

**O‘ZBEKISTON RESPUBLIKASI
OLIV TA‘LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**

NAMANGAN DAVLAT CHET TILLARI INSTITUTI

Ingliz tili o‘qitish metodikasi kafedra

Til aspektlarini o‘qitish amaliyoti

fanidan

O‘QUV-USLUBIY MAJMUA

2024/2025 o‘quv yili kunduzgi ta‘lim shakli, 2-kurslari uchun

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| Bilim sohasi: | 100000 – Ta‘lim |
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Mazkur o`quv uslubiy majmua Is`hoqxon Ibrat nomidagi Namangan davlat chet tillar instituti o`quv-metodik kengashida ko`rib chiqilgan va tasdiqqa tavsiya (2024-yil “__”avgustdagi 1-sonli majlis bayoni) qilingan fan dasturiga va ishchi o`quv rejaga muvofiq ishlab chiqildi.

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O`quv uslubiy majmua Is`hoqxon Ibrat nomidagi Namangan davlat chet tillar instituti Ingliz tili o`qitish metodikasi kafedrasida ko`rib chiqilgan va tasdiqqa tavsiya qilingan.

2024-yil __ avgust __-sonli majlis bayoni.

Kafedra mudiri:

A. Amanov

O`quv uslubiy majmua Is`hoqxon Ibrat nomidagi Namangan davlat chet tillar instituti Jahon tillari fakulteti ilmiy kengashida ko`rib chiqilgan va tasdiqqa tavsiya qilingan.

2024-yil __ avgust __-sonli majlis bayoni.

Fakultet dekani :

p.f.n. dots. S.Misirov

MUNDARIJA

| № | MAVZULAR NOMI | SAHIFA |
|----------|---|---------------|
| 1 | O'QUV MATERIALLAR | |
| | Asosiy matn | |
| | Topshiriqlar variantlari | |
| | Masala va misollar | |
| | Keyslar to`plami | |
| 2 | MUSTAQIL TA'LIM MASHG'ULOTLARI | |
| 3 | GLOSSARIY | |
| 4 | ILOVALAR: | |
| | O'quv fan dasturi | |
| | Testlar | |
| | Tarqatma materiallar | |
| | Baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar | |
| | | |

O'QUV MATERIALLAR

Lesson 1

| | |
|--|--|
| Theme: Introduction to the course: Characteristics of different types of genres | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of spoken and written English discourse. 2. To provide opportunities for participants to analyze naturally occurring spoken data using the analytical methods introduced. 3. To have students understand the different modes of discourse and how they relate to the aims. |
| Pedagogical tasks: | The results of teaching activity: |
| <ol style="list-style-type: none"> 1. To introduce with the theme of the lesson; 2. To give information concerning the topic, making students warm-up; 3. To work with the vocabulary of topic; 4. To give definition to the terms; 5. To get information from the texts. | <ol style="list-style-type: none"> 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of spoken texts; 3. To demonstrate a working knowledge of different approaches to the description and analysis of spoken and written discourse, 4. To apply that knowledge in analyzing different types of naturally occurring texts, 5. To transcribe and analyse a spoken text using one more approaches to discourse analysis covered in the course. |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. What is discourse itself? Definitions.

For Cook (1989: 1) « Discourse Analysis examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users.»

On the other hand, Brown and Yule (1983:1) state « ...the analysis of discourse, is necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes or functions which these forms are designed to serve in human affairs.»

For Fairclough (1989:23), there is a reciprocity between language and society: «Language is a part of society; linguistic phenomena are social phenomena of a special sort, and social phenomena are linguistic phenomena.»

1. From The American Heritage® Dictionary of the English Language:

n. Verbal expression in speech or writing.

n. Verbal exchange; conversation.

n. A formal, lengthy discussion of a subject, either written or spoken.

n. Archaic The process or power of reasoning.

intransitive v. To speak or write formally and at length.

intransitive v. To engage in conversation or discussion; converse.

transitive v. Archaic To narrate or discuss.

2. From Dictionary:

n. Verbal exchange, conversation.

n. Expression in words, either speech or writing.

n. A formal lengthy exposition of some subject, either spoken or written.

n. Any rational expression, reason.

n. An institutionalized way of thinking, a social boundary defining what can be said about a specific topic (after Michel Foucault).

v. To engage in discussion or conversation; to converse.

v. To write or speak formally and at length.

v. (transitive) To debate.

3. From the GNU version of the Collaborative International Dictionary of English:

n. The power of the mind to reason or infer by running, as it were, from one fact or reason to another, and deriving a conclusion; an exercise or act of this power; reasoning; range of reasoning faculty.

n. Conversation; talk.

n. The art and manner of speaking and conversing.

n. Consecutive speech, either written or unwritten, on a given line of thought; speech; treatise; dissertation; sermon, etc..

n. Dealing; transaction.

intransitive v. To exercise reason; to employ the mind in judging and inferring; to reason.

intransitive v. To express one's self in oral discourse; to expose one's views; to talk in a continuous or formal manner; to hold forth; to speak; to converse.

intransitive v. To relate something; to tell.

intransitive v. To treat of something in writing and formally.

transitive v. To treat of; to expose or set forth in language.

transitive v. To utter or give forth; to speak.

transitive v. To talk to; to confer with.

4. From The Century Dictionary and Encyclopedia:

n. A running over a subject in speech; hence, a communication of thoughts by words; expression of ideas; mutual intercourse; talk; conversation.

n. A running over in the mind of premises and deducing of conclusions; the exercise of, or an act of exercising, the logical or reasoning faculty; hence, the power of reasoning from premises; rationality.

n. A formal discussion or treatment of a subject; a dissertation, treatise, homily, sermon, or the like: as, the discourse of Plutarch on garrulity, of Cicero on old age; an eloquent discourse.

n. Debate; contention; strife.

n. Intercourse; dealing; transaction.

To hold discourse; communicate thoughts or ideas orally, especially in a formal manner; treat in a set manner; hold forth; expatiate; converse: as, to discourse on the properties of the circle; the preacher discoursed on the nature and effect of faith.

To treat of or discuss a subject in a formal manner in writing.

To narrate; give a relation; tell.

To reason; argue from premises to consequences.

To treat of; talk over; discuss.

To utter or give forth.

To talk or confer with.

n. That sort of mental operation, performed by one person or by several, in which a line of thought is followed out.

Etymologies

Middle English *discourse*, *process of reasoning*, from Medieval Latin *discursus*, from Latin, *a running about*, from past participle of *discurrere*, *to run about* : *dis-*, *apart*; see *dis-* + *currere*, *to run*; see *kers-* in Indo-European roots.

(American Heritage® Dictionary of the English Language, Fourth Edition)

Either from French *discours*, or a direct alteration of Late Latin *discursus* («the act of running about»), itself from *discurrō* («run about»), from *dis-* («apart») + *currō* («run»). (Wiktionary)

Handout 2. All forms of discourse will involve an interaction between these four elements, which means that there will be overlap between the aims of discourse.

1. **Expressive Discourse** focuses on the “encoder” or writer. Examples:

Of the Individual

Conversations, Journals, Diaries, Prayers

Of Social

Minority protests, manifestos, declarations of independence, personal contracts, religious credos

2. **Referential Discourse** will focus mainly on the “reality” or subject. Examples:

Exploratory

Dialogues, seminars, proposing a solution to a problem

Scientific

Proving a point by arguing from accepted premises, such as research paper

Informative

News articles, summaries, reports, non-technical encyclopedia articles, textbooks

3. **Literary Discourse** will focus mainly on the “signal,” or the piece of writing itself. Examples: Short story, lyric, narrative, limerick, ballad/folk song, drama, television show, movie

4. **Persuasive Discourse** will focus mainly on the decoder, or the writer. Examples:

Advertising, political speeches, religious sermons, legal oratory, editorials

Some types of spoken discourse

It is not an easy job to predict all types of spoken discourse because a person encounters different types of speech even within a single day. Conversations vary in their settings and degree of structuredness. Some types of speech are as follows:

Telephone calls (Business and private)

Classroom (Classes, lectures, tutorials, seminars)

Interviews (Jobs, journalistic, in official settings)

Service encounters (Hotels, ticket offices, shops, etc.)

Rituals (Prayers, sermons, weddings)

Language-in-action (Talk accompanying doing: fixing, cooking, demonstrating, assembling, etc.)

Monologues (Strangers, relatives, friends)

Organizing and directing people (Work, home, in the street)

Some types of written discourse

Everyday people come into contact with written texts and interpret their meanings so as to get what they intend. We can never think of a literate man who never writes or tries to write something. Like spoken discourse, written discourse is also of many kinds as:

Newspaper

Poem

Letter to/from friend

Business letter

Instruction leaflet

Literary publication

Public notice

Academic article

Small ads

It is certain that most people will read more of the text types mentioned above than actually write them. Both spoken and written discourse perform different functions in society, use different forms, and exhibit different linguistic characteristics.

Discourse analysis is an attempt to discover linguistic regularities in discourse using grammatical, phonological and semantic criteria e.g. cohesion, anaphora, inter sentence connectivity etc. It is an effort to interpret what the writer or speaker intended to convey with in a sensitive social context.

Example:

Father: Is that your coat on the floor again?

Son: yes (goes on reading)

Here in the above example Discourse Analysis says that the answer of the son is not clear one. It shows the exploitation of ambiguity about father’s command to pick up his coat. Rather the son deals his father’s command as a simple content question which can be answered in yes /no.

Discourse Analysis is a process in which the reader and listener’s mind is working up on the linguistic features of the utterance to grasp the intended meaning of the writer or speaker.

Even if the utterances or sentences are ungrammatical the Discourse Analysis makes us grasp the intended meaning.

Example:

My natal was in a small town, very close to Riyadh capital of Saudi Arabia. The distance between my town and Riadh 7 miles exactly. The name of this Almasani that means in English

factories. It takes its name from the people carrier. In childhood I remember the people live. It was very simple most the people was farmer.

The above paragraph is full of grammatical mistakes since by Discourse Analysis of this text we can grasp mostly what are the informations the writer wants to communicate.

Discourse concerns with communication so Discourse Analysis gives us the interpretation of the communicated commodity.

- We analyze and investigate all those features of that are part of the total communicative act: context of utterance, relationships, mode of discourse and so on
- Conversational behavior is observed
- Conventions of conversation (turn-taking)
- Strategies for beginning and ending a conversation
- How topics appear and disappear
- How different speech acts (e.g. politeness) are performed
- To establish underlying norms of conversation

Activity 1. Spoken and written discourse

The teacher can choose any piece of informative written discourse that serves the main objective(s) of the lesson. In addition, through the same text, the teacher can highlight other aspects of written English like punctuations or capitalization depending on the age and the level of the students. For instance, a passage about a certain topic, e.g. famous sites in the world “Statue of Liberty”, can be chosen to teach the passive voice in context as well as developing other language skills.

Reading

- Students practice reading the text.
- Students learn some information about the history of the “Statue of Liberty” and develop comprehension.
- Through reading the text, students learn the passive voice inductively and see how it is employed in context.
- Students learn new vocabulary.

Speaking

- As a warm-up, the teacher can start by asking students about the “Statue of Liberty”, e.g. ask questions about its location, history, etc.
- As a post activity, students can discuss in pairs or as a class other famous sites with an emphasis on using the passive.

Listening

- Through engaging in discussions, learners have the opportunity to listen to each other speaking. While students are working in pairs, the teacher may ask each partner to write down notes, like misuse of the passive, as a form of peer review.

Writing

- Students may be asked to choose a famous sight, gather information, and write an essay/paragraph about it. It can be assigned as homework.

Spoken Discourse

The teacher can adopt any material of English spoken discourse, e.g. TV interview, that serves the point of the lesson and suits the level of the learners. It is important for the teacher to provide a written copy of the listening material after practicing listening several times in order for the learners to write notes and go back for it later whenever needed.

Listening

- After introducing the topic, learners listen to/watch the TV interview several times.
- Learners get familiar with the English intonation, stress, pausing and other characteristics of the spoken language.
- Learners get the chance to listen to expressions, phrasal verbs, and grammatical structures used in real-life context.

Speaking

- After listening several times, the teacher can design a speaking activity, like working in pairs or groups of three to analyze, discuss, report, or debate what they have listened to. The teacher should monitor students' use of suprasegmentals, grammar and use of expressions.

Writing

- Learners can be assigned to write a paragraph or essay, like a reflection or their opinions, about a certain point in the listening section.

Reading

- As a peer review, students can exchange papers, read each others' writing and write comments, if necessary, for improvement.

History of the Statue of Liberty



The Statue of Liberty was originally known as Liberty Enlightening the World. It was given to the United States by France to celebrate their alliance during the Revolutionary War. A sculptor by the name of Frédéric Auguste Bartholdi designed the statue, and Gustave Eiffel (the man who designed the Eiffel Tower) was responsible for the iron framework underneath the copper plating.

The statue was built in Paris and then shipped to the U.S. in 1885. Various parts of the statue were on display throughout Paris as they were completed. Miss Liberty's head was exhibited in the gardens at the Tracadéro, and her torch was on display as well, as you can observe in the images on this page.

When was the Statue of Liberty built?



Construction began in 1875 and was not completed until 1884. Crews worked round the clock, seven days a week, for nine years to finish the Statue of Liberty. When it was complete in 1885, the statue was disassembled into 350 pieces, shipped to New York City, and reassembled. It took 4 months just to put the Statue of Liberty together again!

The Statue of Liberty was officially dedicated and unveiled on October 28, 1886.

How much did the Statue of Liberty cost to build?



A collection was taken up in France to fund the statue, raising 2,250,000 francs (\$250,000 U.S. dollars). It doesn't look like much, but \$250,000 in the 19th century would be the same as millions of dollars today. Both the U.S. and France participated in fundraising activities, and it took a very long time to raise enough money to finish construction.

What does the Statue of Liberty represent?

The Statue of Liberty represents many things, among them friendship between nations and freedom from oppression. Before air travel, ships would sail into New York Harbor and Lady Liberty would welcome their passengers, many of them being immigrants traveling to the United States for the first time. Lady Liberty is one of the first sites when sailing into the harbor, and she is symbolic of freedom.

Why is the Statue of Liberty important?

Historically, the Statue of Liberty is important because she was given to the U.S. by France to celebrate America's first 100 years as a nation. It commemorates the alliance between France and the U.S. during the Revolutionary War.



Lady Liberty's classic stature, face, and attire come from the Roman goddess Libertas, who also represents freedom from tyranny and oppression. The crown is reminiscent of a halo and its spikes show similarities to those of the sun gods--the Roman Apollo, and the Greek Helios. Her right foot is raised as if she is continually on the move, forever bringing freedom to others.

Lady carries enlightenment to the world with the forever-lit torch (Liberty's original name was Liberty Enlightening the World). Along with tools, the ability to create fire is one of the skills that led to civilization as we know it. Fire is symbolic of knowledge and brings light to the people.

Where is the Statue of Liberty located?

The statue stands on Liberty Island in New York Harbor, but the location of the Statue of Liberty has not always been so clear. Originally, the island was known as Bedloe Island and was officially renamed in 1956. Before Lady Liberty inhabited the island, it was home to Fort Wood. The fort was built in the shape of an eleven-point star, upon which the statue and pedestal now sit.



The island itself has had quite a history: it was a quarantine station for smallpox victims in the 18th century, a summer home for the Earl of Cassils, a rental property, a place for Tory refugees, a lighthouse, and finally, a defensive fort.

The Statue of Liberty is closer to New Jersey than New York and, in fact, resides in New Jersey's waters. However, it has been established as part of the 8th Congressional District of New York according to the U.S. Geological Survey. New Jersey has never claimed rights to the island.

Lesson 2

| | |
|---|--|
| Theme: Characteristics of scientific genre | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of spoken and written texts of English discourse. 2. To have students understand the different texts of discourse and how they relate to the aims. |
| Pedagogical tasks: <ol style="list-style-type: none"> 1. To introduce with the theme of the lesson ; 2. To give information concerning the topic, making students warm-up. 3. To work with the vocabulary of topic; 4. To give definition to the terms; 5. To get information from the texts;.. | The results of teaching activity: <ol style="list-style-type: none"> 1. To be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of spoken texts; 3. To demonstrate a working knowledge of different approaches to the description and analysis of spoken and written discourse texts, 4. To apply that knowledge in analyzing different types of naturally occurring texts, |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. Text Analysis

A text is effective if it succeeds in achieving its purpose. The purpose of a text can be anything from the communication of factual information to convincing the audience of the validity of certain opinions. In all cases, the communicative effectiveness can be judged in two broad areas:

- Whether the text lays out its experiential content in the best possible way for the receiver to follow easily.
- Whether the text satisfies the expectations of its register in terms of its Field, Mode and Tenor.

Suitability to register

A text is effective if it is suitable to the register of which it claims to be an instance. This includes:

- **Field:** A text is effective if the Field as constructed by the text is identical to the Field intended for the text. In other words, a text is effective if it appears to be “about” what it is meant to be “about”.
- **Mode:** A text is effective if it displays the characteristics of its intended mode. For example, a scientific journal is deemed effective if it constructs its mode in accordance with the customs of scientific articles, namely with low interactivity and low spontaneity.
- **Tenor:** A text is effective if it constructs the expected tenor for the participants. For example a political speech is deemed effective if its tenor is such that the speaker appears confident about the information presented. A speech where the speaker comes across as uncertain would be judged as ineffective.

