the main challenges facing energy production today?
- What solutions were mentioned in the video or article?
- What are the advantages of renewable energy sources?
- How does energy consumption affect the environment?

Purpose: Improve listening/reading comprehension and critical thinking about global energy issues.

### ***5. Group Discussion (15 minutes)***

Divide students into small groups and give them a discussion topic related to energy issues. Example topics:

- Should countries continue to invest in fossil fuels, or should they shift entirely to renewable energy?
- What are the most effective ways to reduce energy consumption in your country?
- How can individuals contribute to solving energy issues?

Encourage students to use the vocabulary from earlier and support their arguments with facts or ideas from the video or article. Afterward, each group will summarize their discussion for the class.

Purpose: Develop speaking and critical thinking skills while discussing real-world issues.

### ***6. Debate Activity (10 minutes)***

Hold a class debate on a statement such as:

- "Renewable energy is the only solution to global energy problems."  
Assign students to defend or oppose the statement in pairs. After the debate, encourage the class to reflect on the arguments presented and share their own opinions.

Purpose: Practice argumentative skills and express personal views on global issues.

### ***7. Wrap-up and Reflection (5 minutes)***

Ask students to reflect on the lesson and share their thoughts:

- What new information did you learn about energy issues today?
  - Do you think renewable energy is the future? Why or why not?
- Encourage students to think about the role of energy in their own lives and how they can contribute to solving energy problems.

Purpose: Provide closure and encourage reflection on the topic.

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### **Homework/Extension Activities (Optional):**

Ask students to research a specific energy issue (e.g., the impact of fracking, nuclear energy, or the role of solar energy in reducing carbon emissions) and present their findings in the next class. Encourage them to use credible sources and present arguments for or against the issue.

---

## Handout 1: Energy Sources and Their Impact

### Energy Sources and Their Impact on the Environment

#### Renewable Energy

- **Solar Energy:** Clean and abundant, reduces reliance on fossil fuels.
- **Wind Energy:** Sustainable and eco-friendly, but requires specific geographic conditions.
- **Hydropower:** Effective for large-scale energy production, but may impact local ecosystems.
- **Geothermal Energy:** Eco-friendly, but location-specific.

#### Non-renewable Energy

- **Coal:** Major source of carbon emissions and air pollution.
- **Oil:** Contributes to environmental degradation and global warming.
- **Natural Gas:** Less polluting than coal and oil, but still a source of greenhouse gases.

#### Environmental Impact:

- Climate change, air pollution, habitat destruction, and resource depletion are all consequences of energy production, especially from non-renewable sources.
- 

## Handout 2: Discussion Questions

### Discussion Questions on Energy Issues

1. What are the main challenges associated with fossil fuel consumption?
2. How does the use of renewable energy sources benefit the environment?

3. Should governments invest more in renewable energy infrastructure? Why or why not?
4. What role do individuals play in reducing energy consumption and protecting the environment?
5. Can technology solve the energy crisis? How?

## Lesson Plan for Lesson 20: Listening to a Guest Speaker

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Understand key ideas and supporting details in a guest speaker's talk.
- Develop note-taking strategies for effective listening.
- Engage in discussions and ask relevant follow-up questions.

---

### Materials Needed:

- Audio or video recording of a guest speaker's talk (on an energy-related topic).
- Handouts: Note-taking templates, listening comprehension questions.
- Whiteboard and markers.
- Laptop and projector (if available).

---

### Lesson Structure:

#### *1. Warm-up (10 minutes)*

Ask students the following questions in pairs or small groups:

- Have you ever attended a guest speaker's talk? What was it about?
- Why is it important to listen carefully to guest speakers?
- What are some strategies for taking notes while listening?

Encourage students to share their ideas with the class.

**Purpose:** Activate prior knowledge and set the tone for the listening activity.

## *2. Introduction to Guest Speaker Listening (10 minutes)*

Explain to students that they will listen to a guest speaker talk about an energy-related issue. Briefly discuss:

- The importance of listening for main ideas and supporting details.
- How to identify key points and examples during a talk.
- The value of asking questions to clarify or expand on ideas.

Provide tips on effective note-taking, such as:

- Writing down key words and phrases instead of full sentences.
- Using symbols and abbreviations.
- Organizing notes by main ideas and examples.

**Purpose:** Prepare students for the listening activity and equip them with note-taking strategies.

## *3. Listening Activity (25 minutes)*

### **Step 1: First Listening (15 minutes)**

Play the recording of the guest speaker's talk. Ask students to listen for the main idea and key points.

Provide a note-taking template with sections for:

- Main Idea
- Key Points
- Examples
- Questions

After the first listening, give students 2-3 minutes to review their notes.

### **Step 2: Second Listening (10 minutes)**

Play the recording again. This time, encourage students to focus on details they may have missed and refine their notes.

**Purpose:** Enhance students' listening comprehension and note-taking skills.

## *4. Group Discussion and Q&A (20 minutes)*

### **Step 1: Small Group Discussion (10 minutes)**

Divide students into small groups to discuss the guest speaker's talk. Provide the following guiding questions:

- What was the main idea of the talk?
- What examples did the speaker provide?
- Was there anything you found surprising or interesting? Why?

### **Step 2: Q&A Role-Play (10 minutes)**

Assign one student in each group to act as the “guest speaker.” Other group members will ask follow-up questions based on their notes. Rotate roles if time permits.

**Purpose:** Foster critical thinking and interactive speaking skills.

### **5. Wrap-up and Reflection (10 minutes)**

Ask students to reflect on the lesson by answering the following:

- What strategies helped you understand the guest speaker’s talk?
- How can you improve your note-taking skills?

Encourage students to share their reflections with the class.

**Purpose:** Reinforce the importance of effective listening and note-taking.

---

## **Handout 1: Note-Taking Template**

### **Note-Taking Template**

**Main Idea:**

---

**Key Points:**

**Examples:**

**Questions:**

## **Handout 2: Listening Comprehension Questions**

### **Listening Comprehension Questions**

1. What is the main topic of the guest speaker’s talk?
2. What are the key points the speaker mentioned?
3. What examples did the speaker provide to support their points?

4. How does the speaker suggest addressing the energy issue?
5. What is your opinion on the speaker's perspective?

## Lesson Plan for Lesson 21: Language Function – Emphasizing Important Information

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of the lesson, students will be able to:

- Understand and identify strategies for emphasizing important information in spoken and written English.
  - Practice using emphasis through stress, intonation, repetition, and key phrases.
  - Apply these strategies in real-life scenarios, such as presentations and conversations.
- 

### Materials Needed:

- Whiteboard and markers
- Sample sentences demonstrating emphasis
- Handouts: Practice activities on emphasizing information
- Audio recordings or short videos highlighting emphasis in speech
- Projector (if available)

### Lesson Structure:

#### 1. Warm-up (10 minutes)

Start with a class discussion:

- Ask students: *"How do we make sure listeners pay attention to the most important part of what we are saying?"*
- Write their ideas on the board (e.g., repeating, raising your voice, using key phrases).

Play a short clip or read a paragraph where certain information is emphasized. Ask students to identify which parts were emphasized and how it was done.

**Purpose:** Introduce the concept of emphasis and its importance in communication.

## 2. Introduction to Emphasis (10 minutes)

Explain the following ways to emphasize important information in English:

1. **Stress and Intonation:** Emphasizing certain words by saying them louder or with a higher pitch.
2. **Repetition:** Repeating key ideas or phrases for clarity and importance.
3. **Key Phrases:** Using expressions like “the main point is,” “what’s important here is,” or “I’d like to highlight.”
4. **Word Order:** Placing important information at the beginning or end of a sentence for greater impact.

Provide examples on the board:

- Stress and Intonation: *"I **really** need you to finish this today."*
- Repetition: *"The results were shocking. Yes, truly shocking!"*
- Key Phrases: *"The key takeaway here is that renewable energy is the future."*

**Purpose:** Familiarize students with the tools to emphasize information.

## 3. Guided Practice (15 minutes)

Hand out a worksheet with sentences requiring emphasis.

**Task 1:** Identify the emphasized words/phrases in given sentences.

**Task 2:** Rewrite sentences to emphasize a different piece of information.

Examples:

- Original: *Renewable energy can reduce pollution.*
- Emphasized: *It's **renewable energy** that can reduce pollution.*

**Purpose:** Practice recognizing and using emphasis.

## 4. Listening Activity (15 minutes)

Play an audio recording or video where a speaker emphasizes certain points. Provide students with the transcript.

**Task:**

- Underline the words or phrases the speaker emphasizes.
- Discuss as a class: *"How does the speaker make these points stand out?"*

**Purpose:** Improve students' ability to identify emphasis in real-life listening.

### 5. Pair Work Activity (20 minutes)

**Step 1:** Provide each pair with a topic (e.g., renewable energy, climate change, healthy living).

**Step 2:** One student will explain the topic to their partner, emphasizing key points using stress, intonation, and key phrases.

**Step 3:** Switch roles.

Afterward, pairs will share their experiences: *"What strategies worked well for emphasizing information?"*

**Purpose:** Allow students to apply emphasis in a conversational context.

### 6. Wrap-up and Reflection (10 minutes)

Ask students to reflect on the lesson:

- *"Which strategies for emphasizing information do you find most effective?"*
- *"How can you use these strategies in your daily conversations or presentations?"*

Encourage them to use emphasis in their future speaking and writing tasks.

**Purpose:** Reinforce the importance of emphasizing information and connect it to real-life application.

---

## Handout 1: Identifying Emphasis

### Task 1: Identify the Emphasized Words/Phrases

Underline the emphasized parts in the following sentences:

1. I **really** think we should consider another option.
2. The **key takeaway** here is that teamwork leads to success.

3. This project is not just important—it's **crucial**.

### Task 2: Rewrite Sentences for Emphasis

Rewrite the sentences to emphasize the words in brackets:

1. Renewable energy is the future. (*renewable energy*)
  2. This study is groundbreaking. (*this study*)
- 

### Handout 2: Listening for Emphasis

**Instructions:** Listen to the audio and underline the emphasized words/phrases in the transcript below.

**Transcript Excerpt:**

- “What I want to highlight is the **impact** of our choices on the environment.”
- “The **main point** to remember is that small changes can lead to big results.”
- “It’s absolutely **essential** to act now, not later.”

**Follow-up Questions:**

1. Which words or phrases were emphasized most?
2. How did the speaker emphasize them (e.g., tone, volume, repetition)?

### Lesson Plan for Lesson 22: Role-Playing a Town Meeting

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Participate in a role-play simulating a town meeting.
  - Use appropriate vocabulary and expressions to express opinions, agree, and disagree.
  - Practice speaking fluently and persuasively in group discussions.
- 

**Materials Needed:**

- Role cards describing participants' roles in the town meeting.

- Handouts: Useful phrases for agreeing, disagreeing, and expressing opinions.
  - Whiteboard and markers.
  - Timer or stopwatch for role-play sessions.
- 

## Lesson Structure:

### 1. Warm-up (10 minutes)

#### Activity: Town Issue Brainstorm

- Write on the board: *"What kinds of problems might a town meeting address?"*
- Elicit examples from students, such as waste management, new construction projects, traffic issues, or environmental concerns.
- Discuss why these issues are important and how they can impact the community.

**Purpose:** Activate prior knowledge and introduce the theme of the town meeting.

---

### 2. Vocabulary and Expressions (15 minutes)

**Step 1:** Teach useful phrases for the role-play. Provide students with a handout including:

- Expressing opinions: *"In my opinion," "I strongly believe," "From my perspective."*
- Agreeing: *"I completely agree," "That's a good point," "I see your point."*
- Disagreeing: *"I'm not sure I agree," "I see it differently," "I understand your point, but..."*

**Step 2:** Practice the phrases.

- Students work in pairs to practice mini-dialogues using the expressions.
- Example dialogue:  
A: "I think building a new shopping center will help the local economy."  
B: "I understand your point, but it might increase traffic congestion."

**Purpose:** Equip students with functional language for the role-play.

---

### *3. Preparation for Role-Play (15 minutes)*

**Step 1:** Distribute role cards to students.

- Roles include a mayor, town council members, business owners, environmental activists, and local residents.
- Each card includes background information and a goal for the meeting (e.g., “Support building the new park,” “Oppose the new shopping center”).

**Step 2:** Explain the scenario:

- *"The town is deciding on a proposal to build a new shopping center. Each participant will present their views and discuss the pros and cons."*

**Step 3:** Allow students 5 minutes to prepare their arguments based on their roles.

**Purpose:** Set up the role-play and ensure students are prepared.

---

### *4. Role-Playing the Town Meeting (30 minutes)*

**Step 1:** Conduct the role-play.

- Arrange chairs in a circle to mimic a town meeting.
- The mayor begins by introducing the issue and calling on participants to share their opinions.

**Step 2:** Encourage active participation.

- Remind students to use the phrases for expressing opinions, agreeing, and disagreeing.
- Allow students to interact naturally, but ensure everyone has a chance to speak.

**Step 3:** Monitor and provide feedback.

- Take notes on students’ use of language and participation for later feedback.

**Purpose:** Provide a realistic and engaging speaking practice activity.

---

### 5. Wrap-up and Reflection (10 minutes)

**Activity:** Group Feedback

- Discuss as a class:
  - *"What was the most convincing argument you heard?"*
  - *"What could have been done differently in the discussion?"*
- Provide feedback on students' use of language and their ability to express opinions clearly.

**Purpose:** Reflect on the role-play and reinforce learning outcomes.

---

### Handout 1: Useful Phrases for Discussions

**Expressing Opinions:**

- *"In my opinion,..."*
- *"I strongly believe that..."*
- *"From my perspective,..."*

**Agreeing:**

- *"I completely agree with you."*
- *"That's a valid point."*
- *"You're absolutely right."*

**Disagreeing:**

- *"I'm not sure I agree with that."*
  - *"I see it differently."*
  - *"I understand your point, but..."*
- 

### Handout 2: Role Card Example

## **Role: Environmental Activist**

- **Background:** You are concerned about the environmental impact of building a new shopping center. You believe the land should be used for a park instead.
- **Goals:** Convince the town to reject the proposal and focus on creating more green spaces.
- **Key Arguments:**
  - A park would improve air quality and provide a space for recreation.
  - A shopping center could increase pollution and traffic congestion.

## Lesson 23

### **80-Minute Lesson Plan: Writing for a Newspaper**

**Theme:** Enhancing writing skills for newspaper articles using illustrative examples to strengthen arguments and engage readers.

**Books:** "English Vocabulary in Use Advanced" by Michael McCarthy and Felicity O'Dell, "Skillful Listening and Speaking Student's Book" by Lindsay Clandfield and Mark McKinnon

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### **Objectives:**

- Learn how to write persuasive and engaging newspaper articles.
- Understand the role of illustrative examples in making arguments more effective.
- Develop skills in organizing and presenting information clearly.
- Practice writing articles with a focus on using examples to support arguments.

## Materials Needed:

- "English Vocabulary in Use Advanced"
- "Skillful Listening and Speaking Student's Book"
- Handouts for vocabulary practice, writing guidelines, and examples
- Sample newspaper articles
- Whiteboard and markers

## Lesson Outline:

### 1. Warm-Up: Introduction to Newspaper Writing (10 minutes)

- Begin with a brief discussion on the purpose and structure of newspaper articles. Ask students about their favorite newspapers or articles and why they find them engaging.
- Write key terms related to newspaper writing on the whiteboard (e.g., headline, lead, body, conclusion, illustrative example).
- Discuss how examples can be used effectively in articles to enhance arguments and engage readers.

### 2. Activity 1: Vocabulary Building - Newspaper Writing (15 minutes)

- Use a section from "English Vocabulary in Use Advanced" that covers vocabulary related to writing and journalism. Provide **Handout 1** with exercises including:
  - Matching vocabulary with definitions (e.g., *headline*, *lead*, *feature*, *editorial*, *op-ed*).
  - Completing sentences with appropriate vocabulary related to newspaper writing.
  - Analyzing a sample newspaper article and identifying key vocabulary.
- Students complete the exercises individually or in pairs. Review the answers and discuss the vocabulary in context.

3. **Activity 2: Listening Practice - Using Examples in Writing (15 minutes)**
- Play an audio clip from "Skillful Listening and Speaking Student's Book" that discusses the importance of illustrative examples in writing.
  - Provide **Handout 2** with listening comprehension questions related to the clip:
    - Why are illustrative examples important in newspaper writing?
    - How do examples help in making arguments more persuasive?
    - What are some effective ways to use examples in an article?
    - How can examples be tailored to fit different types of articles?
  - Students listen to the clip and answer the questions. Discuss the answers and key points from the clip.
4. **Activity 3: Writing Practice - Creating a Newspaper Article (25 minutes)**
- Provide students with a writing prompt related to a current event or a fictional scenario. For example: "Write a newspaper article about the impact of a new policy on local businesses."
  - Provide **Handout 3** with guidelines for writing a newspaper article:
    - Structure: Headline, Lead, Body, Conclusion
    - Include at least two illustrative examples to support your arguments.
    - Ensure clarity, relevance, and engagement in your writing.
  - Students write their articles in class. Encourage them to focus on using illustrative examples effectively to strengthen their arguments.
5. **Activity 4: Peer Review and Feedback (15 minutes)**
- Pair students or form small groups for peer review. Provide **Handout 4** with a checklist for reviewing articles:
    - Does the article have a clear and engaging headline?
    - Is the lead effective in capturing attention?

- Are illustrative examples used effectively to support arguments?
- Is the article well-organized and easy to follow?
- Students exchange articles and provide feedback based on the checklist. Allow time for revisions based on peer feedback.

**6. Post-Activity: Reflection and Homework (5 minutes)**

- Summarize the lesson's key points: the importance of illustrative examples in writing, vocabulary related to newspaper articles, and the structure of a newspaper article.
- Homework: Ask students to revise their articles based on peer feedback and submit a final draft. Additionally, they should write a brief reflection on how they used examples to enhance their arguments and the impact it had on their writing.

**Handouts:**

*Handout 1: Vocabulary Exercises - Newspaper Writing*

**Instructions:** Complete the exercises below to practice using vocabulary related to newspaper writing.

**1. Match the following terms with their definitions:**

- a) Headline
  - b) Lead
  - c) Body
  - d) Conclusion
  - e) Editorial
6. The main part of the article that provides detailed information.
7. A section of the newspaper expressing opinions or commentary.
8. The opening paragraph that introduces the main idea.
9. The title of the article.

10. The final section that summarizes the article or provides closing thoughts.

**2. Fill in the blanks with the correct vocabulary:**

- The \_\_\_\_\_ should grab the reader’s attention immediately.
- The \_\_\_\_\_ provides the main content and details of the article.
- The \_\_\_\_\_ offers a summary or concluding thoughts on the topic.
- The \_\_\_\_\_ presents the writer’s opinion on a current issue or topic.

**3. Analyze the following newspaper article excerpt and identify the key vocabulary terms used:**

- “In today’s \_\_\_\_\_, we explore the impact of climate change on coastal cities. The \_\_\_\_\_ highlights recent studies showing rising sea levels and increased flooding. Our \_\_\_\_\_ includes interviews with experts and residents affected by these changes. The article concludes with a discussion on possible solutions.”

*Handout 2: Listening Comprehension - Using Examples in Writing*

**Instructions:** Listen to the audio clip and answer the following questions.

1. Why are illustrative examples important in newspaper writing?
2. How do examples help in making arguments more persuasive?
3. What are some effective ways to use examples in an article?
4. How can examples be tailored to fit different types of articles?

**5. Handout 3: Writing Guidelines - Creating a Newspaper Article**

**Instructions:** Use the following guidelines to write your newspaper article.

**1. Structure:**

- **Headline:** Create an engaging and informative headline.
- **Lead:** Write a compelling lead that introduces the main idea.

- **Body:** Develop the main content with detailed information and at least two illustrative examples.
- **Conclusion:** Summarize the article and provide closing thoughts.

2. **Focus:**

- Use illustrative examples effectively to support your arguments.
- Ensure clarity and relevance in your writing.
- Engage the reader with well-structured and informative content.

### *Handout 4: Peer Review Checklist*

**Instructions:** Use the checklist below to review your peer’s article.

1. **Headline:**

- Is the headline clear and engaging?

2. **Lead:**

- Does the lead capture the reader’s attention effectively?

3. **Body:**

- Are illustrative examples used effectively to support the arguments?
- Is the information relevant and well-organized?

4. **Conclusion:**

- Does the conclusion provide a clear summary or closing thoughts?

5. **Overall:**

- Is the article well-written and easy to follow?
- Are there any areas for improvement or suggestions?

### **Lesson Plan for Lesson 24: Creating and Using Visuals in a Presentation**

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Create effective visual aids for presentations.

- Use visuals to enhance their oral presentations.
  - Demonstrate understanding of design principles, such as clarity, relevance, and simplicity.
- 

### Materials Needed:

- Examples of effective and ineffective presentation visuals.
  - Handouts: Guidelines for creating visuals and a checklist for evaluating visuals.
  - Laptops or tablets with access to PowerPoint or Canva (optional).
  - Whiteboard and markers.
- 

### Lesson Structure:

#### 1. Warm-up (10 minutes)

##### Activity: Discussion on Visuals

- Show two examples of visuals: one well-designed and one cluttered or confusing.
- Ask students:
  - *"What makes this visual effective or ineffective?"*
  - *"Why are visuals important in presentations?"*
- Write their answers on the board.

**Purpose:** Introduce the topic and encourage students to think critically about visual aids.

---

#### 2. Teaching Design Principles (15 minutes)

##### Step 1: Present key design principles for visuals:

- **Clarity:** Use simple, easy-to-read fonts and contrasting colors.
- **Relevance:** Ensure visuals support and illustrate the main points.
- **Simplicity:** Avoid overcrowding with too much text or graphics.

- **Consistency:** Use the same font, color scheme, and style throughout.

**Step 2:** Distribute a handout summarizing these principles.

**Step 3:** Analyze examples together.

- Students work in pairs to evaluate the provided examples using the design principles.

**Purpose:** Equip students with the knowledge to create impactful visuals.

---

### *3. Creating Visuals (20 minutes)*

**Step 1:** Assign a presentation topic (e.g., "The Impact of Technology on Education").

**Step 2:** Students work individually or in pairs to create 1–2 slides or visuals for their presentation.

- If possible, students use laptops or tablets with PowerPoint or Canva.
- If digital tools are unavailable, students sketch visuals on paper.

**Step 3:** Encourage students to apply the design principles they learned.

**Purpose:** Provide hands-on practice in creating visuals.

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### *4. Presenting with Visuals (25 minutes)*

**Step 1:** Students take turns presenting their visuals to the class.

- Each student explains how their visuals support their presentation topic.

**Step 2:** Peer Feedback

- After each presentation, classmates give constructive feedback using a checklist provided in the handout.

**Purpose:** Allow students to practice integrating visuals into presentations and receive feedback.

---

## 5. Wrap-up and Reflection (10 minutes)

**Activity:** Class Discussion

- Discuss:
  - *"What did you learn about creating visuals?"*
  - *"How can visuals make a presentation more effective?"*
- Highlight common strengths and areas for improvement observed during the presentations.

**Purpose:** Reinforce the lesson objectives and encourage self-reflection.

---

### Handout 1: Guidelines for Creating Visuals

**Key Design Principles:**

**Clarity:**

- Use readable fonts (e.g., Arial, Times New Roman) and a minimum font size of 24.
- Choose contrasting colors (e.g., dark text on a light background).

**Relevance:**

- Include images, graphs, or charts directly related to your topic.
- Avoid irrelevant or decorative visuals.

**Simplicity:**

- Use bullet points or short phrases instead of long sentences.
- Avoid overcrowding slides with too much text or too many images.

**Consistency:**

- Use the same font, size, and color scheme throughout the presentation.
- 

### Handout 2: Visuals Feedback Checklist

## Criteria for Evaluating Visuals:

1. Is the text easy to read and understand?
2. Are the visuals relevant to the presentation topic?
3. Is the design simple and uncluttered?
4. Do the visuals follow a consistent style and format?
5. Are the visuals visually appealing and engaging?

## Feedback Notes:

- Strengths: \_\_\_\_\_
- Areas for Improvement: \_\_\_\_\_

## Lesson Plan for Lesson 25: Migration

**Level:** Intermediate

**Duration:** 80 minutes

### Objective:

By the end of this lesson, students will be able to:

- Understand key concepts and vocabulary related to migration.
  - Discuss causes and effects of migration in different contexts.
  - Express their opinions on migration using appropriate language.
- 

### Materials Needed:

- Handouts: Vocabulary list and discussion questions.
  - Audio recording: A podcast or interview on migration.
  - Whiteboard and markers.
  - World map (optional).
- 

### Lesson Structure:

#### *1. Warm-up (10 minutes)*

### **Activity:** Brainstorming on Migration

- Write the word "Migration" on the board and ask students:
  - *"What comes to mind when you hear this word?"*
  - *"Can you name some reasons why people migrate?"*
- Write students' ideas on the board in a mind map.