Handout 2. Cohesion

A text is coherent if it “makes sense” in the wisest possible meaning of the phrase: if it fits the receiver’s expectations, previous knowledge and cultural knowledge.

Coherence can be achieved by:

- Usage of cohesive devices such as repetition, linking adverbials, etc. Cohesive devices are dealt with in the rest of this text.

- Even in the absence of cohesive devices, the receiver can use their cultural knowledge etc. to construct a coherent interpretation for themselves. For example:

Ann: “Brian! Phone!” [coherent interpretation: ‘Brian, answer the phone!’]

Brian: “I’m in the bath!” [coherent interpretation: ‘I can’t answer it.’]

Ann: “Okay”.

Cohesive devices can be divided into two broad categories: clause cohesion and logical cohesion.

Clause cohesion

Some cohesive devices are used to keep track of participants, circumstances, etc. from one clause to another. Each time a participant etc. is referred to in a text, it is either a presenting reference or a presuming reference.

- Presenting references introduce new participants into the text.

- Presuming references refer to existing participants. A presuming reference presumes that the reader will be able to retrieve the referent from previous text or from context. Presuming references are used to achieve cohesion.

The following devices are used for participant cohesion:

- Lexical cohesive devices:

- Repetition of wording: Sometimes the repeated word may be morphologically different, such as “age” – “aged” – “ageing”. Plain repetition is frowned upon in some registers such as fiction where lexical variation is valued.
- Repetition of meaning, worded differently:
- Synonymy (different words with the same meaning)
- Literary metaphor
- Co-reference, e.g. “Donaghy” – “the Chelsea veteran” – “the 35- year old Belfast man”. Often used in news not only as a cohesive device but also as a vehicle to communicate additional information about the referent.
- Relexicalization, when a meaning is repeated with different words and at the same the meaning is altered, for example:

A: “Do you work on Saturdays?”

B: “Well I sometimes float in on Saturdays...”

Here, B has relexicalized the original meaning “work on Saturdays” into “float in Saturdays”, putting a more casual “spin” on it.

Introduction of a related meaning:

- Antonymy (words with opposite meanings)
- Hyponymy: referring to a class and its subclass.
- Co-hyponymy: referring to two members of the same class.
- Meronymy: referring to a whole and its part.
- Co-meronymy: referring to two parts of the same whole.

- Grammatical cohesive devices:

Personal pronouns (“he”): particularly common in certain types of fiction.

- Possessive pronouns (“Is the book hers?”)
- Demonstrative pronouns (“Those are difficult”)
- Definite articles (“the book”)

- Demonstrative determiners (“this argument”): especially common in scientific writing where precision of reference is valued.
- Possessive determiners (“his book”)
- Comparatives (“the other book”): The identity of the presumed referent can be retrieved not because it has already been mentioned but because a different, comparable item has already been mentioned.
- Place adverbials (“Here we see the main argument”)
- Time adverbials (“Back then, times were hard”)

Each reference can be more or less direct, depending on how much work is required on the reader’s part to work out who the referent is. An indirect reference may lead to **reference-retrieval problems**.

Each presumed reference may refer to something that has been mentioned already (**anaphora**, backward reference), to something that is yet to be specified fully (**cataphora**, forward reference) or to a point on time or space (locational reference). Cohesive references effectively set up **reference chains** throughout the text.

Handout 3. Logical cohesion

While clause cohesion is used to keep track of participants from one clause to another, logical cohesion is used to link larger units of meaning into a single coherent text. For example, in an argumentative essay, logical cohesion devices would be used to combine arguments for and against a proposal into a single, easy-to-follow text.

Logical cohesion is usually achieved by linking adverbials. These are similar in function to conjunctions, but the main difference is that:

- Conjunctions link the meanings of clauses together.
- Linking adverbials link meanings together across larger units of text, such as from one sentence to another or from one paragraph to another.

The following semantic categories of linking adverbials can be recognized:

- Enumeration: first, second, finally, in the first place, in the second place, for one thing, for another, first of all, to begin with, next.
- Addition: in addition, similarly, also, by the same token, further, furthermore, likewise, moreover.
- Summation: in sum, to conclude, all in all, in conclusion, overall, to summarize.
- Apposition (shows that the following text is equivalent to, or included in, the preceding text): in other words, i.e. (= that is), e.g. (= for example), viz. (= namely), which is to say, that is to say, for instance, specifically.
- Result/inference: consequently, thus, therefore, so, then, hence, as a result.
- Contrast: in contrast, alternatively, on the other hand, conversely, instead, on the contrary, by comparison.
- Concession (shows that the following text expresses something contrary to the expectations raised by the preceding text): though, nevertheless, anyway, besides, still, in any case, at any rate, in spite of that, after all, yet.
- Transition (shows that the following text is only loosely connected, or completely unconnected, to the previous text): by the way, incidentally, by the by, meanwhile, now.

Activity 1 - Text Analysis

Read the text below and answer the questions at the end.

The Death of the Full-Time Job

Today's unemployment numbers are economically uninteresting - but socially fascinating. They show the jobless numbers stabilising, as you'd expected, but the really interesting stuff is hidden away in the details. They show what can only be described as the death of the full-time job. Even as unemployment is stabilising, the number of full-time jobs is still shrinking - and part-time jobs are very much on the rise. And not because we want this new flexibility. The

number of people saying that they are working part-time because they couldn't find a full-time job is over 1 million – an astonishing number. There's also quite a jump in the numbers simply opting out of the labour market, especially the young, who self-describe themselves as students. "Student" may well be a convenient euphemism for "unemployed", just as "resting" often is for actors. Whether they will ever get to go on a course or get a job is a moot point.

This all has long-term consequences for the nation, and I suggest it means an even more divided, unequal society. Those who have traditional full-time secure jobs with a pension are increasingly a blessed minority - the rest of the nation is scrabbling away trying to get work where and when they can, with not even paid holidays, let alone a final pension scheme. That also, by the way, means that they will be able to build up less capital over their lives, and banks and building societies will be unwilling or unable under tougher rules to offer mortgage to the newly casualised British worker.

And the poorer you are, the worse the life chances of your children, so these new, deeper inequalities will echo down the generations. The Britain that leaves this recession will look very different from the one that entered it.

(Adapted from an article by Sean O'Grady in *The Independent*, Wednesday, 17 February 2010)

Questions

1. In line 2 you find *as you'd expected*. Write this sentence without using the contraction.
2. In the first 12-line paragraph, there is a sentence fragment placed between two full stops. Identify it and turn it into the corresponding complete sentence.
3. Why are the words *student* and *resting* placed within inverted commas in line 10?
4. What does the author see as the similarity between *student* and *actor* (lines 10-11)?
5. Find the words and expressions in this text that mean the same as: *become fewer, increasing, choosing not to work, uncertain, fortunate/holy, move quickly about, downturn*.
6. Explain the meaning of *to offer mortgages to the newly casualised British worker* in simpler language (line 19).
7. Which word does *it* (line 22) refer back to?
8. Write a paragraph, based on this article, in which you explain why 'the death of the full-time job' will have important consequences for Britain in the future. Use your own words.

Lesson 3

| | |
|---|---|
| Theme: Characteristics of different types of speech and its function | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of written interaction 2. To provide opportunities for participants to analyze written interaction using the analytical methods introduced. 3. To have students understand the different modes of written interaction and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The students will: <ol style="list-style-type: none"> 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to demonstrate a working knowledge of different approaches to the description and analysis of written interaction 3. be able to analyse written interaction using one more approaches to discourse analysis covered in the course. |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. SPEECH AND WRITING

Spoken language and speech communication

In a normal speech communication situation, a speaker tries to exert an influence on a listener (or a group of listeners) by making him (or them) perceive, understand, feel or do something particular. The speaker guides the listener into doing this by exposing a linguistically structured speech behaviour, which operates together with non-verbal signals, various kinds of background knowledge that the speaker and the listener have, the listener's responses and other characteristics of the physical and social context in which the communicative activities are embedded. The various behavioral and information-processing operations involved in both the production and comprehension of speech are transient events which, in addition, partially overlap and occur at very high rates. There is often a frequent exchange of turns (i.e. speaking vs listening turns) between the communicating parties. All in all, this brings about a very intricate and rapidly evolving social interaction between the parties.

We can briefly state some of the most important features of speech communication in the following points:

1. Speech is a *dynamic*, ephemeral behavior distributed in time; it proceeds continuously and its inherent dynamics, the changes at various levels, must be subject to on-line monitoring and analysis by both communicating parties; as one goes on, one can no longer observe that which was produced earlier. The products of the speaker's activities (behavioral movements and

sound waves) fade rapidly over a period of time, and the same applies to the listener's activities. (I disregard here the fact that some types of «products» remain in short-term memory for certain limited periods of time.) This naturally leads to focusing on the dynamic behavior as such rather than on some persistent products (such as those in writing).

2. Speech behavior has many features of *continuous* movements (rather than a chain of successive states).

3. The whole interaction between speaker and listener is *dependent on the situation* (context) in many extremely important ways.

First of all, the speaker's speech behavior is continuously accompanied and supplemented (occasionally contradicted) by various non-verbal signals, which means that the verbal message as such is often much *less explicit* than in writing; referents may be pointed to, interpretations may be made more precise and complex through gestures, facial expressions, tones of voice etc. After all, the use of an utterance in a normal situation involving face-to-face interaction is not an isolated speech act; it is part of a *comprehensive communicative act* which comprises the use of both verbal means (speech) and nonverbal means (gesticulation etc). The message is conveyed, or shown, in several ways simultaneously, and the role played by spoken language cannot be properly understood without taking into consideration the whole communicative act.

Secondly, both speaker and listener are normally physically present at the same place, and they normally have a considerable amount of *background knowledge* about each other, the things talked about etc. Parts of this knowledge may be shared by both interlocutors.

Thirdly, the listener responds all the time (verbally and, perhaps most importantly, by non-verbal means), and this *feedback* continuously influences the speaker's behavior. The speaker must produce his utterances quickly and readily, and the listener must respond just as rapidly, under the pressure of the emotive and social atmosphere of the face-to-face interaction.

In short, these various features imply that dialogues, which are the typical application of speech, must be regarded as a complex *social interplay* between agents.

4. Communication through speech is a resource available for all normally equipped human beings across different social groups and cultures. It is acquired under rather different conditions than writing. Its ontogenesis is part of the normal individual's *primary socialization*, which starts and largely develops in early childhood as an integrated element of habitual activities in everyday culture. To a large extent it then remains a feature of the private sphere of people's lives. Knowledge of one's spoken language is an inalienable element of one's knowledge of everyday culture (cf. Berger & Luckmann 1967).

Handout 2. Communication by written texts

Unlike speech, written texts are typically *not* perceived and interpreted at the same times and places as they are produced. The analysis of written language - both by linguists and normal users (readers) - necessarily focuses on the *products* of the writer's activities, i.e. on the written texts, whereas the production process itself is non-accessible and unimportant for the normal reader. However, while the processes involved in the production of written texts are usually not directly communicatively significant, the fact that the products persist over time makes various types of intermediary communicative acts available. The written texts can be used in different ways, re-employed, duplicated, distributed to particular persons or groups in new situations, and *these* activities can be regarded as proper communicative acts in their own right (or as parts of such acts). Note, however, that these acts are normally instigated and performed by other people than the writer (the original sender) himself. While a speaker may exert a considerable social-psychological pressure on the listener and may direct the latter's thoughts and feelings through his own verbal (and non-verbal) signals, a writer has not at all the same immediate power over the reader(s). If we proceed further in comparing communication by written texts to communication in spoken discourse, we will also note the following characteristics (cf. II.1).

Handout 3. Differences between writing and speech

Written and spoken language differ in many ways. However some forms of writing are closer to speech than others, and vice versa. Below are some of the ways in which these two forms of language differ:

- Writing is usually permanent and written texts cannot usually be changed once they have been printed/written out.

Speech is usually transient, unless recorded, and speakers can correct themselves and change their utterances as they go along.

- A written text can communicate across time and space for as long as the particular language and writing system is still understood.

Speech is usually used for immediate interactions.

- Written language tends to be more complex and intricate than speech with longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. However some forms of written language, such as instant messages and email, are closer to spoken language.

Spoken language tends to be full of repetitions, incomplete sentences, corrections and interruptions, with the exception of formal speeches and other scripted forms of speech, such as news reports and scripts for plays and films.

- Writers receive no immediate feedback from their readers, except in computer-based communication. Therefore they cannot rely on context to clarify things so there is more need to explain things clearly and unambiguously than in speech, except in written correspondence between people who know one another well.

Speech is usually a dynamic interaction between two or more people. Context and shared knowledge play a major role, so it is possible to leave much unsaid or indirectly implied.

- Writers can make use of punctuation, headings, layout, colours and other graphical effects in their written texts. Such things are not available in speech

Speech can use timing, tone, volume, and timbre to add emotional context.

- Written material can be read repeatedly and closely analysed, and notes can be made on the writing surface. Only recorded speech can be used in this way.
- Some grammatical constructions are only used in writing, as are some kinds of vocabulary, such as some complex chemical and legal terms.

Some types of vocabulary are used only or mainly in speech. These include slang expressions, and tags like *y'know*, *like*, etc.

Lesson 4

| | |
|--|---|
| Theme: Cohesion (Using linguistic devices, linkers) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of conjunctions and discourse markers in English discourse. 2. To understand the using different modes of discourse markers and how they relate to the aims. |
| Pedagogical tasks: <ol style="list-style-type: none"> 1.To introduce with the theme of the lesson ; 2.To give information concerning the topic, making students warm-up. 3.To work with the vocabulary of topic; 4.To give definition to the terms; 5.To get information from the texts; | The results of teaching activity: Students will: <ol style="list-style-type: none"> 1. Be able to demonstrate a working knowledge of different approaches to the description and analysis of conjunction and discourse markers. 2. Be able to apply the knowledge in analyzing different types of conjunctions and discourse markers 3. Be able to analyse texts using one more approaches to discourse analysis covered in the course. |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. Discourse markers and conjunctions

Discourse Markers are used to combine clauses or to connect sentence elements. Each discourse marker indicates a particular meaning relationship between two or more clauses. Here are some connectors and their corresponding meaning:

| Contrast | Addition | Cause and Effect | Condition |
|---|---|--|---|
| but, whereas, while, on the other hand, unlike, although, though, despite the fact, however, nevertheless, despite, in spite of, instead of | and, in addition, additionally, furthermore, moreover, not only...but also, as well as, besides | because, since, therefore, as a result, consequently, due to, thus, so that, in order to | if, unless, only if, even if, even though, otherwise (negative condition) |
| Time | Example | Conclusion | Emphasis |
| First, Next, eventually, instantly, before long, when, while, meanwhile, as soon as | For example, for instance, To illustrate | In conclusion, to conclude, in summary, to summarize, as we have seen, in short | in fact, as a matter of fact, indeed in other words, that means, actually |

Discourse markers and conjunctions are the ways of creating cohesion. Discourse markers are linguistic elements used by the speaker/writer to ease the interpretation of the text, frequently by signalling a relationship between segments of the discourse, which is the specific function of conjunctions. They are not a way of simply joining sentences. Their role in the text is wider than that, because they provide the listener/reader with information for the interpretation of the utterance; that is why some linguists prefer to describe them as discourse markers.

In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and does not change the meaning of the sentence, and has a somewhat empty meaning. Examples of discourse markers include the particles «*oh*», «*well*», «*now*», «*then*», «*you know*», and «*I mean*», some of the words or phrases that were considered discourse markers were treated as «fillers» or «expletives»: words or phrases that had no function at all. Discourse markers (words like '*however*', '*although*' and '*Nevertheless*') are referred to more commonly as 'linking words' and 'linking phrases', or 'sentence connectors'. They may be described as the 'glue' that binds together a piece of writing, making the different parts of the text 'stick together'. They are used less frequently in speech, unless the speech is very formal.

Conjunction acts as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them.

Conjunctions can be classified according to four main categories: *additive*, *adversative*, *causal* and *temporal*.

Additive conjunctions act to structurally coordinate or link by adding to the presupposed item and are signalled through “*and, also, too, furthermore, additionally*”, etc. Additive conjunctions may also act to negate the presupposed item and are signaled by “*nor, and...not, either, neither*”, etc.

I don't like smoking, and *neither* does he.

(Derived from: I don't like smoking. He doesn't like smoking).

Adversative conjunctions act to indicate “contrary to expectation” and are signalled by “*yet, though, only, but, in fact, rather*”, etc.

Peter is an English student, *but* he can't speak English.

Causal conjunction expresses “*result, reason and purpose*” and is signalled by “*so, then, for, because, for this reason, as a result, in this respect, etc.*”.

She studied hard as a result she passed the exam.

The last most common conjunctive category is *temporal* and links by signalling *sequence or time*. Some sample temporal conjunctive signals are “*then, next, after that, next day, until then, at the same time, at this point*”, etc

Examples: time-sequence

After the battle, there was a snowstorm.

They fought a battle. *Afterwards*, it snowed.

The battle was *followed by* a snowstorm.

Handout 2. Common discourse markers. There are dozens of discourse markers in the English language, but here are 10 of the most common, with definitions and examples.

1. actually

Use **actually** to make a correction, or to state a fact or reality:

“Do you need to learn Spanish for your trip to Brazil?”

“**Actually**, they speak Portuguese in Brazil.”

“Oh, I didn't know that.”

2. apparently

Apparently is used to say something **seems true** or **is true**.

“How come Maria left work early?”

“**Apparently** her son is sick. I heard her calling the pharmacy to ask if his medicine is ready.”

3. as for

As for is the same as **regarding**. It is used to focus attention on the topic you are going to talk about.

“Before you leave the office, please make 5 copies of the sales report and leave them on my desk for the meeting tomorrow morning.”

“Sure, no problem.”

“**As for** the new advertising campaign, we need to get approval from the finance department – so that’ll have to wait until the end of the month.”

4. as I was saying

We use **as I was saying** to get back to the main topic of conversation.

“I heard you’re going away this weekend – where to?”

“Well, after English class on Thursday night, we’re going to catch a late flight to California.”

“We have English class on Thursday?!”

“Yes, remember the teacher changed it from Friday to Thursday?”

“Oh, right.”

“**As I was saying**, we’re going to spend a few days in San Francisco...”

5. basically

You can say **basically** when you are going to say something simple about (or a summary of) a complex situation.

“Are you still going out with Melissa?”

“No – we broke up a few months ago.”

“Oh, sorry to hear that. What happened?”

“Well, it’s a long story, but **basically**, our personalities were just too different.”

6. by the way

Say **by the way** to introduce new information or a related topic of conversation.

“So how do you like living in New York City?”

“I love it! There are a lot of interesting things to do. It’s a little hard to make friends, though – there are just so many people.”

“Don’t worry, I’m sure you’ll settle in and form friendships with time. **By the way**, my sister and I are going to meet some friends at the free concert in the park tonight – want to go with us?”

1. let’s see

You can say **let’s see** when you need a moment to think about something (especially after the other person asks you a question).

“I’m making the reservation at the restaurant. How many people are joining us for dinner?”

“**Let’s see...** there’s you and me... John, his wife, and their three kids... Barbara and her husband... and Peter with his girlfriend. That makes eleven.”

2. I mean

I mean is a very common expression in spoken English. You can use it to **clarify** your meaning, to state your ideas in different words.

“What did you think of the movie?”

“Eh, I thought it was so-so. **I mean**, the story line was interesting, but the acting wasn’t that great.”

3. on the other hand

Say **on the other hand** to introduce an alternate opinion, or a different side of the situation.

“Do you think I should buy a desktop or a laptop?”

“Well, a desktop would be cheaper, and I know you’re on a budget.”

“True.”

“**On the other hand**, a laptop would be more convenient because you could take it to class.”

4. speaking of

We use **speaking of** to link something previously mentioned in the conversation to a new topic.

“Did you do anything special for your birthday?”

“Oh, I just went out for dinner with some friends at a Japanese restaurant – that new one on Main Street.”

“Really? How was the food?”

“It’s the best sushi in town, in my opinion!”

“**Speaking of** Japan, my brother’s planning on studying abroad there next semester.”

“Really? Does he speak Japanese?”

“Not yet, but he’s going to learn...”

Handout 3. Spoken discourse: discourse markers **oh**, **well**, and **like**

English has specific expressions that will help you interpret what the other person is saying. Identified correctly, they will ensure that you perform your half of the conversation well. These expressions have so little meaning that they are not usually thought of as belonging to the language, though there is no logical reason not to treat them as a special kind of word. They include words such as **oh**, **well**, **like**, **mm**, **er**, and **OK** (pronounced and sometimes written *okay*).

All of these words serve important purposes in conversation and are known technically as **discourse markers**. In general they are used to indicate that you are ready to speak or want to keep speaking, or to show how you respond to what someone has just said. We will discuss here some of the most useful discourse markers of this type.

All the examples are from real conversations so do not be surprised by the use of incomplete sentences and repetitions.

1. **Oh**

The discourse marker **oh** is typically found at the beginning of replies where it is used to show that you have just been told something new. For example:

Doctor: *I think you've probably got what we call dry eyes.*
Patient: **Oh.**

Oh often combines with a word or phrase that confirms that you now understand, such as **oh I see** or **oh right**, or that evaluates the new information, for example **oh good**, **oh heavens**, **oh dear**, or **oh no**. For example:

Travel Agent: *Your flights are all confirmed.*
Customer: **Oh wonderful.**

If someone reminds you of something you had forgotten, you typically start your reply with **oh**. For example:

Speaker 1: *Remember he wanted to merge the groups. Don't you remember?*
Speaker 2: **Oh yeah. Oh yes. Of course.**

It is also used to accept someone's answer to your question. For example:

Speaker 1: *Is that too sweet?*
Speaker 2: *Yes.*
Speaker 1: **Oh.**

Oh says that you accept the truth of the answer or statement that you have just heard. You can however combine it with **really** or with a question to show surprise, for example **oh did you?** This passes the talk back to the other speaker who will usually confirm what they have just said. They will also often add to what they have just said. For example:

Speaker 1: *I went up to Leeds.*
Speaker 2: **Oh** did you?
Speaker 1: *Yeah...saw Kathryn Clarke.*

In British English, **oh** is used to introduce quoted speech, either your own or someone else's. For example:

*She says **oh** I've hardly been there, I've been at Joe's.*

2. Well

Well is another expression used to signal the start of reported speech. For example:

*So she said **well** I'll phone you tonight.*

Well is also like **oh** in that it is also used at the beginning of a speaking turn, but unlike **oh** it indicates that you think there is something slightly wrong with what has just been said. You start your reply with **well** when answering someone who has just said something factually incorrect or made a false assumption. For example:

Speaker 1: *I mean it might take us another two months before we get out. Three months.*
Speaker 2: **Well** I would say six months.

You can also begin your answer with **well** if someone asked you a question which assumes something that is not in fact true, for example:

Speaker 1: *What, she did the whole lot?*
Speaker 2: **Well** yeah, I think, well, she didn't do everything.

Here the first speaker is expecting the answer 'yes' and the second speaker is answering 'no' in a roundabout way.

Another use for **well** is to round off a topic near the end of a conversation. For example:

***Well** I'll let you get back to work.*

3. Like

In American English, **like** is the normal way of introducing speech:

*And my husband was **like**, I hope something's not wrong.*

It is also used to focus the listener's attention on what follows, either because it is new information or because it is important:

*I was so, **like**, stressed out.*

You can also add **like** to a request to indicate that what you are saying might not be welcome to the person you are addressing:

So if I if I if I phone you tomorrow after six so that we can **like** arrange a time, will that be OK?

It also indicates that your wording is imprecise or an exaggeration:

*I think they order it **like** loads and loads in advance.*

Handout 4. Most of the following discourse markers are formal and used when speaking in a formal context or when presenting complicated information in writing.

1. with regard to; regarding; as regards; as far as is concerned, as for

These expressions focus attention on what follows in the sentence. This is done by announcing the subject in advance. As regards and as far as.....is concerned usually indicate a change of subject

Examples:

His grades in science subjects are excellent. As regards humanities ...

With regard to the latest market figures we can see that ...

Regarding our efforts to improve the local economy, we have made ...

As far as I am concerned, we should continue to develop our resources.

As for John's thoughts, let's take a look at this report he sent me.

2. on the other hand; while; whereas

These expressions give expression to two ideas which contrast but do not contradict each other.

Examples:

Football is popular in England, while in Australia they prefer cricket.

We've been steadily improving our customer service center. On the other hand our shipping department needs to be redesigned.

Jack thinks we're ready to begin whereas Tom thinks we still need to wait.

3. however, nonetheless, nevertheless

All these words are used to present two contrasting ideas.

Examples:

Smoking is proved to be dangerous to the health. Nonetheless, 40% of the population smokes.

Our teacher promised to take us on a field trip. However, he changed his mind last week.

Peter was warned not to invest all of his savings in the stock market. Nevertheless, he invested and lost everything.

4. moreover, furthermore, in addition

We use these expressions to add information to what has been said. The usage of these words is much more elegant than just making a list or using the conjunction 'and'.

Examples:

His problems with his parents are extremely frustrating. Moreover, there seems to be no easy solution to them.

I assured him that I would come to his presentation. Furthermore, I also invited a number of important representatives from the local chamber of commerce.

Our energy bills have been increasing steadily. In addition to these costs, our telephone costs have doubled over the past six months.

5. therefore, as a result, consequently

These expressions show that the second statement follows logically from the first statement.

Examples:

He reduced the amount of time studying for his final exams. As a result, his marks were rather low.

We've lost over 3,000 customers over the past six months. Consequently, we have been forced to cut back our advertising budget.

The government has drastically reduced its spending. Therefore, a number of programs have been canceled.

Discourse markers: adverbs and adverbial expressions

| | |
|--|--|
| <p>A I really like your shirt. Hasn't Harry got one just like it? B Talking of Harry, did he get the job he applied for?</p> | To change the direction of a conversation, but making a link with what has just been said. |
| <p>So let's meet at five o'clock then. By the way / Incidentally, could you possibly lend me some money until the weekend?</p> | To introduce something you have just thought of, or to change the subject completely. |
| <p>A Did you see the match last night? B No, I didn't. Actually / In fact / As a matter of fact I don't really like football.</p> | To introduce additional surprising or unexpected information. |
| <p>We didn't go away at the weekend because I had too much work. In any case / Anyway the weather was awful, so we didn't miss anything.</p> | To introduce the idea that what you said before is less important than what you are going to say. To return to the main topic after a digression. |
| <p>Yes, it was a bad accident. At least nobody was killed, though. Tom's coming to the meeting, or at least he said he was.</p> | To introduce a positive point after some negative information. To make what you have just said less definite. |
| <p>As I was saying, if Mark gets the job we'll have to reorganize the department.</p> | To return to a previous subject, often after you have been interrupted. |
| <p>On the whole, I think that women make better journalists than men.</p> | To generalize. |
| <p>I like both flats, but all in all, I think I prefer the one next to the cathedral.</p> | To say that you are taking everything into consideration. |
| <p>I think we should buy them. After all, we'll never find them anywhere cheaper than this.</p> | To introduce a strong argument that the other person may not have taken into consideration. |
| <p>I don't think I'll come to Nick's party. It will finish very late. Besides, I won't know many people there.</p> | To add additional information or arguments. |
| <p>Basically, my job involves computer skills and people skills.</p> | To introduce the most important or fundamental point. |
| <p>Obviously you can't get a real idea of life in Japan unless you can speak the language.</p> | To introduce a fact that is very clear to see or understand. |
| <p>She's very selfish. I mean, she never thinks about other people at all.</p> | To make things clearer or give more details. |
| <p>A lot of people booed, and some people even left early. In other words, it was a complete disaster.</p> | To say something again in another way. |
| <p>Please try not to make a mess when you make the cake. Otherwise I'm going to have to clean the kitchen again.</p> | To say what the result would be if something did not happen or if the situation were different. |
| <p>That's all you need to know about the travel arrangements. As far as accommodation is concerned, As regards / Regarding accommodation, the options are living with a family or living in a hall of residence.</p> | To introduce a new topic or to announce a change of subject. |
| <p>The government are going to help first-time buyers. That is to say, they are going to make mortgages more easily available.</p> | To introduce an explanation or clarification of a point you have just made. |
| <p>On (the) one hand, more young people today carry knives. On (the) other hand, the total number of violent crimes has dropped.</p> | To balance contrasting facts or points. <i>On the other hand</i> is also used alone to introduce a contrasting fact or point. |

Activity 1. Choose the correct word for each sentence - each is only used once.

moreover *on the other hand* *at least* *however* *besides*
firstly *whereas* *then* *actually* *though*

1. I had a terrible day at work and lost my umbrella too. _____ I spoke to that nice guy who works in the coffee shop at last!
2. Television turns people into lazy couch potatoes. _____, there are some educational programmes on.
3. _____, I would like to welcome you all to the conference today.
4. _____ the film was a little boring, we still had a nice evening out.
5. I've always known Caroline as a mean person. _____, she lent me \$10 yesterday without me having to ask twice!
6. I got up at 9 o'clock yesterday and had a cold shower. _____, I had breakfast and left for work.
7. My brother works in a large office _____ I work on my own at home.
8. Why do you think I don't want to go out tonight. _____, I would be delighted to get out of the house.
9. You should go to university as it gives you a chance to meet so many new people. _____, it gives you the chance to get important qualifications and get a better job.
10. I don't want to go to the football game. Football bores me and I don't want to pay \$40 for a ticket. _____, look at the weather! All that rain!

Activity 2. Rewrite the sentences using the connectors in parenthesis. Make the necessary changes:

1. Isabel apologized several times. Paul wouldn't speak to her. (but)
2. We decided to walk even though it was raining. (in spite of)
3. Roger works very hard to help his parents. He's also a good student. (In addition)
4. I love Ice cream. In addition, I love chocolate. (as well as)
5. I'd love to come. I really haven't got the time. (However)
6. Rome is a great place to visit, but it has got terrible traffic problems. (despite)
7. Miguel was very busy yesterday. He helped me. (Even though)
8. Sinem exercises vigorously. She can't lose weight. (However)
9. Visitors are not allowed to park here. It is a private parking area. (since)
10. Jack can't lift the box. He is very strong. (But)
11. Joanne booked a babysitter because she wanted to go out for the evening. (in order to)
12. Brenda does a lot of exercise. She is fit. (therefore)
13. Mark heard the news on the radio. He was driving home. (while)
14. Despite its popularity, the group hasn't reached any gold record yet. (In spite of)
15. John bought a couple of exercise-books. He wanted to catch up with the rest of the class. (so as to)
16. My brother doesn't earn a good wage. My sister-in-law doesn't earn a good wage. (neither...nor)
17. The accident was very serious but nobody was badly injured. (Even though)

ANSWER KEY:

1. Isabel apologized several times, but Paul wouldn't speak to her.
2. We decided to walk in spite of the rain.
3. Roger works very hard to help his parents. In addition, he's also a good student.
4. I love Ice cream as well as chocolate.
5. I'd love to come. However, I really haven't got the time.
6. Rome is a great place to visit, despite its terrible traffic problems.
7. Even though Miguel was very busy yesterday, he helped me.
8. Sinem exercises vigorously. However, he can't lose weight.

9. Since it is a private parking area, visitors are not allowed to park here.
10. Jack is very strong but he can't lift the box.
11. Joanne booked a babysitter in order to go out for the evening.
12. Brenda does a lot of exercise, therefore she is fit.
13. Mark heard the news on the radio while he was driving home.
14. The group hasn't reached any gold record yet, in spite of its popularity.
15. John bought a couple of exercise-books so as to catch up with the rest of the class.
16. Neither my brother, nor my sister earn a good wage.
17. Nobody was badly injured even though the accident was very serious.

Activity 3. Vocabulary: Discourse markers. For each of the six questions choose the one correct answer.

1. So you're a doctor? _____, I finish my training next year.
a) Let me see b) Right c) Listen d) Well
2. A: Do you know her number? B: _____, it's here somewhere.
a) Let me see b) Mind you c) Well d) You see
3. A: It's quite a problem, I don't know if I can do it. B: _____, I'll help you, don't worry.
a) Mind you b) Let me see c) Listen d) Well
4. I'm afraid you can't come in, _____ you have to be 18.
a) you see b) well c) listen d) right
5. I'm tired, _____, I only had 3 hours sleep last night!
a) mind you b) right c) listen d) let me see
6. _____, let's start, shall we?
a) let me see b) mind you c) right d) well

Answers

1.
a) We use 'Let me see' as a hesitation, to gain some time before answering the question.
b) We use 'Right' to get people's attention – to say 'Let's begin'
c) We often use 'Listen' to introduce an offer or suggestion, e.g. 'Listen, why don't we...?'
d) We use 'well' to show someone you are not giving the 'yes' answer expected. e.g. Do you speak French? Well, a little. **CORRECT**
2.
a) We use 'Let me see' as a hesitation, to gain some time before answering the question. **CORRECT**
b) We use 'mind you' to introduce an afterthought, e.g. He looks old, mind you, he is 60!
c) We use 'well' to show someone you are not giving the 'yes' answer expected, e.g. Do you speak French? Well, a little.
d) We use 'you see' to introduce an explanation about something, e.g. I can't afford to go out, you see I lost my job last week.
3.
a) We use 'mind you' to introduce an afterthought, e.g. He looks old, mind you, he is 60!
b) We use 'Let me see' as a hesitation, to gain some time before answering the question.
c) **We often use 'Listen' to introduce an offer or suggestion, e.g. 'Listen, why don't we...?' CORRECT**
d) We use 'well' to show someone you are not giving the 'yes' answer expected, e.g. Do you speak French? Well, a little.
4.
a) **We use 'you see' to introduce an explanation about something, e.g. I can't afford to go out, you see I lost my job last week. CORRECT**
b) We use 'well' to show someone you are not giving the 'yes' answer expected, e.g. Do

you speak French? Well, a little.

c) We often use 'Listen' to introduce an offer or suggestion, e.g. 'Listen, why don't we...?'

d) We use 'Right' to get people's attention – to say 'Let's begin'

5.

a) We use 'mind you' to introduce an afterthought, e.g. He looks old, mind you, he is 60! CORRECT

b) We use 'Right' to get people's attention – to say 'Let's begin'.

c) We often use 'Listen' to introduce an offer or suggestion, e.g. 'Listen, why don't we...?'

d) We use 'Let me see' as a hesitation, to gain some time before answering the question.