**Purpose:** Activate prior knowledge and set the context for the lesson.

---

### **2. Pre-Listening (15 minutes)**

**Step 1:** Teach key vocabulary:

- *Migration, immigrant, emigrant, refugee, diaspora, resettlement.*
- Provide definitions and example sentences for each term.

**Step 2:** Discuss listening task:

- Provide students with a purpose for listening:
  - *"Listen to identify the main reasons for migration mentioned in the audio."*
  - *"What challenges do migrants face in their new locations?"*

**Purpose:** Prepare students to understand and engage with the listening content.

---

### **3. Listening Activity (20 minutes)**

**Step 1:** First Listening

- Play the audio recording.
- Students answer general comprehension questions:
  - *"What are the main reasons for migration mentioned?"*
  - *"What examples of migration are discussed?"*

**Step 2:** Second Listening

- Distribute handouts with detailed questions:
  - *"What challenges do migrants face in adapting to new cultures?"*
  - *"How do host countries benefit from migration?"*

### **Step 3:** Group Discussion

- Students discuss their answers in small groups.

**Purpose:** Develop students' listening comprehension and analytical skills.

---

## *4. Speaking Activity (25 minutes)*

### **Step 1:** Role Play

- Divide students into groups and assign roles:
  - Group A: Migrants sharing their experiences.
  - Group B: Host country residents expressing their views.

### **Step 2:** Debate or Discussion

- Groups present their perspectives and respond to each other.

**Purpose:** Encourage critical thinking and use of migration-related vocabulary in discussions.

---

## *5. Wrap-up and Reflection (10 minutes)*

### **Activity:** Reflecting on Migration

- Ask students to reflect on:
  - *"What did you learn about migration today?"*
  - *"How does migration affect individuals and societies?"*
- Encourage students to share personal experiences or opinions about migration.

**Purpose:** Reinforce learning outcomes and connect the topic to students' lives.

---

## Handout 1: Vocabulary List

1. **Migration:** Movement of people from one place to another.
  - *Example: Climate change can lead to migration from rural to urban areas.*
2. **Immigrant:** A person who comes to live permanently in a foreign country.
  - *Example: The city has a large immigrant population.*
3. **Emigrant:** A person who leaves their own country to live in another.
  - *Example: He emigrated to Canada for better job opportunities.*
4. **Refugee:** A person forced to leave their country due to war or persecution.
  - *Example: Many refugees sought shelter in neighboring countries.*
5. **Diaspora:** A scattered population whose origin lies in a separate geographic location.
  - *Example: The Indian diaspora is spread across many countries.*
6. **Resettlement:** The process of helping people move to a new place to live.
  - *Example: Resettlement programs assist refugees in adapting to their new homes.*

---

## Handout 2: Discussion Questions

1. What are some common reasons for migration?
2. What challenges might migrants face in adapting to a new culture?
3. How can host countries support migrants?
4. How does migration benefit host countries and migrants themselves?
5. Are there any disadvantages of migration for the host country or the migrants?

## Lesson Plan for Lesson 26: Listening to a Radio Show

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Improve their listening comprehension skills through exposure to authentic material.
  - Identify main ideas and supporting details in a radio show segment.
  - Discuss and express opinions on the topic of the radio show.
- 

**Materials Needed:**

- Audio file: A segment from a radio show (e.g., a news story or feature).
  - Handouts: Comprehension questions and discussion prompts.
  - Whiteboard and markers.
- 

**Lesson Structure:**

### *1. Warm-up (10 minutes)*

**Activity:** Predicting the Topic

- Show a title or a brief description of the radio show segment (e.g., "*The Role of Technology in Everyday Life*").
- Ask students:
  - "*What do you think the radio show will discuss?*"
  - "*Why do you think this topic is important?*"
- Write predictions on the board.

**Purpose:** Activate students' prior knowledge and engage them in the topic.

---

### *2. Pre-Listening (10 minutes)*

**Step 1:** Teach key vocabulary from the radio show:

- *Innovative, broadcast, segment, host, opinion poll, audience.*
- Provide definitions, example sentences, and pronunciation practice.

**Step 2:** Discuss listening purpose:

- Explain that students will listen to identify:
  - The main topic and purpose of the radio show.
  - Key points made by the host or guests.

**Purpose:** Equip students with the tools needed to understand the audio content.

---

### *3. Listening Activity (25 minutes)*

**Step 1:** First Listening (General Comprehension)

- Play the radio show segment.
- Students answer general questions:
  - *"What is the main topic of the radio show?"*
  - *"Who is speaking, and what are their roles?"*

**Step 2:** Second Listening (Detailed Comprehension)

- Distribute handouts with specific questions:
  - *"What examples are given to support the main ideas?"*
  - *"What opinions do the speakers express?"*
  - *"What solutions or recommendations are proposed?"*
- Students listen again and complete the questions.

**Step 3:** Pair Discussion

- Students compare answers with a partner.

**Purpose:** Develop students' ability to identify key ideas and details.

---

### *4. Speaking Activity (25 minutes)*

### **Step 1: Group Discussion**

- Divide students into small groups and assign discussion prompts:
  - *"Do you agree or disagree with the opinions expressed in the radio show?"*
  - *"Can you think of additional examples or counterarguments?"*

### **Step 2: Class Feedback**

- Each group shares their main points with the class.

**Purpose:** Encourage critical thinking and fluency in discussing ideas.

---

## **5. Wrap-up and Reflection (10 minutes)**

### **Activity:** Reflecting on Listening

- Ask students to reflect on:
  - *"What strategies helped you understand the radio show?"*
  - *"How can listening to radio shows improve your English skills?"*
- Collect feedback on what they enjoyed and what they found challenging.

**Purpose:** Reinforce learning and provide an opportunity for self-assessment.

---

## **Handout 1: Comprehension Questions**

1. What is the main topic of the radio show?
  2. Who are the speakers, and what are their roles?
  3. What examples or stories do the speakers share?
  4. What opinions or arguments are presented?
  5. Are any solutions or recommendations proposed?
- 

## **Handout 2: Discussion Prompts**

1. Do you agree or disagree with the main points of the radio show? Why?

2. Can you think of similar examples from your own experience or country?
3. What questions would you ask the host or guests if you had the chance?
4. How does the radio show's topic relate to your daily life?

## Lesson Plan for Lesson 27: Language Function – Expressing Surprise

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Understand and use expressions of surprise in various contexts.
  - Differentiate between formal and informal ways of expressing surprise.
  - Practice using expressions of surprise in speaking activities.
- 

### Materials Needed:

- Handouts: Expressions of surprise and role-play scenarios.
  - Audio recording: Dialogues featuring expressions of surprise.
  - Whiteboard and markers.
- 

### Lesson Structure:

#### 1. Warm-up (10 minutes)

**Activity:** Surprising Facts

- Share a few surprising or unusual facts (e.g., "*Did you know that octopuses have three hearts?*").
- Ask students:
  - "*How would you react if you heard this for the first time?*"
- Write sample student responses on the board.

**Purpose:** Set the context for the lesson and introduce the idea of expressing surprise.

---

## 2. Presentation (15 minutes)

### Step 1: Introduce Expressions of Surprise

- Provide a list of expressions categorized by formality:
  - **Informal:** *"No way!" "You're kidding!" "That's unbelievable!"*
  - **Formal:** *"I'm astonished!" "How extraordinary!" "I'm speechless!"*

### Step 2: Teach Usage

- Explain when and how to use these expressions (e.g., tone, context).
- Provide example sentences:
  - Informal: *"No way! You actually climbed that mountain?"*
  - Formal: *"I'm astonished to hear about his achievements!"*

**Purpose:** Equip students with practical language tools.

---

## 3. Listening Activity (15 minutes)

### Step 1: First Listening (General Comprehension)

- Play audio dialogues featuring expressions of surprise.
- Students answer general questions:
  - *"What are the speakers surprised about?"*

### Step 2: Second Listening (Detailed Comprehension)

- Distribute handouts with specific questions:
  - *"Which expression of surprise does each speaker use?"*
  - *"Is the context formal or informal?"*

### Step 3: Pair Discussion

- Students compare answers with a partner.

**Purpose:** Develop listening skills and reinforce the target language.

---

#### 4. Speaking Activity (30 minutes)

##### Step 1: Role-Play Scenarios

- Distribute handouts with role-play scenarios, e.g.:
  - *"You just found out your friend won the lottery."*
  - *"Your teacher tells you there's no homework for the rest of the semester."*
  - *"A colleague shares a groundbreaking scientific discovery."*
- In pairs, students practice reacting with surprise.

##### Step 2: Group Sharing

- Groups present their role-play to the class.

**Purpose:** Encourage fluency and confidence in using expressions of surprise.

---

#### 5. Wrap-up and Reflection (10 minutes)

##### Activity: Reflecting on Expressions of Surprise

- Ask students:
  - *"Which expressions of surprise do you find most useful?"*
  - *"When might you use formal vs. informal expressions?"*
- Collect feedback on what they enjoyed and any challenges faced.

**Purpose:** Consolidate learning and provide an opportunity for self-assessment.

---

#### Handout 1: Expressions of Surprise

##### *Informal Expressions:*

1. *"No way!"*
2. *"You're kidding!"*
3. *"That's unbelievable!"*

4. *"Wow, really?"*
5. *"Oh my gosh!"*

### **Formal Expressions:**

1. *"I'm astonished!"*
  2. *"How extraordinary!"*
  3. *"I'm speechless!"*
  4. *"That's remarkable!"*
  5. *"I'm taken aback!"*
- 

## **Handout 2: Role-Play Scenarios**

1. Your friend tells you they have traveled to 30 countries in one year.
2. A family member shares that they've been secretly learning a new language.
3. You discover that your colleague invented a popular gadget.
4. Your classmate announces they got a scholarship to study abroad.
5. A neighbor tells you about an unusual pet they own (e.g., a snake or tarantula).

## **Lesson Plan for Lesson 28: Talking About Your Family History**

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Use vocabulary and expressions related to family history.
  - Share information about their family history in speaking and writing.
  - Practice listening for details and speaking fluently about personal topics.
- 

### **Materials Needed:**

- Handouts: Vocabulary list, family tree template, and discussion prompts.
- Audio recording: A speaker narrating their family history.
- Whiteboard and markers.

## Lesson Structure:

### 1. Warm-up (10 minutes)

#### Activity: Family Trivia

- Write questions on the board, such as:
  - *"Who in your family has the most interesting story?"*
  - *"Do you know where your grandparents were born?"*
- Students share answers in pairs or small groups.

**Purpose:** Activate prior knowledge and create interest in the topic.

### 2. Presentation (15 minutes)

#### Step 1: Introduce Vocabulary

- Teach key terms:
  - *Ancestor, descendant, genealogy, heritage, generation, extended family.*
- Provide definitions, example sentences, and pronunciation practice.

#### Step 2: Discuss Sentence Structures

- Examples for speaking about family history:
  - *"My great-grandparents immigrated from..."*
  - *"One interesting story about my family is..."*

**Purpose:** Provide students with tools to talk about their family history.

### 3. Listening Activity (15 minutes)

#### Step 1: First Listening (General Comprehension)

- Play an audio recording of someone describing their family history.
- Students answer general questions:
  - *"Where is the speaker's family from?"*
  - *"What is one interesting fact about their family history?"*

## **Step 2: Second Listening (Detailed Comprehension)**

- Distribute handouts with specific questions:
  - *"How many generations does the speaker mention?"*
  - *"What events or traditions are important to their family?"*

**Purpose:** Improve listening skills and comprehension of details.

## **4. Speaking Activity (30 minutes)**

### **Step 1: Creating a Family Tree**

- Distribute family tree templates.
- Students fill in details about their family members (real or imaginary).

### **Step 2: Pair Sharing**

- In pairs, students use their family tree to share stories.
- Encourage them to use the vocabulary and structures introduced earlier.

### **Step 3: Group Discussion**

- Groups discuss:
  - *"What traditions or values have been passed down in your family?"*
  - *"What's one unique story about your ancestors?"*

**Purpose:** Develop speaking fluency and build confidence in discussing personal topics.

## **5. Writing Activity (10 minutes)**

### **Activity: A Short Paragraph About Family History**

- Students write a brief paragraph about their family history, using at least three vocabulary words from the lesson.
- Volunteers read their paragraphs aloud.

**Purpose:** Reinforce vocabulary and practice writing skills.

## **6. Wrap-up and Reflection (10 minutes)**

### **Activity:** Sharing and Reflecting

- Ask students:
  - *"What did you learn about your classmates' families?"*
  - *"Why is learning about family history important?"*
- Encourage students to share their thoughts.