6.

a) We use 'Let me see' as a hesitation, to gain some time before answering the question.

b) We use 'mind you' to introduce an afterthought, e.g. He looks old, mind you, he is 60!

c) We use 'Right' to get people's attention – to say 'Let's begin'. CORRECT

d) We use 'well' to show someone you are not giving the 'yes' answer expected, e.g. Do you speak French? Well, a little.

Activity 4. Connect the sentences using connectives or conjunctions.

1. The president failed to explain the cause of the crisis. He did not offer any solutions.

(The president failed to explain the cause of the crisis, nor did he offer any solutions.)

2. Akira's wife was due to give birth to their first child in the next several days. He still worked overtime.

(Akira's wife was due to give birth to their first child in the next several days, but (or yet) he still worked overtime.)

3. Rekha had an intense headache all morning. She smiled and remained alert throughout the entire meeting.

(Rekha had an intense headache all morning, yet (or but) she smiled and remained alert throughout the entire meeting.)

4. The last storm to come through the area ripped some of the siding off George's garage. He visited the hardware store and invested in storm-proofing materials.

(The last storm to come through the area ripped some of the siding off George's garage, so he visited the hardware store and invested in storm-proofing materials.)

5. Enrollment in the university has been dropping in recent years. Its facilities have been lacking proper maintenance.

(Enrollment in the university has been dropping in recent years, and its facilities have been lacking proper maintenance.)

Linking words

Linking words help you to connect ideas and sentences, so that people can follow your ideas.

Giving examples

For example / For instance / Namely

The most common way of giving examples is by using for example or for instance.

Namely refers to something by name.

«There are two problems: namely, the expense and the time.»

Adding information

And / In addition / As well as / Also / Too / Furthermore / Moreover / Apart from / In addition to

Besides

Ideas are often linked by and. In a list, you put a comma between each item, but not before and.

«We discussed training, education and the budget.»

Also is used to add an extra idea or emphasis. «We also spoke about marketing.»

You can use also with not only to give emphasis.

«We are concerned not only by the costs, but also by the competition.»

We don't usually start a sentence with also. If you want to start a sentence with a phrase that means also, you can use In addition, or In addition to this...

As well as can be used at the beginning or the middle of a sentence.

«As well as the costs, we are concerned by the competition.»

«We are interested in costs as well as the competition.»

Too goes either at the end of the sentence, or after the subject and means as well.

«They were concerned too.» «I, too, was concerned.»

Apart from and besides are often used to mean as well as, or in addition to.

«Apart from Rover, we are the largest sports car manufacturer.»

«Besides Rover, we are the largest sports car manufacturer.»

Moreover and furthermore add extra information to the point you are making.

«Marketing plans give us an idea of the potential market. Moreover, they tell us about the competition.»

Summarising

In short / In brief / In summary / To summarise / In a nutshell / To conclude / In conclusion

We normally use these words at the beginning of the sentence to give a summary of what we have said or written.

Sequencing ideas

The former, ... the latter / Firstly, secondly, finally / The first point is / Lastly / The following

The former and the latter are useful when you want to refer to one of two points.

«Marketing and finance are both covered in the course. The former is studied in the first term and the latter is studied in the final term.»

Firstly, ... secondly, ... finally (or lastly) are useful ways to list ideas.

It's rare to use «fourthly», or «fifthly». Instead, try the first point, the second point, the third point and so on.

The following is a good way of starting a list.

«The following people have been chosen to go on the training course: N Peters, C Jones and A Owen.»

Giving a reason

Due to / due to the fact that / Owing to / owing to the fact that / Because / Because of / Since / As

Due to and owing to must be followed by a noun.

«Due to the rise in oil prices, the inflation rate rose by 1.25%.»

«Owing to the demand, we are unable to supply all items within 2 weeks.»

If you want to follow these words with a clause (a subject, verb and object), you must follow the words with the fact that.

«Due to the fact that oil prices have risen, the inflation rate has gone up by 1%25.»

«Owing to the fact that the workers have gone on strike, the company has been unable to fulfil all its orders.»

Because / because of

Because of is followed by a noun.

«Because of bad weather, the football match was postponed.»

Because can be used at the beginning or in the middle of a sentence. For example, «Because it was raining, the match was postponed.»

«We believe in incentive schemes, because we want our employees to be more productive.»

Since / as / Since and as mean because.

«Since the company is expanding, we need to hire more staff.»

«As the company is expanding, we need to hire more staff.»

Giving a result

Therefore / So / Consequently / This means that / As a result

Therefore, so, consequently and as a result are all used in a similar way.

«The company are expanding. Therefore / So / Consequently / As a result, they are taking on extra staff.»

So is more informal. Contrasting ideas

But / However / Although / even though / Despite / despite the fact that / In spite of / in spite of the fact that / Nevertheless / Nonetheless / While / Whereas / Unlike / In theory... in practice...

But is more informal than however. It is not normally used at the beginning of a sentence.

«He works hard, but he doesn't earn much.» / «He works hard. However, he doesn't earn much.»

Although, despite and in spite of introduce an idea of contrast. With these words, you must have two halves of a sentence.

«Although it was cold, she went out in shorts.» / «In spite of the cold, she went out in shorts.»

Despite and in spite of are used in the same way as due to and owing to. They must be followed by a noun. If you want to follow them with a noun and a verb, you must use the fact that.

«Despite the fact that the company was doing badly, they took on extra employees.»

Nevertheless and nonetheless mean in spite of that or anyway.

«The sea was cold, but he went swimming nevertheless.» (In spite of the fact that it was cold.)

«The company is doing well. Nonetheless, they aren't going to expand this year.»

While, whereas and unlike are used to show how two things are different from each other.

«While my sister has blue eyes, mine are brown.»

«Taxes have gone up, whereas social security contributions have gone down.»

«Unlike in the UK, the USA has cheap petrol.»

In theory... in practice... show an unexpected result.

«In theory, teachers should prepare for lessons, but in practice, they often don't have enough time.»

Discourse markers

Some words and phrases help to develop ideas and relate them to one another. These kinds of words and phrases are often called discourse markers. Note that most of these discourse markers are formal and used when speaking in a formal context or when presenting complicated information in writing.

with regard to; regarding; as regards; as far as is concerned, as for

These expressions focus attention on what follows in the sentence. This is done by announcing the subject in advance. As regards and as far as.....is concerned usually indicate a change of subject

Examples:

His grades in science subjects are excellent. As regards humanities ...

With regard to the latest market figures we can see that ...

Regarding our efforts to improve the local economy, we have made ...

As far as I am concerned, we should continue to develop our resources.

As for John's thoughts, let's take a look at this report he sent me.

on the other hand; while; whereas

These expressions give expression to two ideas which contrast but do not contradict each other.

Examples:

Football is popular in England, while in Australia they prefer cricket.

We've been steadily improving our customer service center. On the other hand our shipping department needs to be redesigned.

Jack thinks we're ready to begin whereas Tom thinks we still need to wait.

however, nonetheless, nevertheless

All these words are used to present two contrasting ideas.

Examples:

Smoking is proved to be dangerous to the health. Nonetheless, 40% of the population smokes.

Our teacher promised to take us on a field trip. However, he changed his mind last week. Peter was warned not to invest all of his savings in the stock market. Nevertheless, he invested and lost everything.

moreover, furthermore, in addition

We use these expressions to add information to what has been said. The usage of these words is much more elegant than just making a list or using the conjunction 'and'.

Examples:

His problems with his parents are extremely frustrating. Moreover, there seems to be no easy solution to them.

I assured him that I would come to his presentation. Furthermore, I also invited a number of important representatives from the local chamber of commerce.

Our energy bills have been increasing steadily. In addition to these costs, our telephone costs have doubled over the past six months.

therefore, as a result, consequently

These expressions show that the second statement follows logically from the first statement. Examples:

He reduced the amount of time studying for his final exams. As a result, his marks were rather low.

We've lost over 3,000 customers over the past six months. Consequently, we have been forced to cut back our advertising budget.

The government has dramatically reduced its spending. Therefore, a number of programs have been canceled.

Handout 1. “Theme” and “rheme” in linguistics.

Theme (in some sources, also “topic,” “background,” or “presupposition”) is the semantic point of departure of a clause (or more broadly, discourse) about which some information is provided:

- 1) Tom likes travelling.
- 2) Our friends have invited us.

In these examples, theme (Tom/our friends) is in the initial position. This is the most common position for theme in English. Due to SVO (subject-verb-object) structure of a typical English sentence, theme is often the subject of the sentence; however, passive voice violates this rule. It is worth mentioning that in some other languages (e.g. Japanese), the common place for theme is the end of a sentence. In languages with free word order (e.g. Ukrainian, Russian), theme can be found in the middle of a sentence.

Rheme (in some sources, also “comment,” “focus,” or “pre dictation”) is the destination where the presentation moves after the departure point:

- 3) Tom likes travelling.
- 4) Smoking is harmful for our health.

In examples 3 and 4, rheme is represented by “like travelling” and “is harmful for our health”.

- **The rheme** is what the writer/speaker says or writes about the theme.
- **The rheme** is the part of the utterance that pushes the communication forward.
- **Whilst the theme** contains information which in some way is retrievable to the reader and usually contextually dependent ...
- **The rheme** contains information which is **irretrievable** and **new**.

Examples of rhemes:

- i) And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and (he) flung them round the Giant's neck, and (he) kissed him.
- ii) In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were all golden, and underneath it stood the little boy that he had loved.

Handout 3. WHAT IS THE FUNCTION OF RHEME?

We have been focussing mainly on Theme so far and Rheme has probably appeared to you as sth of an unimportant appendix. That is by no means so. Rheme performs a very important function in the text. By presenting New Information, Rheme *brings the text forward, i.e. it makes for progress/development* in text. If you look at our numbat text, you will see that the Themes tend to repeat themselves and are less varied (the numbat, it, it, it; different parts of the numbat's body),

whereas Rhemes are more varied, and thus are mostly responsible for progression in the text. *If one wants to know what aspects the text addresses, then one looks at the Theme; if one wants to know what point the text is making, then one has to look mainly in the Rheme.*

Handout 4. Theme-rheme order

- The theme normally precedes the rheme.
- *English tends to order ‘given’ information before ‘new’ information in an utterance.*
- This organisation seems to respect our normal experiential and learning experiences in life.
- We use what we know as a base from which to learn about what we do not know,

Theme and rheme help us understand how information is conveyed in clauses. Writers put the Theme first and this orients the reader to what is about to be communicated. The rest of the clause tells the reader something about the Theme and this 'rest of the clause' is called the rheme. New information, which is the focus of the message, usually comes at the end of the clause or sentence. Writers usually begin sentences by referring to information known by the reader ('given information', which is not always exactly the same as the Theme) and then add the new information. Writers use Theme and rheme to highlight information. The rheme in one sentence frequently becomes the Theme in the following sentence.

Theme in declarative sentences Unmarked (Theme = Subject):

- a. **The two Indians** stood waiting.
- b. **Nick and his father** went into the stern of the boat.
- c. **The Indian who was rowing them** was working very hard.
- d. **But I** will have some photographs taken.
- e. **Oh, you're** a great man.
- f. **No, I** think it's pretty easy.
- g. **There** was no need of that.
- h. **Of course it's** an accident.

Marked (Theme \neq Subject):

- a. **Across the bay** they found the other boat.
- b. **In February 1979** he was awarded the George Cross posthumously.
- c. **And when you get down there** you find he hasn't actually got any.
- d. **Inside him** was rising an urge to do something, take some action.
- e. **That** I don't know.
- f. **What she had felt** he never knew.
- g. **Most troubling of all to some social scientists** is the message men get that being a good father means learning how to mother.

Theme in interrogative sentences

1. Polarity (*yes/no*) questions: unmarked Theme = finite + Subject
 - a. **Are you** interested in syntax?
 - b. **Would you** like a cup of tea?
 - c. **Oh, so is that** your plan?
 - d. **But don't any of the artist-folk** fancy children?
 - e. **By the way, were you** serious about moving to Milton Keynes?
1. *Wh*-questions: unmarked Theme = *Wh*-word
 - a. **What** are you doing here?
 - b. **Where** are we going?
 - c. **Then, in the name of goodness, why** does she bother?
 - d. **If it's true that contented cows give more milk, why** shouldn't happy ball players produce more base hits?

Theme in imperative sentences

- a. **Wake** me up before the coffee break.
- b. **Don't disturb** me while I'm taking a nap.
- c. **Let's have** a look at this recipe.
- d. **Oh please stop** it.

Theme in clause complexes

| | | | | | |
|------------|----------|---------|-----------|-------|---------|
| When | Philippa | reached | number 41 | she | stopped |
| Theme | | | | Rheme | |
| structural | topical | Rheme | | Theme | Rheme |
| Theme | | | | | |

1. As soon as she had pressed the doorbell – it let out a musical jingle – Philippa sensed that the house was empty.
2. Resisting the temptation to peer through the letter-box, she decided to try next door.
3. At least they would know whether Ducton still lived at 41 or where he had gone.

Week 7 (14+16. March): «More on thematic analysis»: Multiple Theme; Predicated Theme; Theme and given/new; Theme in texts (article by P. Fries)

Handout 5. Hallidayan theme: first element of structure.

Hallidayan Theme: first element of structure (except conjunctions)

| Theme | Rheme |
|-------------------|---|
| In 1470 | the Columbus Family moved to Savona, where Domenico took over a tavern. |
| In the same year, | Columbus was on a Genoese ship hired in the service of René I of Anjou to support his attempt to conquer the Kingdom of Naples. |
| In 1473 | Columbus began his apprenticeship as business agent for the important Centurione, Di Negro and Spinola families of Genoa. |
| Later | He allegedly made a trip to Chios, a Genoese colony in the Aegean Sea. |
| In May 1476, | He took part in an armed convoy sent by Genoa to carry a valuable cargo to northern Europe. |
| He | docked in Bristol, Galway, in Ireland and was possibly in Iceland in 1477. |
| In 1479 | Columbus reached his brother Bartolomeo in Lisbon, keeping on trading for the Centurione family. |
| He | married Filipa Moniz Perestrelo, daughter of the Porto Santo governor, the Portuguese nobleman of Genoese origin Bartolomeu Perestrelo. |
| In 1479 or 1480, | his son Diego was born. |

Handout 6. Theme–Rheme analysis of some sentences:

1) Newspaper article (from *The Daily Telegraph*, Feb 10, 1999)

| Theme | Rheme |
|---------------------------|--|
| Parts of Northern Britain | were brought to a standstill by heavy snow and ice yesterday with roads closed and dangerous driving conditions. |

| | |
|---|---|
| Scotland | was worst hit. |
| Two hundred schools | were closed in Aberdeenshire, <u>where</u> roads were impassable, |
| and more than seven inches of snow | was recorded at Aberdeen airport. |
| An injured climber | survived 18 hours in sub-zero temperatures clinging to an ice-covered ledge after falling 400ft in Glencoe. |
| Lawrence Reeve, 40, a computer operator from Chessington, Surrey, | was recovering in hospital yesterday after suffering severe facial injuries, a punctured lung and frostbite. |
| The lone walker | was making his way along a ridge <u>when he</u> fell into Glen Cam, striking a boulder <u>which</u> saved him from a further drop of 300ft. |

2) From A.A. Milne: *Winnie-the-Pooh*:

| Theme | Rheme |
|--|--|
| Once upon a time, a very long time ago now, about last Friday | Winnie-the-Pooh lived in a forest all by himself under the name of Sanders. |
| One day <u>when</u> he was out walking | he came to an open place in the middle of the forest |
| and in the middle of this place | was a very large oak tree |
| and from the top of the tree | there came a large buzzing noise. |
| Winnie-the-Pooh | sat down at the foot of the tree, |
| | put his head between his paws |
| And | began to think. |
| First of all | he said to himself |
| «That buzzing noise | means something. |
| You | don't get a buzzing noise like that, just buzzing and buzzing, <u>without its</u> meaning something. |
| <u>If there's</u> a buzzing noise, | <u>somebody's</u> making a buzzing noise |
| and the only reason for making a buzzing noise <u>that</u> I know of | is because <u>you're</u> a bee.» |
| Then | he thought for another long time |
| And | Said |
| «And the only reason for being a bee that I know of | is making honey.» |

| | |
|---------------------------------------|--------------------------|
| And then | he got up, |
| And | Said |
| «And the only reason for making honey | is so as I can eat it.» |
| So he | began to climb the tree. |

Activity 1. Testing Definition Of Theme And Rheme In Text

The Themes are in bold in the text below and the Rhemes are everything that is not the Theme. Let's consider the Themes and Rhemes in the text and decide if the definition of them applies:

(1) **The numbat** is a slender marsupial mammal with a pointed muzzle and short erect ears. || (2) Its coat is grey-brown to reddish brown, with about eight transverse white stripes on the rump. || (3) **The eye** has a black stripe through it || (4) **and the long bushy tail** is yellowish. || (5) **The teeth** are small. || (6) **The tongue** is extensible, as in all mammalian ant- or termite eaters, || (7) **and the forefeet** are strong-clawed for digging. || (8) **Most marsupials** are active during the night. || (9) **The numbat** is active during the day...

Answer: Testing Definition Of Theme And Rheme In Text – Comments

The Themes “the teeth”, “the tongue”, “and the forefeet”, “most marsupials” and “the numbat”, for example, represent the point of departure of their respective clauses, link them to the context (as they all relate to the same field = numbat) and to preceding clauses (as they are all related to the numbat or different parts of its body), and represent given information (presented before, as in the case of “the numbat”, or shared because field is shared, as in the case of all the Themes that relate to parts of the numbat’s body). They are prominent in the clause given their initial position and given information nature. It’s interesting to see how in producing and, consequently, in processing text we move from the known (Given/Shared Information) to what’s new (New Information) as this obviously facilitates processing.

Activity 2. In the following paragraphs, the first and last sentences are correct. Rewrite the middle sentences of to put the *theme* at the beginning and the *rheme* at the end of the sentences.

Paragraph 1

Atoms of all elements consist of a central nucleus surrounded by a «cloud» containing one or more electrons. We can think of these electrons as occupying a series of well-defined shells. The number of electrons in its outermost shells determines the behaviour of a particular element. Other factors, such as the total number of electron shells, also play a part in determining behaviour but it is the dominance of the outer electron configuration that underlies the periodic law and justifies the grouping of the elements into groups or families.

Paragraph 2

Every substance contains a certain amount of heat, even a relatively cold substance such as ice. The substance's molecules are in continual motion and, by this motion, possess kinetic energy which produces heat. The average kinetic energy of the molecules are measured by temperature. Cooling to the point at which molecular movement ceases completely should thus be possible. Scientists are very interested in this point, absolute zero, but it is in practice unattainable. At temperatures close to absolute zero some materials exhibit remarkable properties, such as superconductivity and superfluidity.

Paragraph 3

Nauru is so small that the plane lands in what is best described as the capital's main street. To stop cars when planes are landing the seaward side of the runway has traffic lights at each

end. Well-fed and brightly clothed Naurans crowd the tiny air terminal with their smart cars. The only hotel, the luxurious Menen, is a 10-minute drive half way round the island and is where new arrivals are driven off in Japanese minibuses. The well-paved road passes rows of neat, modern houses, set among the trees.

(David Lascelles, *The Financial Times*)

Paragraph 4

The most striking example of value rigidity I can think of is the old south Indian Monkey Trap, which depends on value rigidity for its effectiveness. A hollowed-out coconut chained to a stake makes the trap. A monkey can put its hand through a small hole in the coconut and grab some rice inside. The monkey can put its hand into the hole but cannot take its fist out with rice in it. The monkey's value rigidity traps it when it reaches in. The rice cannot be revalued. He cannot see that freedom without rice is more valuable than capture with it.

Answers to exercise

These are the original paragraphs

Paragraph 1

Atoms of all elements consist of a central nucleus surrounded by a «cloud» containing one or more electrons. The electrons can be thought of as occupying a series of well-defined shells. The behaviour of a particular element depends largely on the number of electrons in its outermost shells. Other factors, such as the total number of electron shells, also play a part in determining behaviour but it is the dominance of the outer electron configuration that underlies the periodic law and justifies the grouping of the elements into groups or families.

Paragraph 2

Every substance contains a certain amount of heat, even a relatively cold substance such as ice. The heat is the result of the continual motion of the substance's molecules which, by that motion, possess kinetic energy. Temperature is a measurement of the average kinetic energy of the molecules. The cooler a substance becomes the less its molecules move. Thus it should be possible to continue cooling to the point at which molecular movement ceases completely. This point, absolute zero, is of great interest to scientists but in practice is unattainable. At temperatures close to absolute zero some materials exhibit remarkable properties, such as superconductivity and superfluidity.

Paragraph 3

Nauru is so small that the plane lands in what is best described as the capital's main street. The seaward side of the runway has traffic lights at each end to stop cars when planes are landing. The tiny air terminal is crowded with well-fed and brightly clothed Naurans with their smart cars. New arrivals are driven off in Japanese minibuses for the 10-minute drive half way round the island to the only hotel, the luxurious Menen. The well-paved road passes rows of neat, modern houses, set among the trees.

(David Lascelles, *The Financial Times*)

Paragraph 4

The most striking example of value rigidity I can think of is the old south Indian Monkey Trap, which depends on value rigidity for its effectiveness. The trap consists of a hollowed-out coconut chained to a stake. The coconut has some rice inside which can be grabbed through a small hole. The hole is big enough so that the monkey's hand can go in, but too small for his fist

with rice in it to come out. The monkey reaches in and is suddenly trapped - by nothing more than his own value rigidity. He can't revalue the rice. He cannot see that freedom without rice is more valuable than capture with it.

(Robert Pirsig, *Zen and the art of motorcycle maintenance*)

Lesson 5

| | |
|--|---|
| Theme: Coherence (Modality in discourse text) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of modality in discourse text. 2. To provide opportunities for participants to analyze naturally modality in discourse text using the analytical methods introduced. 3. To have students understand the different modes of modality in discourse text and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts;. | The results of teaching activity: <ol style="list-style-type: none"> 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of modality in discourse text; 3. To demonstrate a working knowledge of different approaches to the description and analysis of modality in discourse text, |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. What is modality

Modality may be defined as the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgment of the likelihood of the proposition it expresses being true. Mood refers to a grammatical category of the verb which has a modal function and is expressed inflectionally (distinct sets of verbal paradigms). Modality is a semantic category belonging to elements of meaning that language expresses.

Handout 2. Types of Modality

One can find many different opinions dealing with how to divide modality into subcategories. Most authors whose books contain wider view on English grammar present rather simple distinction, but this thesis focuses also on authors dealing exclusively with modality and considers more or less minor opinions from journal articles. The following paragraphs investigate throughout reference sources and offer several solutions.

Huddleston (1984) sees two central branches in modal logic and these are possibility and necessity. Both of these notions have two kinds - epistemic and deontic. The difference is visible from the following Table 1 (Examples of epistemic and deontic modality according to Huddleston (1984, p. 166):

| | Epistemic | Deontic |
|--------------------|---|---|
| Possibility | A: You <u>may</u> be under a misapprehension. | B: You <u>may</u> take as many as you like. |
| Necessity | C: You <u>must</u> be out of your mind. | D: You <u>must</u> work harder. |

Epistemic modality in A and C applies to the proposition that you are under a misapprehension (A) or that you are out of your mind (C) and the issue is whether or not the proposition is true (p. 167). By contrast, deontic modality in B and D has the character of an action and the issue is whether something is going to be done (p. 168).

When talking about modals, terms extrinsic and intrinsic modality are used in Quirk et al. (1985). These terms do, in fact, mark epistemic and deontic modality respectively. The authors' distinction is based on semantic meaning of the modal verbs which may be divided into two types:

(a) «Those such as permission, obligation, and volition which involve some kind of intrinsic human control over events, and

(b) Those such as possibility, necessity, and prediction, which do not primarily involve human control of events, but do typically involve human judgement of what is or is not likely to happen» (p. 219).

Quirk et al. (1985) are aware of varying terminology between individual authors. «In place of intrinsic and extrinsic modality, other terminologies, such as modulation and modality, or root and epistemic modality, are widespread. (...) Another term widely used for the modality of obligation and permission is deontic.

Epistemic modality (together with deontic) is «central from the point of view of natural language and is also grammaticized in the system of English.

Epistemic modality can be divided into several types. For example Quirk et al. (1985) distinguishes possibility (usually expressed by modal 'may'), necessity (expressed by modal 'must') and prediction (expressed by modal 'will'). Karkkainen (2003) summarizes that «the types of epistemic modalities most commonly distinguished by many of the above scholars are possibility, probability and (inferred) certainty, whether they make reference to truth in their initial definition of epistemic modality or not»

See Table 2 for the clear depiction of modals and their types of epistemic modality (in bold) taken and edited according to Quirk et al. (1985).

Table 2: Meanings of the modals - edited according to Quirk et al. (1985, p. 221).

Meanings of the modals

| | | | | |
|------------------|--|---|----------------------------------|--|
| Group I | <i>can/could</i> | <div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div style="text-align: center;"> <p>ability permission</p> <p>↕</p> <p>possibility</p> </div> <div style="font-size: 3em; margin-left: 10px;">}</div> </div> | <i>may/might</i> | INTRINSIC (deontic) EXTRINSIC (epistemic) |
| Group II | <i>must</i> <i>have (got) to</i> <i>need</i> | <div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div style="text-align: center;"> <p>obligation</p> <p>↕</p> <p>necessity</p> </div> <div style="font-size: 3em; margin-left: 10px;">}</div> </div> | <i>should</i> <i>ought to</i> | INTRINSIC (deontic) EXTRINSIC (epistemic) |
| Group III | <i>will/would</i> | <div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div style="text-align: center;"> <p>volition</p> <p>↕</p> <p>prediction</p> </div> <div style="font-size: 3em; margin-left: 10px;">}</div> </div> | <i>shall (rare)</i> | INTRINSIC (deontic) EXTRINSIC (epistemic) |

Handout 3. Ways of expressing epistemic modality.

Epistemic modality can be expressed by a variety of linguistic forms, such as epistemic phrases, adverbs, adjectives, nouns, lexical verbs and participial forms.

The most discussed grammatical expressions of epistemic modality between linguists are modal auxiliaries, commonly known as modal verbs or just modals. Duskova et al. (1988) list 'can', 'could', 'may', 'might', 'will', 'would', 'must', 'should' and 'ought to' as modals expressing epistemic modality.

The category of modal verbs will be separated into four subchapters: central modals, marginal modals, modal idioms and semi-auxiliaries according to Quirk et al.

Central modals have several specific features that set them aside from lexical verbs. According to Duskova et al. (1988) the negation of modals is formed by simply adding the negative particle 'not' or reduced *-n't*. For instance: 'must not', 'mustn't'. Secondly, the interrogatives are formed by inversion without the auxiliary 'do'. For example: Can you sing? Modal verbs also stand for the whole predication similarly to auxiliary verbs: Your room should be cleaned. - No, it shouldn't.

Central modals are followed by bare infinitive without 'to': He can be late. modals have only definite forms and usually two - present and preterite (can/could, may/might...) which function as conditionals. Infinitive and other forms are expressed by suppletive (periphrastic) forms (can - be able to, may - be allowed to, must - have to, be obliged to etc.). Modals also do not create passive forms.

Can / could.

The epistemic 'can' expresses possibility or to be more specific, it expresses the possibility of the idea - theoretical. It is illustrated on the example: The railways can be improved. It says that «in theory the railways are improvable, i.e. that they are not perfect», in this sense 'can' is generally paraphrasable by 'it is possible' followed by an infinitive clause. In its negative form 'cannot' or less formal 'can't' utter impossibility and negative certainty. Example: He can't be at home! (= It is impossible that he is at home.). «Epistemic 'cannot' is the opposite of epistemic 'must'» 'Can' is commonly used in questions: Can he be at home? (= Is it possible that he is at home?). The past tense is expressed by adding past infinitive of the lexical verb to

the present form of 'can/cannot'. It is usually used as an opposite of positive 'must': He must have been at home. R He can't have been at home.

May / might.

The best way to demonstrate the epistemic meaning of 'may' is to compare it with the epistemic 'can' above. 'May' also expresses possibility but in this case the possibility of the fact – factual. Thus the exemplar sentence will be: The railways may be improved. There could be already some plans for improvement of the railways. This kind of possibility is stronger than the theoretical one, The exemplar sentence becomes: It is possible that the railways will be improved. The negation is formed normally with 'may not' and in this case the modal verb keeps its meaning of epistemic possibility: He may not be at home. (= It is possible that he is not at home.). «Epistemic 'may' is used only in declarative clauses, questions are formed with 'can' (could, might): Can it be true?» Past tense usually expresses present possibility of something that happened in the past: Peter may have lied. (= It is possible that Peter lied.)

Must.

'Must' in its epistemic sense «implies that the speaker judges the proposition expressed by the clause to be necessarily true, or to have a high likelihood of being true» The meaning of 'must' is logical necessity or certainty. For example: Peter must be ill. The speaker observed that Peter has been coughing and sneezing all day long, blowing his nose and drinking some tea. As already quoted above, «epistemic 'cannot' is the opposite of epistemic 'must'. To use the same example: Peter can't be ill, he went swimming in the afternoon. Nevertheless, epistemic 'must' appears in questions. For instance: What must he think? . When speaking about past tense, epistemic 'must' together with past infinitive express certainty about the past. In sentences like: John must have missed the train. (= It is almost certain that John missed the train.)

Should.

This modal verb «can be regarded as weaker equivalent of 'must'» . The meaning of 'should' expresses probability. Illustrative example: Michael should be at his apartment by now. It can be paraphrased in several ways, for instance: Michael is probably at his apartment, but I'm not certain. It is very likely that Michael is at his apartment. When referring to the future it is only possible to use 'should': They should know the answer tomorrow. The second difference results from the cause/consequence inversion. This is permitted only in case of 'must': She is an experienced teacher, she must/should know how to deal with a naughty child. R She knows how to deal with a naughty child, she must be an experienced teacher. Negation is naturally expressed by 'shouldn't': There shouldn't be any problems. Questions with 'should' are rather rare: Should there be any problems in getting to the station by car?

Will / would.

Epistemic 'will' stands for the idea of probability which has the present predictive sense. That will be the postman. [on hearing the doorbell ring] As illustrated in the given example, the speaker judges according to the time and situation, that the person standing behind the door is the postman. The usage of 'will' is similar in meaning to 'must' in its logical necessity» . John must be in the garage. (= the lights are on) R John will be in the garage. (= From previous knowledge why the lights were on, we infer that John is in the garage.) Apart from 'must', 'will' can make predictions about the future: John will have arrived by tomorrow.

«'Would' as means of epistemic modality marks probable events (deduction of the speaker). In compare to epistemic 'will' is the degree of likelihood lower» (Duskova et al., 1988). Compare: Who is the man standing over there? - That will be Mark. (= no doubt) R That would be Mark. (= I expect). The past tense is also possible: It would have been around 5 pm when I arrived home.

Shall.

The general meaning of epistemic 'shall' is that someone/something is disposed towards something. Epistemic use of 'shall' with 1st person subject - prediction. 'Shall' here functions as the future use of 'will' in formal style. Example: According to the opinion polls, I shall win quite easily.

Handout 4. Marginal modals.

There are four marginal modals, namely 'dare', 'need', 'used to', 'ought to'. From the list only 'ought to' has the ability to express epistemic modality. There are several mutual features with central modals. Firstly, the same auxiliary negation by adding 'not' to the verb (needn't, oughtn't to...). Secondly, interrogative inversion without 'do' in yes/no questions.

Ought to.

Marginal auxiliary 'ought to' is less frequent than its synonym 'should'. It also expresses potential probability and its meaning is related to that of epistemic 'must'. For example: We oughtn't to have any problems. or Michael ought to be in the garage right now. Same as 'should', 'ought to' appears in clauses referring to the future: The job ought to be finished by Monday.

Handout 5. Modal idioms.

This group of usually four members 'had better', 'would rather/sooner', 'be to', 'have got to' is listed in Quirk et al. (1985). Only 'have got to' and 'be to' (in special cases) are able to express epistemic modality.

Have got to.

«Its epistemic meaning of logical necessity (cf. 'must') is rather more emphatic than 'must', and is found chiefly in American English» (Quirk et al., 1985). For instance: There has got to be some reasonable solution.

Be to.

Duskova et al. (1988) thinks that 'be to' can express epistemic possibility in connection with passive infinitive. The type of modality results from verbal semantics and context. Example: This novel is to be bought in paperback edition. (= can be bought).

Have to.

Quirk et al. (1985) compare its meaning to the meaning of 'must' (logical necessity) and see its occurrence especially in past constructions where 'must' cannot occur. For example: There must be some solution to the problem. R There had to be some solution to the problem. 'Have to' together with 'have got to' express sometimes stronger meaning of logical necessity than 'must': There has (got) to be some solution!

Lexical ways of expressing epistemic modality (stance adverbials).

Adverb phrase.

The main difference, when comparing stance adverbs to the other lexical ways of expressing epistemic modality, is the absence of any explicit subjective element (I/me) indicating that it is the personal stance of the speaker (Karkkainen, 2003). Both Karkkainen (2003) and Biber et al. (1999) state according to their research, that adverbs are the most frequent markers of epistemic stance in spoken English. They agreed on six most frequent adverbs: 'maybe', 'probably', 'of course', 'perhaps', 'certainly', 'definitely'. The success is based on their great syntactic mobility. The speaker can insert them whenever during the proposition (Karkkainen, 2003:46). Here is a list of the epistemic stance adverbs listed in Quirk et al. (1985), Duskova et al. (1988) Leech and Svartvik (1975) and Biber et al. (1999).