**Purpose:** Consolidate learning and encourage reflection.

### **Handout 1: Vocabulary List**

1. Ancestor
2. Descendant
3. Genealogy
4. Heritage
5. Generation
6. Extended family
7. Tradition
8. Legacy
9. Family tree
10. Heirloom

### **Handout 2: Family Tree Template**

**Instructions:** Fill in the names of your family members in the spaces provided. Add any details you know or create an imaginary family tree.

#### **Template:**

- You
- Parents
- Grandparents
- Great-grandparents

### **Lesson Plan for Lesson 29: Listening to a Conversation Between Friends**

**Level:** Intermediate

**Duration:** 80 minutes

#### **Objective:**

By the end of this lesson, students will be able to:

- Improve their listening comprehension skills through authentic conversational material.
  - Identify main ideas, opinions, and informal language in a conversation.
  - Discuss and express personal opinions related to the conversation.
- 

### Materials Needed:

- Audio recording: A conversation between two friends (can be based on a real-life topic or a fictional situation).
  - Handouts: Comprehension questions and discussion prompts.
  - Whiteboard and markers.
- 

### Lesson Structure:

#### 1. Warm-up (10 minutes)

##### Activity: Discussing Friendships

- Ask students:
  - *"What makes a good friend?"*
  - *"Do you often talk to your friends about personal matters?"*
- Elicit responses and write key vocabulary on the board (e.g., trust, support, advice, share).

**Purpose:** Activate students' background knowledge on the topic of friendship and informal conversations.

---

#### 2. Pre-Listening (10 minutes)

##### Step 1: Introduce the Topic of the Conversation

- Explain that students will listen to a conversation between two friends discussing a personal issue or topic (e.g., travel plans, work problems, a new hobby).

## **Step 2: Teach Key Vocabulary**

- Provide definitions and example sentences for words that may appear in the conversation (e.g., *"advice," "confess," "concern," "juggle," "overwhelmed"*)
- Check for understanding through elicitation and examples.

**Purpose:** Prepare students with necessary vocabulary and context for the listening task.

## **3. Listening Activity (20 minutes)**

### **Step 1: First Listening (General Comprehension)**

- Play the conversation once.
- Students answer general comprehension questions:
  - *"What is the conversation about?"*
  - *"What problem or issue are the friends discussing?"*

### **Step 2: Second Listening (Detailed Comprehension)**

- Distribute Handouts with specific comprehension questions:
  - *"What advice does each friend give?"*
  - *"How does the second friend react to the advice?"*
  - *"What informal expressions or phrases do the speakers use?"*
- Play the conversation again.

### **Step 3: Pair Discussion**

- Students compare their answers with a partner.

**Purpose:** Enhance students' ability to identify details in informal conversations.

## **4. Speaking Activity (25 minutes)**

### **Step 1: Role-Play**

- Distribute Handouts with role-play scenarios based on the conversation topic (e.g., travel dilemmas, friendship problems, work stress).

- In pairs, students take turns acting out the roles of the two friends from the conversation. Encourage them to use similar informal language and expressions.

### **Step 2: Group Discussion**

- After role-play, students discuss the following questions in small groups:
  - *"What would you do in the situation discussed in the conversation?"*
  - *"Do you agree with the advice given by the friends?"*

**Purpose:** Encourage fluency in informal speaking and the use of new vocabulary.

### **5. Wrap-up and Reflection (10 minutes)**

#### **Activity: Reflecting on Listening Strategies**

- Ask students:
  - *"What helped you understand the conversation better?"*
  - *"What informal expressions did you find most useful?"*
- Collect feedback and summarize key points from the lesson.

**Purpose:** Reinforce listening strategies and language use.

#### **Handout 1: Comprehension Questions**

1. What is the main topic of the conversation?
2. What problem or situation are the friends discussing?
3. What advice is given in the conversation?
4. How does each friend respond to the other's advice?
5. What informal language or phrases are used in the conversation?

#### **Handout 2: Role-Play Scenarios**

1. One friend is unsure about whether to travel to a new country alone or with friends. The other friend gives advice on solo travel.
2. One friend is stressed about balancing work and personal life, and the other offers support and strategies for managing stress.
3. One friend has started a new hobby and is unsure if it's worth continuing. The other friend gives their opinion on hobbies and personal growth.

4. One friend is having difficulty finding a job, and the other shares their experience with job hunting.

## Lesson Plan for Lesson 30: Doing a Research-Based Presentation

**Level:** Intermediate

**Duration:** 80 minutes

**Objective:**

By the end of this lesson, students will be able to:

- Conduct research on a given topic using reliable sources.
  - Organize and present their findings in a clear, structured manner.
  - Use appropriate language and presentation techniques for academic settings.
- 

### Materials Needed:

- Computers/Tablets with internet access (if available).
  - Projector and screen for student presentations.
  - Handouts: Research guidelines and presentation checklist.
  - Whiteboard and markers.
- 

### Lesson Structure:

#### 1. Warm-up (10 minutes)

**Activity:** Discussing Research and Presentations

- Ask students:
  - *"What are the key steps when preparing for a research presentation?"*
  - *"What challenges have you faced when presenting research?"*
- Write responses on the board, summarizing common strategies and challenges.

**Purpose:** Activate prior knowledge about research and presentation skills.

---

#### 2. Introduction to Research (10 minutes)

### **Step 1: Discuss Research Process**

- Explain the basic steps of conducting research:
  1. Choose a topic.
  2. Find reliable sources.
  3. Organize and synthesize information.
  4. Create an outline.
  5. Develop a presentation.

### **Step 2: Teach Key Research Vocabulary**

- Introduce terms such as "*credible sources*," "*thesis statement*," "*citation*," "*synthesize*," and "*outline*."
- Provide definitions and example sentences for each term.

**Purpose:** Prepare students for the research phase by explaining key concepts.

---

## ***3. Research Activity (20 minutes)***

### **Step 1: Topic Selection**

- Divide students into pairs or small groups and assign them topics related to their course or area of interest.
- Provide a list of reliable websites, academic journals, and online libraries for research.

### **Step 2: Conducting Research**

- Students will research their topics, focusing on gathering key facts, statistics, and supporting evidence.
- Encourage students to take notes and keep track of sources for citation.

**Purpose:** Develop students' research skills by having them gather relevant information on their topic.

---

## ***4. Presentation Preparation (20 minutes)***

### **Step 1: Structuring the Presentation**

- Distribute Handout 1 (Research Guidelines) that includes tips on how to structure a research-based presentation:
  1. **Introduction:** State the purpose and main findings.
  2. **Body:** Present evidence, arguments, and key points.
  3. **Conclusion:** Summarize findings and suggest implications.
  4. **Q&A:** Prepare for audience questions.

### **Step 2: Creating Slides (Optional)**

- If possible, have students prepare slides to accompany their presentations (PowerPoint, Google Slides).
- Remind students to keep slides simple, clear, and visually engaging (e.g., using bullet points, visuals, and charts).

**Purpose:** Guide students in organizing their research and structuring their presentations effectively.

---

## ***5. Practice Presentations (15 minutes)***

### **Step 1: Student Presentations**

- In groups or pairs, students take turns presenting their findings to the class.
- Encourage classmates to ask questions and provide constructive feedback.

### **Step 2: Peer Feedback**

- After each presentation, students provide feedback using Handout 2 (Presentation Checklist). The checklist includes:
  - Clarity of the presentation.
  - Organization and structure.
  - Use of visuals and supporting materials.
  - Engagement with the audience.
  - Quality of responses to questions.

**Purpose:** Provide students an opportunity to practice speaking and receiving feedback in a supportive environment.

---

## 6. Wrap-up and Reflection (5 minutes)

### **Activity:** Group Discussion

- Ask students:
  - *"What did you learn from preparing and presenting your research?"*
  - *"What strategies will you use in future presentations?"*
- Summarize key takeaways from the lesson and encourage students to continue developing their research and presentation skills.

**Purpose:** Reinforce learning and provide a reflective opportunity for students to evaluate their own progress.

---

## Handout 1: Research Guidelines

### **How to Structure Your Research-Based Presentation:**

1. **Introduction:**
    - State the topic and why it's important.
    - Provide a brief overview of your main findings.
  2. **Body:**
    - Present key facts, evidence, and arguments.
    - Organize your presentation into clear sections.
  3. **Conclusion:**
    - Summarize your findings.
    - Suggest implications or recommendations for future research.
  4. **Q&A:**
    - Prepare to answer questions from the audience.
-

## Handout 2: Presentation Checklist

Use this checklist to evaluate your classmates' presentations:

- **Clarity of the Presentation:**
  - Was the main message clear?
  - Was the speech easy to follow?
- **Organization and Structure:**
  - Was the presentation well-organized?
  - Did the presentation have a clear introduction, body, and conclusion?
- **Use of Visuals and Supporting Materials:**
  - Were slides and visuals effective?
  - Did the visuals support the content?
- **Engagement with the Audience:**
  - Was the speaker engaging?
  - Did the speaker maintain eye contact and involve the audience?
- **Quality of Responses to Questions:**
  - Did the speaker answer questions clearly and confidently?

O‘ZBEKISTON RESPUBLIKASI

**OLIV TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**NAMANGAN DAVLAT CHET TILLARI INSTITUTI**

«TASDIQLAYMAN»

O‘quv ishlari bo‘yicha  
prorektori

\_\_\_\_\_Phd.P.Lutfullayev

«\_\_\_\_\_»

\_\_\_\_\_2024yil

**NUTQ MALAKALARI INTEGRATSIYASI**

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**O‘QUV DASTURI**

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**Bilim sohasi: 100000 – Ta’lim**

**Ta’lim sohasi: 110000 – Ta’lim**

**Ta’lim yo‘nalishi: 60111800 –Xorijiy til va adabiyoti**

**(ingliz tili)**

**Namangan-2024/2025**

<b>Fan/modul kodi:</b> NMI208	<b>O‘quv yili:</b> 2024-2025	<b>Semestr: 3,4</b>	<b>ECTS – Kreditlar:</b> 8
<b>Fan/modul turi:</b> Majburiy	<b>Ta’lim tili: Ingliz</b>		<b>Haftadagi dars soatlari:</b> 4

	<b>Fanning nomi</b>	<b>Semestr</b>	<b>ECTS – Kreditlar</b>	<b>Auditoriya mashg‘ulotlari (soat)</b>	<b>Mustaqil ta’lim (soat)</b>	<b>Jami yuklama (soat)</b>
	<b>Nutq malakalari integratsiyasi</b>	<b>3/2024</b>	<b>4</b>	<b>60</b>	<b>60</b>	<b>120</b>
<b>4/2025</b>		<b>4</b>	<b>60</b>	<b>60</b>	<b>120</b>	
<b>Jami</b>		<b>8</b>	<b>120</b>	<b>120</b>	<b>240</b>	

### **I. Fanning mazmuni**

Fanni o‘qitishdan maqsad – talabalarda nutqni muloqotda to‘g‘ri qo‘llash malakalarini rivojlantirish, tinglash va nutqni uyg‘unlashtirish amaliyotini og‘zaki ishlab chiqarishda malakaga erishishning amaliy va nazariy bilimlarini takomillashtirish hamda egallangan bilim, ko‘nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo‘llay olishlarini ta’minlashdan iborat.

Fanning vazifasi – ingliz tilida ravon muloqotning asosiy omillari bo‘lgan nutq malakalari bo‘yicha talabalarga zarur bilimlarni berish. Mazmunli muloqotga kirishishda grammatik aniqlik va so‘z boyliklarini oshirish. Shu nuqtai nazardan, tinglash til tuzilmalarini, leksik birliklarni bilish, fonologik ong va metakognisiyani rivojlantirish bilan nutq malakasini rivojlantirish. Bundan tashqari, tinglash og‘zaki nutqni rivojlantirishga ijobiy ta’sir ko‘rsatishini va samarali muloqot qilish uchun yaxshi til modellarini o‘rgatishdan iborat.

### **II. Asosiy qism (amaliy mashg‘ulotlar)**

**(3 semestr)**

### **Theme 1. Introduction to the course and what to expect during the course.**

Basically, the goals and objectives of this module, the importance of teaching this subject, the knowledge and skills that students should acquire at the end of the module, and the assignments and controls that should be submitted by students are explained.

### **Theme 2. Ways of expanding vocabulary**

Issues of expanding the vocabulary, methods of speaking clearly and fluently are discussed

### **Theme 3. Assessing character**

This lesson discusses and uses words related to appearance, body parts, senses, physical and mental movements.

### **Theme 4. Gathering.**

Have you heard the expression "the whole is greater than the sum of its parts"? What does it mean? We will discuss about group cooperation in this lesson. And answer some question about importance of group work.

### **Theme 5. Institutions**

In this lesson energy conservation, wildlife under threat, medical advances are discussed. Speaking based lesson.