(1) Certainty: admittedly, assuredly, avowedly, certainly, clearly, decidedly, definitely, evidently, incontestably, incontrovertibly, indeed, indisputably, indubitably, inevitably, manifestly, necessarily, obviously, of course, patently, plainly, really, surely, unarguably, unavoidably, undeniably, undoubtedly, unquestionably

Doubt or uncertainty: allegedly, arguably, apparently, conceivably, doubtless, likely, maybe, most likely, perhaps, possibly, presumably, purportedly, quite likely, reportedly, reputedly, seemingly, supposedly, very likely

Actuality and reality: actually, basically, essentially, factually, formally, fundamentally, hypothetically, ideally, nominally, officially, ostensibly, outwardly, really, superficially, technically, theoretically

Finite clause.

«These finite clauses usually have a 1st person pronoun subject and no subordinator, and are used explicitly to mark a proposition as the speaker's opinion, or to convey some level of personal doubt or certainty. When these expressions are integrated into the clause structure, they usually occur as a main clause taking a that-complement clause (e.g. I think that I will buy a new one.). When they are not integrated into the clause structure, they are finite clause stance adverbials (e.g. I will buy a new one I think.)» (Biber et al., 1999). Quirk et al. (1985) speak of comment clauses that have the ability to 'hedge' (i.e. to express the speaker's tentativeness over the truth value of the matrix clause). The lexical verb has usually the meaning of mental, perception, cognition or it is an utterance verb (she said, he told me...). They are relatively fixed epistemic formulas but may occur anywhere within the sentence (Karkkainen, 2003). Quirk et al. (1985) offer a list of both 'hedging' expression and expressions of speaker's certainty (p. 114):

'Hedging' expressions: I believe, I guess, I think, I expect, I feel, I hear, I hope, I presume, I assume, I understand, I suppose, I consider, I suspect, I'm told, I have read, I have heard, I have heard tell, I can see, I may assume, I dare say, I venture to say, one hears, they tell me, they allege, they say, it is said, it is reported, it is claimed, it is rumoured, it has been claimed, it seems, it appears

Expressions of certainty: I know, I claim, I see, I remember, I agree, I admit, I'm sure, I'm convinced, I have no doubt, it's true, it transpires, there's no doubt, it is clear, it is certain, I must say, I must admit, I must tell you, I have to say, it is probable, it is likely, it is apparent

Handout 6. Epistemic vs. Deontic meaning of modal verbs

1) You should learn French.

a) advice b) obligation c) permission

2) He can read this book.

a) certainty b) permission c) ability

3) She must be the new English teacher.

a) obligation b) certainty c) advice

Epistemic vs. Deontic meaning

1.1) The mother comes into Robert's room and sees that he is playing computer instead of doing his homework for the following day.

"You should learn French."

obligation

1.2) John is talking with his friend Michael about his imminent stay in France. Michael says:

"You

should learn French before leaving Germany."

advice

Epistemic vs. Deontic vs. Dynamic meaning

2.1) He has lived in France for several years, he studied the French language and so *he can read this book.*

certainty

2.2) It is right. He already asked me yesterday. *He can read this book.*

permission

2.3) He is 7 years old and learned reading at school. *He can read this book.*

ability

Epistemic vs. Deontic meaning

3.1) I saw the principal introducing her to the other teachers and she has Englishbooks in her hand. *She must be the new English teacher.*

certainty

3.2) We lack of personal and we have too much pupils here. There is no other solution, *she must be the new English teacher.*

obligation

Epistemic vs. Deontic meaning

- Many modals have different meanings depending on the context.
- The same modal can have an epistemic (expresses the speaker's opinion about the truth about a proposition), deontic (concerned with obligation, permission, offering, requesting, granting, commanding) or dynamic (expresses ability or willingness) meaning.

creates ambiguity

- e.g.: **CAN**

Epistemic vs. Deontic vs. Dynamic

- *I can do it.*

= POSSIBILITY (external circumstances allow me to do it)

- *I can do it.*

= ABILITY (inherent properties allow me to do it)

- *I can do it.*

= PERMISSION (human authority/rules allow me to do it)

Epistemic vs. Deontic vs. Dynamic

- every modal has mood and modality three modalities:

- epistemic,
- deontic,
- dynamic

three moods (verbs in general):

- indicative (stating),
- imperative (commanding, encouraging),
- subjunctive (wishing)

Extensions

- Deontic modality can be subdivided into:

1. directives (possibility): *you may leave* (necessity): *you must leave*

2. commissives (promises, undertakings): *you shall be rewarded*

3. imperatives: *Come in!*

4. others: volitives, evaluatives: *he won't go*

Extensions

Within these subdivisions of deontic modality there are different moods.

kinds of *directive modality*:

- deliberative mood *Shall I water the grass?*
- imperative *Stop!*
- jussive (signals a speaker's command, permission or agreement)
- obligative *You must do as I say.*
- permissive *You may have another cookie.*
- precative *May I use your telephone?*
- prohibitive (negated imperative)

Problem cases

MUST & HAVE TO:

- Epistemically: little difference between *must* and *have to* (*He has to be home; there is his car/ He must be home; ...*)
- Deontically: *must* obliges the subject of the sentence to do sth. (*You must be home before 9 o'clock.*) *have to* does not have a strong deontic role
- Dynamically: distinction between *must* and *have to* creates confusion

OBLIGATION –MODALS

A modal may express what the speaker feels is right morally or proper under the circumstances (actualization). The choice of modal may range from a weak suggestion to strong advice. Also called deontic modality.

You must not to be a unkind. (forbidden)

You could try to be a little nicer. (an idea, an option)
You ought to try to be a little nicer. (mildly recommended)
You should try to be a little nicer. (recommendation)
You had better try to be a little nicer. (strongly recommended)
You **must try** to be a little nicer. (obligation)
Be a little nicer. (imperative)

Possibility

Weak to Strong

Possibility / Degree of Certainty — weak to strong

POSSIBILITY / DEGREE OF CERTAINTY – MODAL

A modal may also express a person's attitude toward *factuality* of a situation, the likelihood that a situation is true or false. One infers factuality from known details.

It **probably isn't** rain that I hear. (improbable)

It **might not be** rain that I hear.

It **could be** rain that I hear. (possible)

It **might be** rain that I hear.

It **may be** rain that I hear. (possible)

It **should be** rain that I hear. (probable, likely)

It **must be** rain that I hear. (probable, almost certain)

It **is** rain that I hear. (certain, fact)

Activity 2. Choose the right one!

- 1) They (*can/might*) be away for the weekend but I'm not sure.
- 2) You (*may/might*) leave now if you wish.
- 3) (*Could/May*) you open the window a bit, please?
- 4) He (*can/could*) be French, judging by his accent.
- 5) (*May/Can*) you play the piano?
- 6) Listen, please. You (*may not/ might not*) speak during this exam.
- 7) They (*can 't/may not*) still be out!
- 8) You (*couldn't/might not*) smoke on the bus.
- 9) With luck, tomorrow(*can/could*) be a sunny day.
- 10) You (*can/might*) be right but I'm going back to check anyway.
- 11) The exam (*can/might*) be easy. You never know.
- 12) I(*can/might*)go to the party but I'm not sure yet.
- 13) Students (*may/might*) study in the library from five to nine in the evening.
- 14) (*May/Could*) you lend me 40 Euros til Monday?

Answers:

- 1) might 2) may 3) could 4) could 5) can 6) may not 7) can't 8) couldn't 9) could 10) might
11) might 12) might 13) may 14) could

Activity 3. Please paraphrase these sentences using modals.

1. Suzanne has the ability to speak Spanish. Suzanne _____ speak Spanish.
2. I am reasonably certain that Francesca is home. Francesca _____ be home.
3. I am not very sure if he comes tomorrow. He _____ come tomorrow.
4. She isn't at home. I am sure she is in her office. She _____ be in her office.

Lesson 6

| | |
|---|---|
| Theme: Coherence and cohesion in receptive and productive skills | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of coherence and cohesion in receptive and productive skills. 2. To provide opportunities for participants to analyze coherence and cohesion in receptive and productive skills using the analytical methods introduced. 3. To have students understand coherence and cohesion in receptive and productive skills and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: <ol style="list-style-type: none"> 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of coherence and cohesion in receptive and productive skills; 3. To demonstrate a working knowledge of different approaches to the description and analysis of coherence and cohesion in receptive and productive skills. |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

In language learning and communication, coherence and cohesion are fundamental to the effectiveness of both receptive (listening and reading) and productive (speaking and writing) skills. These concepts are essential for structuring information in a way that is understandable and meaningful, thereby facilitating successful communication.

Understanding Coherence and cohesion

- **Coherence** refers to the logical flow and overall clarity of ideas within a text or speech. It ensures that the message makes sense as a whole and that the ideas are organized in a way that is easy for the audience to follow. Coherence is about the content and its organization.
- **Cohesion** involves the grammatical and lexical connections between sentences and paragraphs that help to tie a text together. It focuses on the linguistic elements that create links between different parts of a text, aiding in the smooth transition from one idea to the next.

Coherence in Receptive Skills

In receptive skills such as listening and reading, coherence helps audiences understand and interpret the information being presented. Here's how coherence impacts these skills:

1. Reading Comprehension:

- **Logical Structure:** A coherent text is organized in a logical sequence, making it easier for readers to follow the argument or narrative. For instance, a well-structured essay will have a clear introduction, body, and conclusion, guiding the reader through the writer's thought process.
- **Consistent Themes:** Coherence ensures that the text stays on topic and that all parts contribute to the overall theme or message. Readers can better grasp the central idea and its development through coherent structuring.

2. Listening Comprehension:

- **Predictable Flow:** In spoken discourse, coherence helps listeners anticipate what comes next, based on the logical progression of ideas. For example, in a well-organized lecture, listeners can follow along with the speaker's argument or narrative more easily.
- **Contextual Understanding:** Coherence aids in understanding how different parts of the spoken text relate to one another, helping listeners to construct a coherent mental representation of the information.

Cohesion in Receptive Skills

Cohesion in receptive skills is about recognizing how a text is linguistically connected:

1. Reading:

- **Cohesive Devices:** Readers identify and interpret cohesive devices such as pronouns, conjunctions, and transitional phrases that link sentences and paragraphs. These devices help in understanding how ideas are connected and contribute to the overall meaning.
- **Textual Relationships:** Effective use of cohesion helps readers see the relationships between different parts of the text, enhancing their ability to follow the author's argument or narrative.

2. Listening:

- **Verbal Cues:** Listeners rely on cohesive markers in spoken language, such as filler words, transitional phrases, and repetition, to understand how different segments of speech are related.
- **Continuity and Flow:** Cohesion ensures that spoken discourse flows smoothly, aiding listeners in maintaining their grasp of the message and following the speaker's line of thought.

Coherence in Productive Skills

In productive skills, coherence is crucial for creating messages that are clear and logically organized:

1. Writing:

- **Organized Structure:** Coherent writing involves organizing ideas in a logical order, using paragraphs to separate different points or sections. This helps readers understand the flow of information and the relationships between different ideas.
- **Unified Message:** Maintaining a consistent theme or argument throughout the text ensures that the writing is focused and the message is clear.

2. Speaking:

- **Logical Presentation:** Coherence in speech involves presenting ideas in a logical sequence, which helps listeners follow the speaker's argument or narrative. This might include structuring a presentation with a clear introduction, main points, and conclusion.
- **Clarity of Ideas:** Ensuring that each point is clearly related to the others helps in maintaining the overall coherence of the spoken message.

Cohesion in Productive Skills

Cohesion in productive skills involves the use of language to link ideas effectively:

1. Writing:

- **Cohesive Devices:** Writers use cohesive devices such as conjunctions, reference words, and transitional phrases to connect sentences and paragraphs. This helps in creating a smooth flow of ideas and maintaining continuity throughout the text.
- **Consistency in Language:** Consistent use of terminology and repetition of key concepts aid in reinforcing the main message and enhancing coherence.

2. Speaking:

- **Fluent Delivery:** Effective use of cohesive devices in speech, such as linking words and phrases, helps in maintaining fluency and clarity. This includes using appropriate transitions and connectors to guide listeners through the speaker's points.
- **Interactive Communication:** Cohesion in spoken communication also involves responding to listeners' cues and maintaining a logical flow of conversation, which helps in keeping the interaction coherent.

Conclusion

Cohesion and coherence are indispensable for effective communication in both receptive and productive language skills. While coherence ensures that the overall message is logically organized and makes sense, cohesion provides the linguistic tools to connect ideas and maintain continuity. Mastering these elements enhances both the comprehension and production of language, leading to clearer, more effective communication.

Here are some exercises designed to help learners practice and reinforce the concepts of coherence and cohesion in both receptive and productive language skills:

Exercises for Receptive Skills

1. Coherence in Reading

Exercise: Identifying Coherence

Objective: To recognize how coherence is achieved in a text.

Instructions:

1. Read the following passage.
2. Identify and underline the main idea of each paragraph.
3. Write a brief summary of how each paragraph contributes to the overall message of the text.

Passage:

"In the early 20th century, the invention of the airplane revolutionized travel. Before this innovation, people relied on trains and ships, which were much slower. The introduction of commercial flights allowed for quicker, more efficient travel, making international journeys more accessible. This change not only impacted the way people traveled but also influenced global trade and cultural exchange."

Follow-up Questions:

1. How does each paragraph relate to the main idea of the text?
2. What transitional phrases are used to connect ideas?

2. Cohesion in Reading

Exercise: Recognizing Cohesive Devices

Objective: To identify cohesive devices and understand their role in linking ideas.

Instructions:

1. Read the following passage.
2. Highlight or underline the cohesive devices (e.g., pronouns, conjunctions, transitional phrases).
3. Discuss how these devices help to connect ideas and maintain the flow of the text.

Passage:

"Many people enjoy outdoor activities. They often go hiking, camping, or fishing. However, not everyone is fond of these pursuits. Some prefer indoor activities like reading or watching movies. Regardless of personal preferences, finding leisure activities is important for a balanced lifestyle."

Follow-up Questions:

1. List the cohesive devices you identified.
2. Explain how each device contributes to the coherence of the passage.

Exercises for Productive Skills

3. Coherence in Writing

Exercise: Organizing Ideas

Objective: To practice creating a coherent text with a clear structure.

Instructions:

1. Write a short essay (150-200 words) on the topic: "The Benefits of Regular Exercise."
2. Ensure that your essay has a clear introduction, body, and conclusion.
3. Use topic sentences to start each paragraph and ensure that all points are logically organized.

Follow-up Questions:

1. Did you include a clear thesis statement in the introduction?
2. How do your paragraphs transition from one to the next?

4. Cohesion in Writing

Exercise: Using Cohesive Devices

Objective: To practice using cohesive devices effectively in writing.

Instructions:

1. Rewrite the following paragraph, incorporating cohesive devices (e.g., pronouns, conjunctions, transitional phrases) to improve its flow.

Original Paragraph:

"John loves reading. Sarah also enjoys reading. They both read different genres. John likes science fiction. Sarah prefers romance novels."

Follow-up Questions:

1. What cohesive devices did you use in your revision?
2. How did these devices improve the coherence of the paragraph?

5. Coherence in Speaking

Exercise: Structured Speech

Objective: To practice delivering a coherent and well-organized speech.

Instructions:

1. Prepare and deliver a 2-3 minute speech on the topic: "The Importance of Time Management."
2. Structure your speech with a clear introduction, main points, and conclusion.
3. Use transitions to connect your ideas smoothly.

Follow-up Questions:

1. Did you organize your speech in a logical sequence?
2. How did you use transitions to connect different parts of your speech?

6. Cohesion in Speaking

Exercise: Linking Ideas in Conversation

Objective: To practice using cohesive devices in spoken language.

Instructions:

1. Engage in a conversation with a partner about a given topic, such as "Your Favorite Hobby."
2. Use cohesive devices such as conjunctions, pronouns, and transitional phrases to link your ideas.
3. After the conversation, reflect on how these devices helped in maintaining the flow of the discussion.

Follow-up Questions:

1. Which cohesive devices did you use during the conversation?
2. How did they contribute to the clarity and coherence of your spoken message?

Conclusion

These exercises aim to enhance understanding and application of coherence and cohesion across receptive and productive language skills. By practicing these skills, learners can improve their ability to create and interpret clear, logically structured, and well-connected communication.

Answers

Receptive Skills

1. Coherence in Reading

Passage:

"In the early 20th century, the invention of the airplane revolutionized travel. Before this innovation, people relied on trains and ships, which were much slower. The introduction of commercial flights allowed for quicker, more efficient travel, making international journeys more accessible. This change not only impacted the way people traveled but also influenced global trade and cultural exchange."

Answers:

1. Main Idea of Each Paragraph:

- **Paragraph 1:** The invention of the airplane revolutionized travel.
- **Paragraph 2:** Prior to airplanes, trains and ships were the primary modes of transportation.
- **Paragraph 3:** Commercial flights made travel quicker and more efficient, impacting international journeys.
- **Paragraph 4:** The advent of airplanes influenced global trade and cultural exchange.

2. Transitional Phrases:

- "Before this innovation" (transition between past travel methods and the invention of the airplane).
- "The introduction of commercial flights" (transition to discussing the impact of airplanes).
- "This change" (refers back to the impact of airplanes).

2. Cohesion in Reading

Passage:

"Many people enjoy outdoor activities. They often go hiking, camping, or fishing. However, not everyone is fond of these pursuits. Some prefer indoor activities like reading or watching movies. Regardless of personal preferences, finding leisure activities is important for a balanced lifestyle."