### **Theme 6. Intonation. Its patterns**

We are going to learn about how intonation can be used to show a speaker's attitude. We will also learn how to interrupt another person politely. Then we are going to use these skills to participate in a meeting about planning a study group.

### **Theme 7. Cars and driving**

This lesson discusses everyday minor and major issues such as food, weather, accident, clothes. Argument based lesson.

### **Theme 8. Personal finance**

in this lesson, students will discuss the qualities of saving, saving, and spending money. a lesson based on working in small groups.

### **Theme 9. Crime. Crime vocabulary**

In this lesson, students perform scenes and roles related to the topic. Words related to the topic are discussed

### **Theme 10. Preposition. Use of prepositional verbs.**

A prepositional verb is a verb followed by a preposition. The preposition is an essential part of the verb's meaning. A phrasal verb is a verb followed by one or two prepositions or adverbs. These verbs create new meanings that are often idiomatic, meaning they have a meaning that is not directly related to the individual words.

### **Theme 11. Holidays. Holiday accommodation**

In this lesson, students study the holidays of different nations, divide into groups and prepare posters and scenes depicting the culture of nations

### **Theme 12. Buying and renting**

It's important to practice agreeing and disagreeing in different contexts to develop your skills. Consider the audience, the topic, and the level of formality when choosing your words. Skillful communication involves the ability to express your own opinions while also respecting the views of others.

### **Theme 13. Debate on online games in a group.**

The key to a successful debate on online games is to create a respectful and engaging environment where participants can share their perspectives and learn from each other. We will discuss about it in the lesson.

#### **Theme 14. Why develop critical thinking skills?**

Critical thinking helps us make sound decisions about everything from choosing a career path to managing our finances, by analyzing information, evaluating options, and weighing potential consequences.

#### **Theme 15. Practice test.**

Students will revise all learnt topics and do given exercises.

#### **Theme 16. Socializing**

The action or practice of participating in social activities or mixing socially with others is discussed .

#### **Theme 17. Listening. Memory and smell.**

The relationship between memory and smell is a testament to the power of our senses and the profound connection between our brains and emotions. Students listen to podcasts about them.

#### **Theme 18. Work and Business**

In this lesson, all professions and profession-related words will be discussed. Discussions are organized in small groups

#### **Theme 19. Speaking. Particulizer and exclusive adverbs. Juncture.**

Particuler and exclusive adverbs add nuance and precision to spoken language. Understanding juncture is key to creating clear, rhythmic, and expressive speech. We will discuss about them in this lesson.

**Theme 20. Ways of working. Workplace.**

In this lesson students are researchers studying how people work. Their task is to conduct a brief survey with different jobs, asking them about a specific memory.

**Theme 21. The world's most dangerous jobs. Concepts. Success and failure**

In this lesson students are researchers studying how people work. Their task is to conduct a brief survey with different jobs, asking them about a specific memory. It's essential to acknowledge the sacrifices and bravery of individuals who work in these dangerous jobs

**Theme 22. Concepts. Success and failure**

People learn to find ways to get rid of bad luck, how to achieve good luck and how to get rid of bad luck, conduct research

**Theme 23. Writing for a newspaper.**

Illustrative examples are a powerful tool for making your arguments more persuasive, relatable, and memorable. Use them wisely to enhance your communication and strengthen your arguments.

**Theme 24. Celebrity.**

Vocabulary related to the topic are discussed and students will write essay.

**Theme 25. Nominalization. Link words and phrases.**

Nominalization is a vital part of language development, allowing us to express complex ideas, think abstractly, and communicate more effectively. As you

continue to learn and develop your language skills, pay attention to nominalization and see how it enriches your communication.

**Theme 26. Academic English**

The genre of English used in the world of research, study, teaching and universities is discussed.

**Theme 27. Scientific English. Technical English**

Types of English are discussed. Debates are a valuable way to explore different perspectives, practice critical thinking skills, and develop persuasive communication abilities. We will have fun with it and enjoy the challenge of arguing our case.

**Theme 28. Vague English. Idioms.**

Uncertain words in speech are explained and discussed at the lesson. Types of idioms are used in conversation.

**Theme 29. Revision.**

Students will revise all learnt topics and do given exercises.

**Theme 30. Practice test.**

Students will solve a practice test and discuss their results.

**Amaliy mashg‘ulotlar mavzulari taqsimlanishi**

**(3 semestr)**

<b>№</b>	<b>Mavzular</b>	<b>soat</b>
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1	Introduction to the course and what to expect during the course.	2
2	Ways of expanding vocabulary	2
3	Assessing character	2
4	Gathering.	2
5	Institutions	2
6	Intonation. Its patterns	2
7	Cars and driving	2
8	Personal finance	2
9	Crime. Crime vocabulary	2
10	Preposition. Use of prepositional verbs	2
11	Holidays. Holiday accommodation	2
12	Buying and renting	2
13	Debate on online games in a group.	2
14	Why develop critical thinking skills?	2
15	Practice test.	2
16	Socializing	2
17	Listening. Memory and smell.	2
18	Work and Business	2
19	Speaking. Particulizer and exclusive adverbs. Juncture.	2
20	Ways of working. Workplace.	2
21	The world's most dangerous jobs. Concepts. Success and failure	2
22	Concepts. Success and failure	2
23	Writing for a newspaper.	2
24	Celebrity.	2
25	Nominalization. Link words and phrases.	2
26	Academic English	2

27	Scientific English. Technical English	2
28	Vague English. Idioms.	2
29	Revision.	2
30	Practice test.	2
	<b>Jami:</b>	<b>60</b>
	<b>Jami:</b>	<b>60</b>
	<b>3, 4 - semestr</b>	<b>120</b>
		<b>soat</b>

### III. Amaliy mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar

Amaliy mashg'ulotlar multimedia vositalari bilan jihozlangan auditoriyada faol va interfaol usullar yordamida o'tilishi, mashg'ulot jarayonida mos ravishda munosib pedagogik va axborot texnologiyalar qo'llanilishi maqsadga muvofiq.

### IV. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

<b>3-semestr</b>		
<b>Nutq malakalari integratsiyasi</b>		
<b>№</b>	<b>Mavzu nomlari</b>	<b>Soat</b>
1.	Speaking about jobs and kids.	4
2.	Replacing things, consumerism and money.	4
3.	Risk-taking, motivations and goals.	4
4.	Rewards and shopping.	4
5.	Tourist attractions and environmental damage.	4
6.	Studying and routines.	4

7.	Complaints and advertising.	4
8.	News, information and cities.	4
9.	Making noise, classmates and colleagues.	4
10.	Sports, internet and apps.	4
11.	Cooperation, success and goals.	4
12.	Learning something and skills.	4
13.	Actor and actresses.	4
14.	Countryside and plants.	4
15.	Having a rest and doing exercise.	4
<b>Jami: 60 soat</b>		
<b>Umumiy soat 3-4 semestr uchun: 120 soat</b>		

### V. Ta'lim natijalari / Kasbiy kompetensiyalar

#### **Talaba:**

- Chet tilini umumyevropa standartlariga ko'ra eng kamida B2+, C1 darajada o'zlashtirishi;
- Grammatik va leksik strukturalarni muloqotda qo'llash, farqlay olish, ularni og'zaki va yozma nutqda to'g'ri ishlatishi;
- Kasbiy yo'nalish va ijtimoiy-madaniy mavzulardagi so'zlarning ma'nosini bilishi va kontekstda to'g'ri qo'llay olishi;
- Og'zaki nutq va yozma matnlarga xos xususiyatlarni farqlay olishi va muloqotda to'g'ri qo'llashi;

- Diskurs matn tahlili, leksika va kommunikativ-normativ fonetika bo'yicha tasavvur, bilim, malaka va ko'nikmalarga, ingliz tilida erkin muloqot qilish kompetensiyalarga ega bo'lishi talab etiladi.

### VI. Ta'lim texnologiyalari va metodlari:

- “Kahoot” o‘yinga asoslangan ta’lim platformasi;
- interfaol keys-stadilar;
- mantiqiy fiklash, tezkor savol-javoblar;
- guruhlarda ishlash;
- taqdimotlar qilish;
- individual loyihalar;
- jarayonga asoslangan metod;
- jamoa bo‘lib ishlash va himoya qilish uchun loyihalar.

### **VII. Kreditlarni olish uchun talablar:**

Yevropa Kengashining “Chet tilini egallash umumyevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umume’tirof etilgan xalqaro me‘yorlari (CEFR)ga ko‘ra, kamida B2+, C1 darajaga mos keladigan ingliz tilida muloqotda ma‘noni yetkazib berish uchun grammatik tuzilmalardan to‘g‘ri foydalana olish va B2+, C1 darajada muloqot qilish uchun faol so‘z boyligidan foydalanish qobiliyatiga ega bolish hamda chet tilidagi matnlarni audio-video vositalar yordamida tinglab tushunish va talaffuz ko‘nikmalarini rivojlantirish va joriy, oraliq nazorat shakllarida berilgan topshiriqlarni bajarish, yakuniy nazorat bo‘yicha barcha vazifalarni muvaffaqiyatli topshirish kerak.

### **FANDAN BAXOLASH MEZONLARI**

Talabalar bilimni baholashda nazorat turlari bo‘yicha baholar umumiy bahoga foiz hisobida quyidagicha taqsimlanadi:

**Davomat – 10 foiz;**

**Taqdimot/loyiha – 10 foiz;**

**Mustaqil ta’lim – 10 foiz;**

**Oraliq nazorat(lar)ga – 20 foiz;**

**Yakuniy nazorat – 50 foiz.**

Yuqoridagi baholash tizimida fanning xususiyatidan kelib chiqqan holda, kafedra tomonidan ma'ruza, amaliy, seminar hamda laboratoriya mashg'ulotlari uchun belgilanadi.

Davomat, taqdimot, mustaqil ta'limga ajratilgan foizlar **(30 foiz) joriy nazorat**, ma'ruza mashg'ulotlaridagi **oraliq nazorati** uchun **(20 foiz)** va **yakuniy nazorat** uchun **(50 foiz)** olinadi.

Ma'ruza dars mashg'ulotlari mavjud bo'lmagan fanlardan umumiy baholarni foizlarda taqsimlanganda amaliy mashg'ulotlari uchun **50 foiz** va yakuniy nazoratlar uchun 50 foiz miqdorida olinadi.

Yuqoridagi jadval ma'lumotlarida berilgan **5 baho** minimum 4,46dan maksimum 5,0 bahogacha, **4 baho** minimum 3,46dan maksimum 4,45 bahogacha, **3 baho** minimum 3,0dan maksimum 3,45 bahogacha bo'lgan oraliqdagi baholar koeffitsentlari fanlarning xususiyatidan kelib chiqqan holda baholarning o'sish shkalasiga qarab fan o'qituvchilari tomonidan baholash mezonlari ishlab chiqiladi.

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**Namangan davlat chet tillar instituti tomonidan ishlab chiqilgan va tasdiqlangan**

- “Ingliz tili o’qitish metodikasi” kafedrasining 2024-yil, \_\_\_\_\_ -sonli majlisida muhokama qilingan va tasdiqqa tavsiya etilgan.
- Jahon tillar fakulteti kengashining 2024-yil, \_\_\_\_\_ -sonli majlisida ma’qullangan va tasdiqqa tavsiya etilgan.
- NamDCHTI o’quv-uslubiy kengashining 2024-yil, \_\_\_\_\_ -sonli majlisida muhokama qilingan va tasdiqlangan.

**Fan/modul uchun mas’ul:**

M.Zokirjonova - Namangan davlat chet tillar instituti “Ingliz tili o’qitish metodikasi” kafedrasida stajyor- o’qituvchisi

A. Amanov - Namangan davlat chet tillar instituti “Ingliz tili o’qitish metodikasi” kafedrasida katta o’qituvchisi

**Taqrizchilar:**

A. Ermirzayev – Namangan davlat chet tillar instituti Ingliz tili amaliy kursi kafedrasida katta o’qituvchisi

## GLOSSARY

1. **Abbreviation** - A shortened form of a word or phrase (e.g., Dr. for Doctor).
2. **Acronym** - A word formed from the initial letters of other words (e.g., NASA).
3. **Adverbial** - A word or phrase functioning as a modifier of a verb.
4. **Abstract Noun** - A noun denoting an idea, quality, or state rather than a concrete object (e.g., freedom, love).
5. **Advertisement** - A public announcement promoting a product, service, or event.
6. **Apology** - An expression of regret or remorse for a mistake or offense.
7. **Argument** - A reason or set of reasons given to persuade others to accept a point of view.
8. **Attitude Adverbial** - Words or phrases that express the speaker's attitude (e.g., fortunately, hopefully).
9. **Cultural Program** - An event designed to showcase the traditions and customs of a particular culture.
10. **Customer Service** - The assistance and advice provided by a company to those who buy or use its products or services.
11. **Density** - The degree of compactness of a substance or material.
12. **Dilemma** - A situation requiring a difficult choice between equally undesirable alternatives.
13. **Digital Divide** - The gap between those who have easy access to digital technology and those who do not.
14. **Endangered** - At risk of extinction or becoming extinct.
15. **Figurative Language** - Words or expressions with a meaning different from the literal interpretation.

- 16.**Flow** - A steady, continuous stream or movement.
- 17.**Formality** - The level of adherence to conventional rules and etiquette.
- 18.**Gradable Adjective** - An adjective that can vary in degree or intensity (e.g., hot, hotter, hottest).
- 19.**Healthcare** - The maintenance and improvement of physical and mental health through medical services.
- 20.**Illness** - A disease or period of sickness affecting the body or mind.
- 21.**Impact** - The effect or influence of one thing on another.
- 22.**Institution** - An established organization or foundation, especially one dedicated to education, public service, or culture.
- 23.**Irregular Plural** - A plural form that does not follow the regular pattern of adding "-s" or "-es" (e.g., children, mice).
- 24.**Legacies** - Something handed down by a predecessor or from the past.
- 25.**Market Economy** - An economic system in which production and prices are determined by unrestricted competition between privately owned businesses.
- 26.**Metaphor** - A figure of speech that describes an object or action as something it is not (e.g., "He's a shining star").
- 27.**Motivation** - The reason or reasons one has for acting or behaving in a particular way.
- 28.**Nuance** - A subtle difference or distinction in expression, meaning, or response.
- 29.**Opinion** - A personal view, attitude, or appraisal.
- 30.**Passive Voice** - A grammatical construction where the object of an action becomes the subject of a sentence (e.g., "The cake was eaten by the child").
- 31.**Plagiarism** - The act of using someone else's work or ideas without proper acknowledgment.
- 32.**Portfolio** - A collection of documents, projects, or other works demonstrating one's skills and achievements.
- 33.**Poster** - A large printed picture, notice, or advertisement displayed publicly.

- 34.**Privacy** - The state or condition of being free from public attention or unsanctioned intrusion.
- 35.**Product** - An item or service created or provided for consumption or use.
- 36.**Progress** - Forward or onward movement toward a destination or goal.
- 37.**Reconciliation** - The restoration of friendly relations.
- 38.**Register** - The degree of formality in language use, depending on context and audience.
- 39.**Regret** - A feeling of sadness or disappointment over something that has happened or been done.
- 40.**Reliability** - The quality of being trustworthy or performing consistently well.
- 41.**Revising** - Reviewing and altering content to improve its clarity, accuracy, or quality.
- 42.**Society** - A community or group of people living together and sharing customs, laws, and organizations.
- 43.**Sport** - Physical activity engaged in for enjoyment, competition, or health benefits.
- 44.**Sustainability** - The ability to maintain or support an activity or process over the long term.
- 45.**Technology** - The application of scientific knowledge for practical purposes, especially in industry.
- 46.**Transformation** - A marked change in form, nature, or appearance.
- 47.**Under the Weather** - An idiom describing feeling ill or unwell.
- 48.**Visual Aids** - Items of a visual nature, such as charts, graphs, or images, used to support a presentation.
- 49.**Weight** - The measure of how heavy something is.
- 50.**Word Play** - The witty exploitation of the meanings and ambiguities of words, especially in puns.
- 51.**Take Responsibility** - To accept the duty or task of something.
- 52.**Make an Apology** - To express regret for a mistake or wrongdoing.

53. **Raise Awareness** - To increase knowledge or perception about a particular issue.
54. **Provide Assistance** - To give help or support to someone.
55. **Conduct Research** - To carry out a systematic investigation to establish facts or principles.
56. **Make Progress** - To move forward in development or improvement.
57. **Seek Reconciliation** - To try to restore friendly relations after a disagreement.
58. **Express Regret** - To show remorse or sadness for a past action or event.
59. **Achieve Goals** - To successfully reach objectives or targets.
60. **Give Feedback** - To provide comments or evaluations on someone's work or performance.
61. **Gain Insight** - To acquire a deep understanding of a complex situation or concept.
62. **Run a Program** - To organize and manage a series of planned activities.
63. **Reach a Conclusion** - To arrive at a decision or judgment after consideration.
64. **Take Measures** - To undertake actions to accomplish a particular goal.
65. **Face Difficulties** - To confront and deal with challenges or problems.
66. **Hold a Discussion** - To engage in a conversation or debate about a specific topic.
67. **Broaden Knowledge** - To expand one's understanding or awareness of a subject.
68. **Make an Impact** - To have a strong effect or influence on someone or something.
69. **Enhance Skills** - To improve or develop abilities or expertise.
70. **Adopt Strategies** - To choose and implement specific plans of action to achieve objectives.

**ILOVALAR**

**Testlar**

## *1. Technology and Its Impact*

1. What is a significant impact of technology on modern communication?
  - a) Increased face-to-face interaction
  - b) Faster and more convenient communication
  - c) Less access to information
  - d) Reduced global connectivity
2. Which of the following is NOT a benefit of modern gadgets?
  - a) Instant access to information
  - b) Increased physical activity
  - c) Enhanced productivity
  - d) Improved convenience in daily life
3. What is an example of future technology that could change transportation?
  - a) Gasoline-powered cars
  - b) Hoverboards
  - c) Self-driving cars
  - d) Steam engines

## *2. Language Development: Attitude Adverbials and Abstract Nouns*

4. Which of the following is an example of an attitude adverbial?
  - a) Carefully
  - b) Happiness
  - c) Unfortunately
  - d) Freedom
5. Abstract nouns typically refer to:
  - a) Physical objects
  - b) Concrete locations
  - c) Tangible actions
  - d) Ideas, qualities, or states

6. Which of the following is NOT an abstract noun?

- a) Kindness
- b) Table
- c) Bravery
- d) Honesty

### *3. Speaking: Organizing a Cultural Program*

7. What is the first step in organizing a cultural program?

- a) Creating promotional material
- b) Inviting speakers
- c) Deciding on the theme
- d) Printing tickets

8. When organizing a cultural program, it is important to:

- a) Only focus on entertainment
- b) Ensure inclusivity and diversity
- c) Spend a lot of money
- d) Avoid collaboration

9. Which skill is crucial for a presenter in a cultural program?

- a) Painting
- b) Writing
- c) Public speaking
- d) Programming

### *4. Weight and Density*

10. Which unit is commonly used to measure weight?

- a) Meters
- b) Liters
- c) Kilograms

- d) Celsius

11. What does density refer to?

- a) The length of an object
- b) The amount of mass in a given volume
- c) The speed of an object
- d) The color of an object

12. Which of these materials has the highest density?

- a) Cotton
- b) Wood
- c) Iron
- d) Styrofoam

### *5. Difficulties and Dilemmas*

13. A common strategy for solving a dilemma is to:

- a) Ignore the problem
- b) Seek advice and evaluate options
- c) Always choose the easiest option
- d) Wait for someone else to solve it

14. Which word best describes a difficult decision?

- a) Easy
- b) Simple
- c) Trivial
- d) Complicated

15. "Catch-22" is an example of:

- a) A straightforward solution
- b) A type of bird
- c) A situation with no escape
- d) A math equation

## *6. Functional Vocabulary: Apology, Regret, and Reconciliation*

16. Which phrase expresses regret?

- a) "I'm happy about it."
- b) "I wish I had done it differently."
- c) "It doesn't matter."
- d) "I don't care."

17. A formal way to apologize is:

- a) "Sorry!"
- b) "My bad."
- c) "I deeply apologize for the inconvenience."
- d) "Oops!"

18. Reconciliation involves:

- a) Holding a grudge
- b) Making peace after a disagreement
- c) Ignoring the problem
- d) Avoiding conflict

## *7. Expressing Change and Gradable Adjectives*

19. Which of these adjectives is NOT gradable?

- a) Very unique

- b) Extremely hot
- c) Fairly cold
- d) Quite expensive

20. Gradable adjectives allow you to:

- a) Measure the extent of something
- b) Define exact measurements
- c) Avoid comparisons
- d) Ignore differences

21. "Slightly different" is an example of using:

- a) An absolute adjective
- b) A gradable adjective
- c) A noun
- d) A verb

## *8. Words and Meanings: Abbreviations and Acronyms*

22. What does "NASA" stand for?

- a) National Aeronautics and Space Administration
- b) National Airline and Space Association
- c) North American Space Agency
- d) New Age Space Association

23. An abbreviation is:

- a) A shortened form of a word or phrase
- b) A complete sentence
- c) A full word
- d) A synonym

24. Which of the following is an acronym?

- a) Dr.
- b) UN
- c) ASAP
- d) Min.

*9. Easily Confused Words: One Word, Many Meanings*

25. "Bank" can mean:

- a) A financial institution
- b) The side of a river
- c) Both a and b
- d) A type of tree

26. "Lie" can mean:

- a) To recline
- b) To speak falsely
- c) Both a and b
- d) To run

27. "Row" can refer to:

- a) A line of things
- b) An argument
- c) Both a and b
- d) A type of flower

*10. Fixed Expressions and Figurative Language: Metaphor*

28. "Seeing the light" is a metaphor for:

- a) Turning on a lamp
- b) Gaining understanding or realization
- c) Walking outside
- d) Building a house

29. Which of the following is a metaphor?

- a) As brave as a lion
- b) Time is a thief
- c) Run like the wind
- d) As cool as a cucumber

30. "Hit the books" means:

- a) To physically hit books
- b) To start studying hard
- c) To buy new books
- d) To arrange books on a shelf

### *11. Language Variation: Register and Degrees of Formality*

31. Which sentence is the most formal?

- a) "What's up?"
- b) "How do you do?"
- c) "Hey there!"
- d) "How's it going?"

32. Register in language refers to:

- a) The volume of speech
- b) The level of formality or informality
- c) The speed of speaking

- d) The accent of the speaker

33. When writing a formal email, it is appropriate to start with:

- a) "Hey!"
- b) "Yo!"
- c) "Dear Sir/Madam,"
- d) "What's good?"

## *12. Irregular Plurals and Words in Context*

34. The correct plural of "mouse" is:

- a) Mouses
- b) Mice
- c) Mices
- d) Mouseses

35. Which of the following is an irregular plural?

- a) Cats
- b) Books
- c) Children
- d) Dogs

36. "Data" is:

- a) Singular
- b) Plural
- c) Uncountable
- d) Both singular and plural

### *13. Making an Advertisement Supported by Visuals*

37. The primary goal of an advertisement is to:

- a) Entertain people
- b) Provide news updates
- c) Persuade the audience to buy or use a product
- d) Criticize other products

38. Visual elements in advertisements are used to:

- a) Confuse the audience
- b) Make the ad less attractive
- c) Enhance the message and appeal to emotions
- d) Distract viewers from the message

39. Which is a key element in designing an advertisement?

- a) Random images
- b) Clear and persuasive messaging
- c) Long paragraphs of text
- d) No visuals

### *14. Revision*

40. When revising vocabulary, it is helpful to:

- a) Forget all new words
- b) Review flashcards regularly
- c) Only study grammar
- d) Avoid using the new words

41. Which is an effective method for revising language skills?

- a) Reading once and not repeating
- b) Continuous practice and self-assessment
- c) Memorizing without understanding
- d) Ignoring feedback

*Theme 1: Technology and Its Impact*

**42. What is meant by "digital divide"?**

1. A) The gap between those who have access to technology and those who do not
2. B) A type of software error
3. C) A new form of social media
4. D) The division of digital files

**Answer: A**

**43. Which word means 'to modernize or improve'?**

1. A) Obsolete
2. B) Upgrade
3. C) Abandon
4. D) Regress

**Answer: B**

**44. The phrase 'cutting-edge technology' refers to:**

1. A) Outdated gadgets
2. B) Basic tools
3. C) The most advanced technology available
4. D) Dangerous devices

**Answer: C**

**45. Which of the following is an example of 'artificial intelligence'?**

1. A) A manual typewriter
2. B) A smartphone with voice recognition
3. C) A calculator
4. D) A bicycle

**Answer: B**

**46. What does 'streamline' mean in the context of technology?**

1. A) To complicate processes
2. B) To make processes more efficient
3. C) To remove all digital elements
4. D) To add more steps