Answers:

1. Cohesive Devices Identified:

- **Pronouns:** "They" (refers to "Many people"), "Some" (refers to "Not everyone").
- **Conjunctions:** "However" (shows contrast), "Regardless" (shows contrast and continuation).

2. How Cohesive Devices Contribute:

- Pronouns help in maintaining continuity by linking sentences to previously mentioned subjects.
- Conjunctions like "However" and "Regardless" guide readers through contrasting and connecting ideas, improving text flow and coherence.

Productive Skills

3. Coherence in Writing

Sample Essay:

Introduction: Regular exercise is crucial for maintaining a healthy lifestyle. It provides numerous physical and mental benefits that contribute to overall well-being.

Body:

- **Paragraph 1:** First, exercise improves physical health by strengthening the heart, muscles, and bones. Activities like running, swimming, and weightlifting are effective in enhancing cardiovascular fitness and muscular strength.
- **Paragraph 2:** Additionally, regular exercise has positive effects on mental health. It reduces stress, anxiety, and symptoms of depression. Engaging in physical activities releases endorphins, which are natural mood lifters.
- **Paragraph 3:** Furthermore, exercise helps in maintaining a healthy weight and improving sleep quality. A balanced routine of physical activity can prevent obesity and promote better sleep patterns.

Conclusion: In conclusion, the benefits of regular exercise are extensive, ranging from improved physical health to enhanced mental well-being. Incorporating exercise into daily routines is essential for a balanced and healthy life.

Follow-up Questions:

1. **Clear Thesis Statement:** The introduction provides a clear thesis statement: Regular exercise is crucial for a healthy lifestyle and provides numerous benefits.
2. **Paragraph Transitions:** The essay uses transitions such as "First," "Additionally," and "Furthermore" to connect ideas logically.

4. Cohesion in Writing

Revised Paragraph:

"John loves reading. He often reads science fiction novels. Sarah, on the other hand, also enjoys reading but prefers romance novels. Despite their different preferences, both find reading to be a relaxing and enjoyable hobby."

Follow-up Questions:

1. **Cohesive Devices Used:**
 - Pronouns: "He" (refers to John), "their" (refers to John and Sarah).
 - Conjunctions: "On the other hand" (shows contrast), "Despite" (shows contrast and continuity).
2. **Improvement:**
 - The cohesive devices help connect the sentences and paragraphs, making the relationships between ideas clearer and improving overall flow.

5. Coherence in Speaking

Sample Speech Structure:

- **Introduction:** "Today, I want to discuss the importance of time management. Effective time management is crucial for achieving personal and professional goals."
- **Main Points:**
 - **Point 1:** "Firstly, time management helps in increasing productivity. By planning tasks and setting priorities, individuals can accomplish more in less time."
 - **Point 2:** "Secondly, it reduces stress. When you manage your time well, you are less likely to feel overwhelmed by deadlines and last-minute rushes."
 - **Point 3:** "Lastly, good time management improves work-life balance. Allocating time for both work and leisure ensures a more balanced and fulfilling life."
- **Conclusion:** "In conclusion, mastering time management is essential for enhancing productivity, reducing stress, and achieving a better work-life balance. It's a skill that benefits all aspects of life."

Follow-up Questions:

1. **Logical Sequence:** The speech is organized with a clear introduction, main points, and conclusion.
2. **Transitions:** Transitions like "Firstly," "Secondly," and "Lastly" help in maintaining a logical flow.

6. Cohesion in Speaking

Sample Conversation:

- **Topic:** "Your Favorite Hobby"
- **Conversation:**
 - Person A: "I love hiking. It's a great way to enjoy nature and get some exercise."
 - Person B: "That sounds wonderful! I prefer reading, though. It's a relaxing way to spend my free time."
 - Person A: "I can see why you enjoy reading. Both hiking and reading offer a break from the hustle and bustle of daily life."
 - Person B: "Exactly. Regardless of what hobby one chooses, having a leisure activity is important for maintaining a balanced lifestyle."

Follow-up Questions:

1. Cohesive Devices Used:

- Pronouns: "It" (refers to hiking and reading).
- Conjunctions: "Though" (shows contrast), "Regardless" (shows continuity).

2. Contribution to Clarity:

- The cohesive devices help link ideas smoothly, making the conversation flow naturally and enhancing mutual understanding.

These answers should help in understanding how coherence and cohesion work in different language skills and how to apply them effectively.

Lesson 7

| | |
|---|------------------------------|
| Theme: Coherence and cohesion in writing | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |

| | |
|---|---|
| The aim of the lesson: | 4. To introduce students to a range of linguistic approaches to the description and analysis of coherence and cohesion in writing. 5. To provide opportunities for participants to analyze Coherence and cohesion in writing using the analytical methods introduced. 6. To have students understand coherence and cohesion in writing and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis coherence and cohesion in writing; 3. To demonstrate a working knowledge of different approaches to the description and analysis of coherence and cohesion in writing. |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Writing is a powerful means of communication, but for a written piece to be effective, it must not only convey information but also present it in a clear and organized manner. Two key components that ensure this clarity are coherence and cohesion. While often used interchangeably, these concepts address different aspects of writing. Coherence pertains to the logical flow and clarity of ideas, while cohesion focuses on the grammatical and lexical links that bind sentences and paragraphs. Understanding and applying both elements are essential for crafting well-structured and comprehensible texts.

Coherence in Writing

1. Definition and Importance

Coherence refers to the logical arrangement of ideas and the overall unity of a text. A coherent piece of writing is one in which the ideas are organized in a clear, logical sequence, making it easy for the reader to follow and understand the writer's message. Coherence is crucial because it ensures that each part of the text contributes meaningfully to the overall argument or narrative.

2. Achieving Coherence

- **Logical Structure:** Organize your writing with a clear introduction, body, and conclusion. Each section should serve a specific purpose:
 - **Introduction:** Introduce the main topic and present a thesis statement.
 - **Body:** Develop your argument or narrative with well-structured paragraphs. Each paragraph should focus on a single idea, with supporting details and examples.
 - **Conclusion:** Summarize the main points and reinforce the thesis, providing a sense of closure.

- **Consistent Theme:** Maintain a central theme or argument throughout your text. Avoid deviating from the main topic or introducing unrelated ideas.
- **Logical Flow:** Ensure that ideas flow logically from one to the next. Use transitions and signposts to guide the reader through the text, indicating relationships between points.

3. Examples of Coherence

Example 1: A coherent paragraph on the benefits of exercise might begin with a clear topic sentence, followed by supporting details and examples, and end with a concluding sentence that ties the information back to the main thesis.

Example 2: An essay on climate change should have an introduction that outlines the issue, body paragraphs that discuss various aspects of the problem and potential solutions, and a conclusion that summarizes the key points and suggests further action.

Cohesion in Writing

1. Definition and Importance

Cohesion involves the grammatical and lexical connections between sentences and paragraphs. It ensures that a text is smooth and seamless by linking ideas through cohesive devices. Cohesion helps maintain continuity and clarity, preventing the text from feeling disjointed or fragmented.

2. Achieving Cohesion

- **Use of Pronouns:** Pronouns (e.g., "he," "she," "it," "they") refer back to previously mentioned nouns, helping to avoid repetition and maintain clarity.
- **Conjunctions and Linking Words:** Use conjunctions (e.g., "and," "but," "because") and linking words (e.g., "however," "therefore," "in addition") to connect sentences and ideas. These devices show relationships between concepts and help in organizing thoughts logically.
- **Transitional Phrases:** Employ transitional phrases (e.g., "for example," "on the other hand," "in conclusion") to guide the reader through different sections of the text and indicate shifts in the argument or narrative.
- **Repetition of Key Terms:** Repeating key terms or phrases can reinforce important concepts and create a sense of unity within the text.

3. Examples of Cohesion

Example 1: In a research paper, using pronouns like "this study" and "the results" helps to maintain focus on the main subject without repetitive wording.

Example 2: A narrative essay might use transitions like "firstly," "next," and "finally" to guide the reader through the sequence of events in a clear and structured manner.

Practical Application

1. Writing Exercise: Developing Coherence

Task: Write a short essay (150-200 words) on the topic: "The Importance of Education." Ensure that your essay has a clear introduction, body paragraphs with well-developed points, and a concise conclusion.

Guidelines:

- Start with a thesis statement in the introduction.
- Develop each paragraph with a single main idea supported by examples or evidence.

- Conclude by summarizing the main points and reinforcing your thesis.

2. Writing Exercise: Enhancing Cohesion

Task: Revise the following paragraph to improve cohesion by adding cohesive devices and linking phrases.

Original Paragraph:

"Education is essential for personal development. It opens up career opportunities. Education also fosters critical thinking. People with education are more likely to contribute to society."

Revised Paragraph:

"Education is essential for personal development because it opens up numerous career opportunities. Additionally, it fosters critical thinking, which is crucial for making informed decisions. Moreover, people with a strong educational background are more likely to contribute positively to society."

Follow-Up Questions:

1. How did the cohesive devices improve the flow of the paragraph?
2. What role did linking phrases play in enhancing the coherence of the text?

Conclusion

Coherence and cohesion are integral to effective writing. While coherence ensures that ideas are logically organized and presented, cohesion provides the linguistic connections needed to create a smooth and unified text. Mastery of both elements enhances the clarity, readability, and impact of writing, making it easier for readers to follow and understand the writer's message. By applying these principles, writers can produce texts that are not only engaging but also well-structured and coherent.

Here are some exercises designed to help learners practice and reinforce the concepts of coherence and cohesion in writing. These exercises are intended to develop skills in creating well-organized and fluid texts.

Exercises on Coherence and Cohesion in Writing

1. Coherence Exercise: Paragraph Organization

Objective: To practice organizing ideas in a coherent manner.

Instructions:

1. **Read the following jumbled sentences.**
2. **Rearrange them to form a coherent paragraph** on the topic: "The Benefits of Regular Exercise."
3. **Write a brief explanation** of why the order you chose makes the paragraph coherent.

Jumbled Sentences:

- "Exercise helps in managing weight and reducing the risk of chronic diseases."
- "Regular physical activity has numerous benefits for both physical and mental health."
- "It also boosts mood and reduces stress levels."
- "By improving cardiovascular fitness, it enhances overall well-being."
- "Engaging in physical activities like jogging or swimming regularly can lead to a healthier lifestyle."

Follow-up Questions:

1. How did you decide the order of the sentences?
2. Which sentences served as the topic sentence and concluding sentence?

2. Cohesion Exercise: Adding Cohesive Devices

Objective: To practice using cohesive devices to link ideas effectively.

Instructions:

1. **Revise the following paragraph** by adding cohesive devices such as pronouns, conjunctions, and transitional phrases to improve its flow.

Original Paragraph:

"Many students struggle with time management. They often miss deadlines. This causes stress and poor performance. Some students seek help from tutors. Others use planners to organize their tasks."

Revised Paragraph:

"Many students struggle with time management, which often leads to missed deadlines. Consequently, this situation causes significant stress and impacts their performance negatively. Some students seek help from tutors to address these issues, while others use planners to better organize their tasks and stay on track."

Follow-up Questions:

1. What cohesive devices did you add?
2. How did these devices improve the paragraph's cohesion?

3. Coherence Exercise: Creating a Structured Essay

Objective: To practice writing a coherent essay with a clear structure.

Instructions:

1. **Write a short essay (150-200 words)** on the topic: "The Impact of Technology on Education."
2. **Ensure that your essay includes:**
 - A clear introduction with a thesis statement.
 - Body paragraphs that each focus on a single main idea.
 - A conclusion that summarizes the key points and reinforces the thesis.

Follow-up Questions:

1. Did your essay have a logical progression of ideas?
2. How did you organize your paragraphs to ensure coherence?

4. Cohesion Exercise: Linking Sentences

Objective: To practice linking sentences within a paragraph using cohesive devices.

Instructions:

1. **Link the following sentences** to create a coherent paragraph using cohesive devices.

Sentences:

- "Renewable energy sources are important for environmental sustainability."
- "They help reduce greenhouse gas emissions."
- "Solar and wind power are two common types of renewable energy."
- "Investing in these technologies can lead to long-term economic benefits."
- "Governments and organizations should promote their use."

Revised Paragraph:

"Renewable energy sources are crucial for environmental sustainability because they help reduce greenhouse gas emissions. Among these, solar and wind power are two common types of renewable energy. Investing in these technologies not only supports environmental goals but can also lead to long-term economic benefits. Therefore, governments and organizations should actively promote their use."

Follow-up Questions:

1. What cohesive devices did you use to link the sentences?
2. How did these devices help in making the paragraph more coherent?

5. Coherence and Cohesion Exercise: Revising a Passage

Objective: To practice revising a passage for both coherence and cohesion.

Instructions:

1. **Read the following passage.**
2. **Identify and correct issues with coherence and cohesion** by revising the passage.

Original Passage:

"The city offers a variety of recreational activities. Many people enjoy going to the park. Parks have playgrounds, sports fields, and picnic areas. However, the zoo is another popular destination. You can see animals like lions and giraffes at the zoo. The zoo is located near the park. Visitors often go to both places on the same day."

Revised Passage:

"The city offers a variety of recreational activities that cater to different interests. Many people enjoy visiting the park, which features playgrounds, sports fields, and picnic areas. Additionally, the zoo, located near the park, is another popular destination. Visitors can see animals such as lions and giraffes at the zoo. Often, people plan to visit both the park and the zoo on the same day due to their proximity and the range of activities available."

Follow-up Questions:

1. What changes did you make to improve coherence and cohesion?
2. How did the revisions enhance the overall readability of the passage?

6. Coherence and Cohesion Exercise: Writing a Report

Objective: To practice creating a coherent and cohesive report.

Instructions:

1. **Write a brief report (200-250 words)** on a given topic: "The Effects of Remote Work on Productivity."
2. **Ensure that your report:**
 - Has a clear structure with an introduction, body, and conclusion.
 - Uses cohesive devices to link sentences and paragraphs.

- Maintains logical flow and coherence throughout.

Follow-up Questions:

1. Did your report follow a clear and logical structure?
2. How did you use cohesive devices to connect ideas within the report?

These exercises aim to develop and reinforce the skills necessary for effective writing, focusing on the clear organization of ideas and the use of linguistic devices to ensure smooth, connected text.

Answers

1. Coherence Exercise: Paragraph Organization

Objective: To practice organizing ideas in a coherent manner.

Jumbled Sentences:

- "Exercise helps in managing weight and reducing the risk of chronic diseases."
- "Regular physical activity has numerous benefits for both physical and mental health."
- "It also boosts mood and reduces stress levels."
- "By improving cardiovascular fitness, it enhances overall well-being."
- "Engaging in physical activities like jogging or swimming regularly can lead to a healthier lifestyle."

Rearranged Paragraph:

"Regular physical activity has numerous benefits for both physical and mental health. Engaging in physical activities like jogging or swimming regularly can lead to a healthier lifestyle. Exercise helps in managing weight and reducing the risk of chronic diseases. By improving cardiovascular fitness, it enhances overall well-being. Additionally, it also boosts mood and reduces stress levels."

Explanation:

- The **introduction** provides a broad statement about the benefits of physical activity.
- The **body** paragraphs expand on specific benefits: managing weight, cardiovascular fitness, and mood enhancement.
- The **conclusion** summarizes the overall impact of exercise on a healthy lifestyle.

Follow-up Questions:

1. The order was chosen to ensure a logical flow from general benefits to specific examples and then to a summary.
2. The topic sentence introduces the main idea, while the concluding sentence reinforces the overall benefits.

2. Cohesion Exercise: Adding Cohesive Devices

Original Paragraph:

"Many students struggle with time management. They often miss deadlines. This causes stress and poor performance. Some students seek help from tutors. Others use planners to organize their tasks."

Revised Paragraph:

"Many students struggle with time management, which often leads to missed deadlines. Consequently, this situation causes significant stress and impacts their performance negatively. Some students seek help from tutors to address these issues, while others use planners to better organize their tasks and stay on track."

Explanation:

- **Cohesive Devices Added:** "which" (relative pronoun), "Consequently" (transition), "while" (conjunction).
- These devices improve flow by linking related ideas and showing cause and effect.

Follow-up Questions:

1. Cohesive devices such as relative pronouns and transitional words connect sentences and clarify relationships between ideas.
2. These devices help the paragraph flow more logically and cohesively, making it easier to read and understand.

3. Coherence Exercise: Creating a Structured Essay

Sample Essay:

Introduction:

"The impact of technology on education has been profound. From online learning platforms to digital classrooms, technology has transformed the way we approach education."

Body:

- **Paragraph 1:** "Firstly, technology has made education more accessible. Online courses and educational apps allow students from various geographical locations to access quality education."
- **Paragraph 2:** "Secondly, technology facilitates personalized learning. Tools such as learning management systems and educational software help tailor the learning experience to individual needs and pace."
- **Paragraph 3:** "Lastly, technology encourages collaboration and interactive learning. Platforms such as discussion forums and virtual classrooms foster engagement and group work."

Conclusion:

"In conclusion, technology has significantly enhanced the education sector by increasing accessibility, personalizing learning experiences, and promoting collaboration. As technology continues to evolve, its role in education will likely expand further."

Explanation:

- The **introduction** sets up the main thesis about the impact of technology.
- The **body paragraphs** each address a different aspect of the impact.
- The **conclusion** summarizes the main points and reinforces the thesis.