**Answer: B**

*Theme 2: Healthcare and Medical Language*

**47. Which of the following is a common symptom of 'influenza'?**

1. A) Broken bones
2. B) Headache and fever
3. C) Improved vision
4. D) Strengthened muscles

**Answer: B**

**48. The term 'cardiovascular' is related to:**

1. A) The brain
2. B) The heart and blood vessels
3. C) The digestive system
4. D) The skin

**Answer: B**

**49. Which of the following describes 'hypothermia'?**

1. A) High body temperature
2. B) Low body temperature
3. C) Excessive sweating
4. D) Difficulty breathing

**Answer: B**

**50. What does 'rehabilitation' refer to in healthcare?**

1. A) A disease
2. B) A treatment to restore skills or health
3. C) A new medical gadget
4. D) A type of surgery

**Answer: B**

**51. Which word best describes 'anaphylactic shock'?**

1. A) A mild fever
2. B) A severe allergic reaction
3. C) A broken bone
4. D) A type of headache

**Answer: B**

### ***Theme 3: Advertising***

**52. The phrase "target audience" refers to:**

1. A) Everyone in the world
2. B) A specific group of potential customers
3. C) Random people passing by

4. D) None of the above

**Answer: B**

**53. What does 'brand loyalty' mean?**

1. A) When customers frequently change brands
2. B) When customers consistently prefer one brand over others
3. C) When customers dislike all brands
4. D) When customers forget about brands

**Answer: B**

**54. Which of the following is a 'promotional strategy'?**

1. A) Product malfunction
2. B) Market research
3. C) Offering discounts
4. D) Ignoring customer feedback

**Answer: C**

**55. What is a 'slogan'?**

1. A) A long and complex essay
2. B) A brief, catchy phrase used in marketing
3. C) A type of contract
4. D) A type of clothing

**Answer: B**

**56. What does 'endorsement' mean in advertising?**

1. A) A negative review
2. B) Public support for a product by a celebrity or influencer
3. C) A decline in sales

4. D) The end of a marketing campaign

**Answer: B**

#### *Theme 4: Language Development*

**57. What are 'gradable adjectives'?**

1. A) Adjectives that cannot be compared
2. B) Adjectives that describe absolute states
3. C) Adjectives that can be measured in degrees
4. D) Adjectives that do not describe people

**Answer: C**

**58. Which is an example of an 'abstract noun'?**

1. A) Happiness
2. B) Apple
3. C) Chair
4. D) Desk

**Answer: A**

**59. Which of the following is an 'attitude adverbial'?**

1. A) Carefully
2. B) Absolutely
3. C) Walked
4. D) Teacher

**Answer: B**

**60. What is the function of 'attitude adverbials' in a sentence?**

1. A) To describe nouns
2. B) To indicate the speaker's viewpoint or opinion

3. C) To join clauses
4. D) To replace verbs

**Answer: B**

**61. Which word is a 'gradable adjective'?**

1. A) Pregnant
2. B) Furious
3. C) Cold
4. D) Dead

**Answer: C**

*Theme 5: Functional Vocabulary (Apology, Regret, Reconciliation)*

**62. Which phrase would you use to apologize formally?**

1. A) "Hey, sorry!"
2. B) "I deeply apologize for the inconvenience."
3. C) "My bad!"
4. D) "Oops, I did it again."

**Answer: B**

**63. Which of the following expressions shows regret?**

1. A) "No problem!"
2. B) "I wish I hadn't done that."
3. C) "Let's do it again."
4. D) "I'm glad I did that."

**Answer: B**

**64. The term 'reconciliation' means:**

1. A) Starting a fight

2. B) Returning to a friendly relationship after disagreement
3. C) Ignoring someone
4. D) Avoiding an issue

**Answer: B**

**65. Which phrase expresses a sincere apology?**

1. A) "Sorry, but it's not my fault."
2. B) "Please accept my sincerest apologies."
3. C) "I don't really care."
4. D) "Whatever."

**Answer: B**

**66. Which word is closest in meaning to 'forgiveness'?**

1. A) Anger
2. B) Revenge
3. C) Pardon
4. D) Blame

**Answer: C**

## **Formative Assessment Questions**

### ***Theme 1: Technology and Its Impact***

1. What is the "Internet of Things" (IoT) and how does it affect our daily lives?
2. Explain the difference between "artificial intelligence" and "machine learning."
3. What are some potential ethical concerns associated with artificial intelligence?
4. How has social media transformed the way we communicate?

5. What is "cloud computing," and what are its advantages and disadvantages?

### *Theme 2: Healthcare and Medical Language*

6. Define "preventive healthcare" and provide three examples of preventive measures.

7. What is the difference between "acute" and "chronic" illnesses?

8. Describe how diet and exercise can impact overall health and well-being.

9. Explain the role of "rehabilitation" in healthcare.

10. What is the significance of "mental health" in the overall healthcare system?

### *Theme 3: Advertising*

11. What is a "brand identity," and why is it important in advertising?

12. How does "emotional appeal" work in advertising?

13. Explain the concept of "target audience" and its relevance in marketing.

14. What is "influencer marketing," and how has it changed traditional advertising methods?

15. Discuss the role of "visual elements" in creating an effective advertisement.

### *Theme 4: Language Development (Attitude Adverbials and Abstract Nouns)*

16. What are "attitude adverbials," and how do they affect the tone of a sentence?

17. Provide five examples of abstract nouns and explain their usage in sentences.

18. How can abstract nouns be used to express emotions or feelings?

19. Describe how attitude adverbials can be used to express certainty or doubt.

20. What is the importance of understanding abstract nouns in advanced vocabulary development?

### *Theme 5: Functional Vocabulary (Apology, Regret, Reconciliation)*

21. Explain the difference between a formal and informal apology.
22. What are some phrases used to express regret in English?
23. How can language be used to de-escalate a conflict and promote reconciliation?
24. What is the cultural significance of apology in different societies?
25. Provide examples of situations where formal apologies are necessary.

### *Theme 6: Expressing Change and Gradable Adjectives*

26. What is the difference between a "gradable" and a "non-gradable" adjective?
27. How do we express varying degrees of intensity using gradable adjectives?
28. Provide examples of sentences using "slightly," "fairly," "rather," and "extremely" with gradable adjectives.
29. What is the impact of using gradable adjectives on the clarity and precision of language?
30. Why is it important to distinguish between absolute and relative descriptions?

### *Theme 7: Words and Meanings (Abbreviations and Acronyms)*

31. Define the terms "abbreviation" and "acronym" and provide three examples of each.
32. How can context help determine the meaning of abbreviations and acronyms?
33. Explain why abbreviations and acronyms are frequently used in professional and academic writing.
34. What are the potential drawbacks of overusing abbreviations in communication?

35. How can the meaning of an acronym differ across different fields or industries?

### *Theme 8: Easily Confused Words (One Word, Many Meanings)*

36. Explain how a word can have multiple meanings depending on context.

37. Provide examples of three words that are often confused and explain their differences.

38. How does understanding word context help in determining the correct meaning?

39. Why is it important to learn easily confused words for language proficiency exams?

40. How can visual aids (like diagrams or pictures) help in learning easily confused words?

### *Theme 9: Fixed Expressions and Figurative Language (Metaphor: Seeing the Light)*

41. What is a "metaphor," and how does it differ from a "simile"?

42. How can metaphors enhance the effectiveness of communication?

43. Provide three examples of fixed expressions and their meanings.

44. Why is it important to understand figurative language when studying a new language?

45. How can metaphors be used to convey complex ideas in simple terms?

### *Theme 10: Language Variation (Register: Degrees of Formality)*

46. Explain what is meant by "register" in language and give examples of different registers.

47. How does the level of formality change based on context and audience?

48. What are the key differences between formal, informal, and neutral registers?
49. Why is it important to adjust language according to the audience and setting?
50. Provide examples of how a single message can be conveyed in different registers.

### Abbreviations and Acronyms Related to the Lessons

1. **AI** - Artificial Intelligence
2. **IoT** - Internet of Things
3. **ICT** - Information and Communication Technology
4. **NLP** - Natural Language Processing
5. **SEO** - Search Engine Optimization
6. **WHO** - World Health Organization
7. **FDA** - Food and Drug Administration
8. **EMR** - Electronic Medical Record
9. **SEO** - Search Engine Optimization
10. **B2B** - Business to Business
11. **B2C** - Business to Consumer
12. **CPC** - Cost Per Click
13. **ROI** - Return on Investment
14. **MFA** - Multi-Factor Authentication
15. **API** - Application Programming Interface
16. **FAQ** - Frequently Asked Questions
17. **URL** - Uniform Resource Locator
18. **VPN** - Virtual Private Network
19. **KPI** - Key Performance Indicator
20. **CSR** - Corporate Social Responsibility
21. **HR** - Human Resources

- 22.**ERP** - Enterprise Resource Planning
- 23.**GDP** - Gross Domestic Product
- 24.**PPP** - Purchasing Power Parity
- 25.**SaaS** - Software as a Service
- 26.**PPC** - Pay Per Click
- 27.**UX** - User Experience
- 28.**UI** - User Interface
- 29.**EDM** - Electronic Direct Mail
- 30.**CMO** - Chief Marketing Officer
- 31.**SEO** - Search Engine Optimization
- 32.**MOOC** - Massive Open Online Course
- 33.**GDPR** - General Data Protection Regulation
- 34.**CDC** - Centers for Disease Control and Prevention
- 35.**MRI** - Magnetic Resonance Imaging
- 36.**CT** - Computed Tomography
- 37.**DNA** - Deoxyribonucleic Acid
- 38.**FAQ** - Frequently Asked Questions
- 39.**SMS** - Short Message Service
- 40.**HTML** - HyperText Markup Language
- 41.**AI** - Artificial Intelligence
- 42.**NHS** - National Health Service
- 43.**SEO** - Search Engine Optimization
- 44.**FBI** - Federal Bureau of Investigation
- 45.**CRM** - Customer Relationship Management
- 46.**SME** - Small and Medium Enterprises
- 47.**LED** - Light Emitting Diode
- 48.**WHO** - World Health Organization
- 49.**HTTP** - Hypertext Transfer Protocol
- 50.**PDF** - Portable Document Format

## 2 Education: debates and issues

### A Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**<sup>1</sup>. This is often referred to in the debates over **selective**<sup>2</sup> versus **comprehensive**<sup>3</sup> **schooling**<sup>4</sup>. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**<sup>5</sup> of one sort or another is **inherent in**<sup>6</sup> the system.

**League tables**<sup>7</sup> for schools and colleges may actually help unintentionally to **perpetuate**<sup>8</sup> inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, success and failure, resulting in a **two-tier system**<sup>9</sup>, or at least that is how the public **perceives**<sup>10</sup> it. The ability of **better-off**<sup>11</sup> parents and **well-endowed**<sup>12</sup> schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**<sup>13</sup> opportunity for the **less well-off**<sup>14</sup> or for children from home environments that do not provide the push and motivation to **excel**<sup>15</sup>.

Financial support of different kinds can help to make educational opportunity more equal. There are, for example, **scholarships**<sup>16</sup> or **bursaries**<sup>17</sup> that make it possible for less privileged youngsters to afford **tertiary**<sup>18</sup> education. **Student loans**<sup>19</sup> allow **undergraduates**<sup>20</sup> to pay for their **tuition fees**<sup>21</sup> and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

<sup>1</sup> when everyone has the same chances

<sup>2</sup> pupils are chosen for entry, usually for academic reasons, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection

<sup>3</sup> everyone enters without exams and education is free, paid for by the government

<sup>4</sup> education received at school

<sup>5</sup> when you favour a small, privileged group

<sup>6</sup> existing as a basic part of something

<sup>7</sup> lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria

<sup>8</sup> make something continue

<sup>9</sup> a system with two separate levels, one of which is better than the other

<sup>10</sup> sees, considers

<sup>11</sup> richer

<sup>12</sup> receiving a lot of money in grants, gifts from rich people, etc. [= **endowments**]

<sup>13</sup> reducing

<sup>14</sup> poorer

<sup>15</sup> achieve an excellent standard

<sup>16</sup> money given to pay for studies, usually provided on the basis of academic merit

<sup>17</sup> money given to pay for studies, usually provided on the basis of need

<sup>18</sup> education at university or college level

<sup>19</sup> money that students can borrow from a bank while studying and then pay back once they are in work

<sup>20</sup> students doing a first degree [**postgraduates** = students doing a further degree]

<sup>21</sup> money paid to receive teaching

### B Other debates and issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. [reading, writing and arithmetic]

**Literacy** and **numeracy** are skills no one can afford to be without. [the ability to read] [the ability to count / do basic maths]

**Curriculum reform** is often done for political reasons rather than for good educational ones.

[changes to what is covered in the national **syllabus** = plan of what is to be studied]

#### Language help

Notice how compound adjectives like *well-off*, *well-endowed*, *high-achieving*, *badly-performing* can be used in comparative and superlative forms, e.g. **better-off**, **best-endowed**, **higher-achieving**, **worst-performing**.

## Exercises

### 8.1 Read the comments and then answer the questions.

	I wish Tatyana would calm down and not get so over-excited about things.		Tom thinks his country is better than any other country and doesn't listen to reason.
	Alice can always be relied upon to make the right decision.		Sophie is always so calm.
	Harry is such a practical and sensible person.		Andrey has a tendency to say things that upset people.

- Who is placid?
- Who is down-to-earth?
- Who tends to get carried away?
- Who is often tactless?
- Who is shrewd?
- Who is chauvinistic?

### 8.2 Which colleagues does the speaker have a positive opinion of and which a negative one?

'Ellie, my boss, is very astute and she can be very witty, but I find her assistant, David, a bit sullen and obstinate. Julia, who I sit next to, is a bit stingy and extremely work-obsessed. I do a lot of work with Marco, who's very obliging, supportive and tolerant.'

### 8.3 Fill the gaps with words from the opposite page. You are given the first letter(s) and clues to the meaning in brackets.

- He's rather o..... He always tries to use situations to his own advantage. (devious)
- She has an i..... approach to life rather than a rational one. (instinctive)
- My father was a somewhat quick-tempered and m..... sort of person. (gloomy)
- He was a very altruistic person, almost to the point of being n..... (too trusting)
- Aisha has a m..... personality. Everyone is drawn to her. (attractive)
- Rob is a very conscientious and m..... worker. (careful, systematic)
- I find Eva a bit b..... and rude. (speaks in a quick and rude way)
- She's fun-loving but she can be a bit s..... at times. (doesn't care about serious things)
- I think Max is i..... (doesn't have much confidence, not really sure of himself)
- I'm always happy to go out for a meal with Kerstin. She's such g..... c..... (pleasant and entertaining to spend time with)
- She was very c..... in speaking out against corruption. (brave, unafraid to speak or act)
- Owen's a p..... He's never happy if he doesn't get an A-grade in every test.

### 8.4 Find adjectives on the opposite page related to these abstract nouns.

- |             |                   |             |                     |
|-------------|-------------------|-------------|---------------------|
| 1 altruism  | 4 placidity       | 7 distrust  | 10 unscrupulousness |
| 2 parsimony | 5 industriousness | 8 terseness |                     |
| 3 diligence | 6 rebellion       | 9 naivety   |                     |

### 8.5 The adjectives you found in the exercise above are more common in formal contexts. Give a synonym for each word that would be more likely to be used in informal

## Exercises

### 9.1 Rewrite these sentences using words from A opposite instead of the underlined words.

- 1 She looks as if she needs a good meal; her body is so thin and bony.
- 2 Martha and David are both rather tall and thin individuals.
- 3 Being extremely fat can have health risks.
- 4 A very tall, thin, bony, awkward-looking boy carried our bags for us.
- 5 Her new silk dress suited her thin frame.
- 6 A short man with broad shoulders offered to lift the stone so we could look underneath.
- 7 That solid-looking woman on the left of the photo is Charlie's wife.

### 9.2 Fill in the gaps in the sentences using words from B opposite.

- 1 Finn looked really .....after two weeks of camping – his clothes were dirty and his hair was a mess!
- 2 Leah always looks amazing – she never has a .....out of place!
- 3 Alex has .....a lot – must be all that time he spends at the gym lifting weights!
- 4 Dan hasn't slept for three days – he looks really tired and .....

### 9.3 What are these people doing?



1 .....*He's folding his arms.*.....



2 .....



3 .....



4 .....



5 .....



6 .....

### 9.4 Answer these questions. Use a dictionary if necessary.

- 1 The verb *to pout* has two meanings on the opposite page. What are they?
- 2 If someone *scowls* at you, how are they probably feeling?
- 3 What is the difference between a *swarthy* complexion and a *sallow* complexion?
- 4 When would you *clench* your fist?
- 5 When do people normally *shrug* their shoulders?
- 6 What might you do with your fingers on a table if you were nervous or impatient?

## Welcome to *Skillful*!

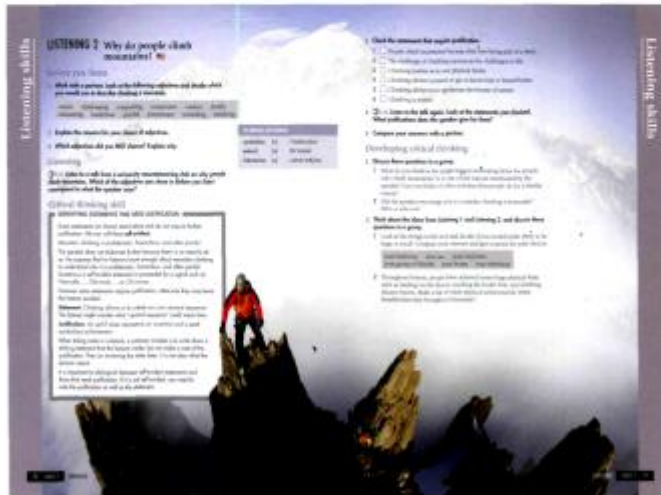
Each *Skillful* unit has ten pages and is divided into two main sections: listening skills and speaking skills.

### Listening

The listening skills section always comes first and starts with a *Discussion point* to lead you in to the unit topic.

There are then two listening texts for you to practice your listening skills on. There are activities to practice your global listening skills and your close listening skills, as well as opportunities to critically examine the ideas in the texts. Key academic vocabulary is presented on the page so you can see essential terms to learn.

Vocabulary skills also give you the chance to develop the ways in which you learn and remember vocabulary from the listening texts.



### Speaking

The speaking section has three main parts: grammar, pronunciation skills, and speaking skills. You can find information on each of these in boxes on the page, and these give essential information on these skills. At the end of this



2 1.02 Listen again and answer these questions.

Meeting 1

- 1 What is the professor's course about?
- 2 How many dos and don'ts does the professor cover?

Meeting 2

- 3 What three interruptions occur at the beginning of the second meeting?
- 4 How does the speaker suggest splitting the workload?

Meeting 3

- 5 What benefits to joining the society does the speaker talk about?
- 6 What term does the lead speaker use to imply that the group is freely accessible?

ACADEMIC KEYWORDS

aspect	(n)	/ˈæspekt/
characterize	(v)	/ˈkerəktəˌraɪz/
integrate	(v)	/ˈɪntəˌɡreɪt/

## Critical thinking skill

### INFERRING A SPEAKER'S ATTITUDE

We infer a speaker's attitude toward a topic from a range of factors. These might include: context, relationship between speakers, gender, age, setting, word choice, our knowledge of the speaker, the speaker's body language, and the speaker's intonation.

It is often the final element—intonation—that gives us most clues about a speaker's attitude. For example, a speaker may use very formal and polite language, but convey a different attitude, or even sound rude, due to his/her intonation (cf. p. 14).

1 1.02 Listen again. For each meeting, select the adjective that best describes the attitude of the main speaker. Think of context, word choice, and intonation.

- 1 The professor  
a upset      b abrupt      c passionate
- 2 The woman in charge of the meeting  
a nervous      b irritated      c shy
- 3 The lead speaker from the debating society  
a insincere      b impatient      c afraid

2 Work with a partner. Compare your answers. What evidence can you give in support of each answer?

*In exercise 1, I think the best adjective to describe the professor is "passionate."*

## TECHNOLOGY VOCABULARY

Match the vocabulary to the pictures.

laptop	WiFi	computer	touchscreen	game	text message
email	mouse	mobile	keyboard	website	screen



Match the vocabulary on the right to the definitions on the left.

- 1..... An electronic machine. You use it for going on the internet, storing information and playing games.
- 2..... An electronic letter.
- 3..... You can play this on the computer for fun.
- 4..... You use this to write on a computer. It has letters or characters on.

- a. laptop
- b. game
- c. keyboard
- d. mobile
- e. email
- f. screen
- g. computer

## Match the illnesses and injuries with the symptoms

What happened	Result
I hit my head on the door	I have diarrhea
I had a car accident	I have a toothache
I am seasick. I need to go to the restroom	I have a fever
I ate something and got a reaction on my skin.	I have the measles
I slipped in the stairs and landed on my foot	I have blisters
I keep sneezing. My nose is runny and I cough	I have a rash
My cheek is swollen and my tooth hurts	I am dizzy
I fell on my hand while playing tennis	I'm vomiting
I ate something damaged or rotten	I cut my finger
get a sharp pain in my back when I bend or twist my body	I have a concussion
I feel ill, I can't stand up. Everything is spinning	I have a sunburn
My new shoes hurt my feet yesterday	I have a big bump
My body feels very hot and I'm thirsty. Temperature 38C	I have a sprained ankle
I was ironing and got distracted	I have the flu
Your new knife was really sharp	I have a sprained wrist

# PHARMACY VOCABULARY



1. We normally take a doctor's \_\_\_\_\_ to the pharmacist. It has details of all the medicines advised by the doctor.
2. We use a \_\_\_\_\_ to moisturize our lips.
3. We take cough \_\_\_\_\_ to cure our cough and \_\_\_\_\_ to give some relief to our throat.
4. We use \_\_\_\_\_ to blow our nose and clean our mouth.
5. We use a \_\_\_\_\_ to weigh ourselves.
6. We buy \_\_\_\_\_ at the pharmacy when we are sick.
7. The medication we buy are normally \_\_\_\_\_ form.
8. A person suffering from asthma buys an \_\_\_\_\_.
9. We use \_\_\_\_\_ to clean blood and to clean our makeup.
10. If one wears contact lenses, one can buy the \_\_\_\_\_ solution from the pharmacy.
11. This tool is used to check the body temperature. What is this called? \_\_\_\_\_
12. A mother with an \_\_\_\_\_ can find \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ at the pharmacy.
13. Tools we use to keep our nails polished are the \_\_\_\_\_ and the \_\_\_\_\_.
14. The complete kit that has a RED CROSS sign is called the \_\_\_\_\_. It has everything we need when someone is hurt or when someone suffers an accident.
15. This tool is used to measure someone's blood pressure. What is this called. \_\_\_\_\_
16. The doctor uses the \_\_\_\_\_ to check the patient's heartbeat. What is it called?
17. The dental kit consists of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
18. We eat \_\_\_\_\_ in the morning as breakfast.
19. A \_\_\_\_\_ contains the dental kit and few other toiletries to make our travel comfortable.
20. Medicines administered under the tongue are said to be administered \_\_\_\_\_.
21. Women use \_\_\_\_\_ to remove hair from the body.
22. Men use \_\_\_\_\_ to shave their beard.
23. We buy a suitable \_\_\_\_\_ and \_\_\_\_\_ for our hair type.
24. \_\_\_\_\_ hurt in our body.
25. \_\_\_\_\_ and chest congestion.
26. \_\_\_\_\_ color on their nails.
27. \_\_\_\_\_

- Medicines
- First Aid Kit
- Band aid
- Nasal Spray
- Eye drops
- Tissues
- Lip Balm/Chapstick
- Shampoo
- Conditioner
- Dandruff
- Body ache
- Paracetamol
- Cold/Flu
- Sublingually
- Tablets/Pills
- Syrup
- Infants
- Cough drops
- Asthma pump
- Weighing scale
- Sanitary pads
- Diapers
- BABY wipes
- Baby Milk powder
- Lens solution
- Nail cutter
- Nail filer
- Baby oil
- Hair Loss oil
- Weight Loss tea
- Nailpolish/Varnish
- Cotton
- Thermometer
- Stethoscope
- Blood Pressure
- Tooth Brush
- Tooth Paste



# FIGURATIVE LANGUAGE

Read the sentences below and determine which example of figurative language is being used. Choose from:

Simile, Metaphor, Hyperbole, Onomatopoeia, Alliteration, Personification

My life is an open book. \_\_\_\_\_

My brother ran like a gazelle and won the race. \_\_\_\_\_

During the hot summer, the flowers begged for water every day. \_\_\_\_\_

The children smiled at the beautiful, big balloons. \_\_\_\_\_

My mother's smile was 10 miles long. \_\_\_\_\_

The classroom is as cold as a refrigerator. \_\_\_\_\_

The car complained as I stepped on the gas pedal. \_\_\_\_\_

My dog barks every time a stranger arrives. \_\_\_\_\_

My mother was a lion when another kid hit me. \_\_\_\_\_

My bed called me to take a nap. \_\_\_\_\_

I could sleep an eternity after exercising for so long. \_\_\_\_\_

I went to Seattle to see my sister sing songs. \_\_\_\_\_

I could hear the whistle calling my name. \_\_\_\_\_

\_\_\_\_\_ when they left the house. \_\_\_\_\_