Follow-up Questions:

1. The essay is organized logically with a clear introduction, body, and conclusion, ensuring coherence.
2. Paragraphs are structured to build on the previous ideas and lead smoothly to the next point.

4. Cohesion Exercise: Linking Sentences

Sentences:

- "Renewable energy sources are important for environmental sustainability."
- "They help reduce greenhouse gas emissions."
- "Solar and wind power are two common types of renewable energy."
- "Investing in these technologies can lead to long-term economic benefits."
- "Governments and organizations should promote their use."

Revised Paragraph:

"Renewable energy sources are crucial for environmental sustainability because they help reduce greenhouse gas emissions. Among these, solar and wind power are two common types of renewable energy. Investing in these technologies not only supports environmental goals but can also lead to long-term economic benefits. Therefore, governments and organizations should actively promote their use."

Explanation:

- **Cohesive Devices Used:** "because" (cause and effect), "Among these" (example), "not only... but also" (comparison), "Therefore" (conclusion).
- These devices link ideas logically and improve the flow of the paragraph.

Follow-up Questions:

1. The cohesive devices connect sentences and ideas, making the paragraph more fluid.
2. They help to present a clear argument and maintain continuity throughout the text.

5. Coherence and Cohesion Exercise: Revising a Passage

Original Passage:

"The city offers a variety of recreational activities. Many people enjoy going to the park. Parks have playgrounds, sports fields, and picnic areas. However, the zoo is another popular destination. You can see animals like lions and giraffes at the zoo. The zoo is located near the park. Visitors often go to both places on the same day."

Revised Passage:

"The city offers a variety of recreational activities that cater to different interests. Many people enjoy visiting the park, which features playgrounds, sports fields, and picnic areas. Additionally, the zoo, located near the park, is another popular destination where visitors can see animals such as lions and giraffes. Due to their proximity, visitors often plan to visit both places on the same day."

Explanation:

- **Changes Made:** Improved flow by combining sentences and using transitional phrases ("Additionally," "Due to their proximity").
- The revisions enhance coherence and cohesion by linking related ideas and providing smooth transitions.

Follow-up Questions:

1. The passage was revised to ensure that ideas are logically connected and transitions are smooth.
2. Revisions improved readability and ensured that the text flowed logically from one point to the next.

6. Coherence and Cohesion Exercise: Writing a Report

Objective: To practice creating a coherent and cohesive report.

Sample Report:

Introduction:

"The effects of remote work on productivity have been widely discussed. Remote work offers both benefits and challenges that impact productivity in various ways."

Body:

- **Paragraph 1:** "Firstly, remote work can enhance productivity by providing a flexible work environment. Employees often find that they can work more efficiently when they can set their own schedules and work from a comfortable setting."
- **Paragraph 2:** "However, remote work also presents challenges. Distractions at home and difficulties in communication can hinder productivity. Employees may struggle with maintaining focus and staying connected with their team."
- **Paragraph 3:** "Despite these challenges, many companies have implemented strategies to support remote workers. Tools such as video conferencing and project management software help in maintaining productivity and collaboration."

Conclusion:

"In conclusion, while remote work offers opportunities for increased productivity through flexibility, it also requires careful management to address potential challenges. By leveraging appropriate tools and strategies, organizations can optimize the benefits of remote work."

Explanation:

- The report includes a clear **introduction** setting up the topic.
- The **body paragraphs** each address different aspects of the topic with clear transitions.
- The **conclusion** summarizes the findings and suggests solutions.

Follow-up Questions:

1. The report follows a clear structure, ensuring that information is organized logically.
2. Cohesive devices help connect ideas, maintaining flow and readability.

These answers and explanations should help clarify how coherence and cohesion are applied in writing, ensuring that texts are well-organized, clear, and connected.

Lesson 8

| | |
|---|------------------------------|
| Theme: Developing error analysis, correction and text editing skills | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |

| | |
|---|--|
| The aim of the lesson: | 7. To introduce students to a range of linguistic approaches to the description and analysis of developing error analysis, correction and text editing skills 8. To provide opportunities for participants to analyze developing error analysis, correction and text editing skills using the analytical methods introduced. 9. To have students understand developing error analysis, correction and text editing skills and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of developing error analysis, correction and text editing skills 3. To demonstrate a working knowledge of different approaches to the description and analysis of developing error analysis, correction and text editing skills |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Effective writing involves more than just generating ideas; it requires careful attention to detail, especially in the areas of error analysis, correction, and text editing. These skills are crucial for producing polished, professional, and coherent texts. Error analysis helps in identifying mistakes in written work, correction involves fixing these errors, and text editing focuses on refining and improving the overall quality of the text. Mastery of these skills enhances clarity, readability, and impact, ensuring that the writer's message is conveyed accurately and effectively.

Error Analysis

1. Definition and Importance

Error analysis is the process of identifying and examining mistakes in written text. Errors can be grammatical, spelling, punctuation, or stylistic, and they can affect the clarity and professionalism of the text. By analyzing errors, writers can understand common issues they face and learn how to avoid them in the future.

2. Common Types of Errors

- **Grammatical Errors:** Incorrect use of verb tenses, subject-verb agreement, and sentence structure.
- **Spelling Errors:** Misspelled words, typos, and homophone confusion.
- **Punctuation Errors:** Misplaced commas, periods, colons, and semicolons.
- **Stylistic Errors:** Inconsistent tone, awkward phrasing, and redundancy.

3. Techniques for Error Analysis

- **Reading Aloud:** Helps identify awkward phrasing and grammatical mistakes.
- **Using Grammar Checkers:** Provides initial feedback on potential errors.
- **Peer Review:** Gaining feedback from others can reveal mistakes that the writer might have missed.
- **Error Logs:** Keeping a record of frequent mistakes can help in recognizing patterns and improving writing skills.

Correction

1. Definition and Importance

Correction involves fixing identified errors to improve the accuracy and clarity of the text. It ensures that the final version of the text is free from mistakes and adheres to standard language conventions.

2. Strategies for Correction

- **Revising Grammar and Syntax:** Correcting issues related to verb tense, subject-verb agreement, and sentence structure.
- **Correcting Spelling and Punctuation:** Ensuring that words are spelled correctly and punctuation is used appropriately.
- **Improving Clarity:** Rewriting sentences to eliminate ambiguity and enhance understanding.

3. Techniques for Effective Correction

- **Focused Revision:** Address one type of error at a time (e.g., first focus on grammar, then punctuation).
- **Use of Reference Materials:** Consulting grammar guides, style manuals, and dictionaries for accurate corrections.
- **Implementing Feedback:** Applying suggestions from peer reviews or editors to make necessary changes.

Text Editing

1. Definition and Importance

Text editing goes beyond error correction to improve the overall quality of the text. It involves refining content, enhancing coherence, and ensuring that the text meets its intended purpose and audience expectations.

2. Aspects of Text Editing

- **Content Review:** Evaluating the relevance and accuracy of the content. Ensuring that all necessary information is included and irrelevant details are removed.
- **Organization and Structure:** Checking that the text has a clear structure with a logical flow of ideas. Adjusting paragraphs and sections for better coherence.
- **Style and Tone:** Ensuring consistency in tone and style throughout the text. Adjusting language to suit the intended audience and purpose.
- **Formatting:** Making sure that the text adheres to formatting guidelines, including headings, bullet points, and alignment.

3. Techniques for Effective Editing

- **Multiple Drafts:** Revising the text in several drafts to address different aspects of editing (e.g., first focusing on content, then on style, and finally on formatting).

- **Reading Backwards:** Reviewing the text from the end to the beginning to catch errors and inconsistencies.
- **Editing Checklists:** Using checklists to ensure all aspects of editing are covered, including grammar, style, and formatting.

Practical Application

1. Error Analysis Exercise

Task: Analyze the following text for errors and identify the types of errors present.

Text:

"The quick brown fox jumps over the lazy dog. Its a common pangram used in typist training. Many people don't realise that it's actually a useful tool for testing fonts and keyboard layouts. However, not everyone know how to use it effectively."

Errors:

- "Its" should be "It's" (punctuation).
- "pangram used in typist training" should be "pangram used in typing training" (word choice).
- "Many people don't realise" should be "Many people don't realize" (spelling - American vs. British English).
- "know" should be "knows" (subject-verb agreement).

2. Correction Exercise

Task: Correct the errors identified in the text above.

Corrected Text:

"The quick brown fox jumps over the lazy dog. It's a common pangram used in typing training. Many people don't realize that it's actually a useful tool for testing fonts and keyboard layouts. However, not everyone knows how to use it effectively."

3. Text Editing Exercise

Task: Edit the following paragraph for clarity, coherence, and style.

Original Paragraph:

"My vacation was nice, we went to the beach, and I had a good time. The hotel was okay but could be better. There were some problems like the noise. The food at the restaurant was good but the service was slow. Overall it was a decent trip."

Edited Paragraph:

"My vacation was enjoyable overall. We spent time at the beach, which was relaxing and fun. The hotel was satisfactory, though it had some issues, such as noise disturbances. The restaurant offered good food, but the service was somewhat slow. Despite these minor setbacks, the trip was pleasant and worthwhile."

Conclusion

Developing error analysis, correction, and text editing skills is essential for producing high-quality written work. Error analysis helps in identifying and understanding mistakes, correction focuses on fixing these

errors, and text editing refines the text to enhance clarity, coherence, and overall quality. By practicing these skills, writers can improve their writing proficiency, create more polished texts, and effectively communicate their ideas to their intended audience.

Lesson 9

Theme: Phonological features of spoken discourse: stress, intonation, tone, and pause

| | |
|---|---|
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 10. To introduce students to a range of linguistic approaches to the description and analysis of phonological features of spoken discourse 11. To provide opportunities for participants to analyze phonological features of spoken discourse using the analytical methods introduced. 12. To have students understand phonological features of spoken discourse and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of phonological features of spoken discourse; 3. To demonstrate a working knowledge of different approaches to the description and analysis of phonological features of spoken discourse. |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. What is pronunciation?

Pronunciation is the way words of a language are pronounced.

HOW DO WE DEVELOP CLEAR SPEECH AND FLUENCY?

- Knowledge on phonetic transcriptions
- Understanding of syllable and stress
- Knowledge of link-up in connected speech
- Knowledge of elision of sound
- Understanding of contraction of words

WHY ENGLISH PRONUNCIATION CAN BE DIFFICULT

English sounds is different from the spelling of the words. For example, the letter ‘u’ in English can have several sounds:

busy = / 'bɪzɪ /; butter = / 'bʌtə /; bury = / 'berɪ /;

burst = / bɜ:st /; bush = / bʊʃ /; abuse = / ə'bjʊ:z /

The same sound can have different letters representing it. For example, the sound / i: / is represented by different letters as in:

pea, bee, scenic, believe, perceive, subpoena

The same letter can have different sounds. For example, the letter 's' is pronounced as:

/ ʒ / as in measure; / z / as in resume; / s / as in social.

Some letters appear in spellings where they are not actually pronounced:

| Letter | Silent in | Letter | Silent in |
|----------|--------------------------------------|----------|--|
| b | <i>subbtle, doubbt</i> | c | <i>sccissors, muscle</i> |
| g | <i>gngaw, ought</i> | k | <i>knkow, knkee</i> |
| n | <i>autunn, colunn</i> | p | <i>pspychology, recept</i> |
| s | <i>issland, aissle</i> | t | <i>listen, whistle</i> |

Some words have different meanings and are spelled differently but they sound identical.

–These are HOMOPHONES. Examples are:

| | | | |
|---------------------|-----|---------------------|--|
| <i>dual</i> | and | <i>duel</i> | Different spelling and different meaning but identical sound |
| <i>steel</i> | and | <i>steal</i> | |
| <i>root</i> | and | <i>route</i> | |

Handout 2. Stress in English

Stress is shown by /ˈ/ which is placed before the syllable that is stressed. When a syllable is stressed, the syllable is said in a longer and louder manner and sometimes with a high pitch as well. A syllable may be unstressed, strongly stressed and lightly stressed

SYLLABLES AND STRESS

Words with two syllables usually have primary stress syllables (ˈ) and words with three or more syllables may have a primary stress syllable and a secondary stress syllable (ˌ).

Examples

ˈproduct - / ˈprɒdʌkt / (Noun)

prɒˈduce - / prəˈdju:s / Verb

prɒˈduction - / prəˈdʌkʃn /

reprɒˈduction - / ri:prəˈdʌkʃn /

prɒdʉˈtivity - / prɒdʌkˈtɪvətɪ /

e xamiˈnation - / ɪg zæmɪˈneɪʃn /

RULES FOR PLACING THE STRESSES IN ENGLISH

Two-syllable words: The first syllable is stressed.

Example: value - / ˈvælju: /

Three-syllable words: Usually the first syllable is stressed.

Example: manager - / ˈmænɪdʒə /

Four or more-syllable words: Usually the third syllable from the end is stressed.

Example: economical - / ekəˈnɒmɪkəl /

Stress and intonation are extremely important at the phrase, clause, and sentence level.

Shifting the stress on particular words in a sentence could actually change the meanings and intentions of the speaker. For example:

1. **We** don't want to go the movies tonight. [not somebody else]
2. We **don't** want to go the movies tonight. [emphatically not]
3. We don't want to go the **movies** tonight. [maybe somewhere else]
4. We don't want to go the movies **tonight**. [maybe tomorrow night]

The main or **primary stress** in a sentence tends to fall on the important information and often near the end of a sentence in English. The precise location of the stress depends on the context and whether the information is new information (or something that the listener already knows). Stress **adds emphasis** where we want or need to add emphasis. Stress also may indicate **contrast**. In each clause or phrase or any multiple word utterance, you can always hear at least one word that is stressed over other words.

Word Stress

Every word has one most important syllable that is "stressed" more than the others.

imPORTant communiCAtion YESTerday toMORrow PHOTograph phoTOGraphy






Sentences are divided into groups of words that "go together." We pause (stop for a short time) between groups. The pitch stays up between thought groups (to show that more is coming), and usually goes down to show the end of a sentence (except Yes/No questions).

English words are difficult / because the pronunciation/ is sometimes different from the spelling.

Handout 3. What is intonation?

Intonation is the word for the 'melody' of spoken language: the way the musical pitch of the voice rises and falls. Intonation systems in languages are very complicated and difficult to analyse, and linguists do not all agree about how English intonation works.

There are following types of intonation

- Fall 
- Rise-fall 
- Fall – rise 
- Rise 
- Level 

- Intonation (when the pitch of the voice goes up and down) is complex in English but it is very important as it expresses the feeling or emotion of the speaker.
- Intonation (The "music" of English)
- A "pitch" change, and a long, clear vowel tell us which is the most important ("focus") word in a Thought Group. These signals happen in the stressed syllable of the focus word.
- **English words are DIFFICULT/ because the PRONUNCIATION/ is sometimes different from the SPELLING.**
- Rhythm
- English has an alternating rhythm, and stressed syllables are the "beats."
- **If we understand each other, that's communication. What DIFFERENCE does it make?**

- Reduction
- We make the important syllables and words more important by reducing the others, and making them less important.
- In the less important syllables the vowel sound is usually a “schwa” /ə/ as in “uh-oh!” /əoh/
- **pizza** /piz-z ə/ **another** / ən-əther/ **tomato** /t əma-to/ **above** / əbove/
- Contractions are another example of reduction. Two syllables are reduced to one syllable:
- **I am** → **I'm** **I have** → **I've** **I would** → **I'd** **you are** → **you're** **she is**
→ **she's** **we are** → **we're**
- Connected Speech
- In English we do not say each word separately like they are written, we “link” words together so they are smoother and easier to pronounce in a phrase or sentence.
- **This is Anna.** → **ThissizzAnna.**
- **The books are on the table.** → **The bookssare on the table.**
- **Have a good time.** → **Havvvuh goodtime.**
- **What's his address?** → **Whatsiz address.**
- **much of a chance** → **muchuva chance**
- **once in a while** → **one-sinnuh while**

1 Intonation In Conversation

One use of intonation is to show how a piece of information fits in with what comes before and after. For instance, a speaker may raise his or her voice when taking over the conversation from somebody else, or to indicate a change of subject. A rise or fall on a particular word may show that this is the 'centre' of the message - the place where the new information is being given; or it may signal a contrast or a special emphasis. A rising tone at the end of a sentence may suggest that there is more to be said and perhaps invite another speaker to take over.

2. Attitude

Intonation (together with speed, voice quality and loudness) can also say things about the speaker's attitude. For instance, when people are excited or angry they often raise and lower their voices more.

3 . PATTERNS

There are three particularly common intonation patterns in English speech

A. falling intonation

A falling intonation can suggest that we are saying something definite, complete. The voice falls on the last stressed syllable of a group of words.

.....
I'm tired.

A falling intonation is also common in wh-questions.

What time's the last bus?

.....
Where's the secretary?

B. RISING INTONATION

A rising intonation is common in yes/no questions. The voice rises at the end of a group of words, beginning on the last stressed syllable.

Intonation and grammar

Where patterns associating intonation and grammar are predictable, I highlight these to my students. I see these as starting-points, rather than rules.

Some examples are: Wh-word questions: falling intonation / Yes/No questions: rising / Statements: falling Question-Tags: 'chat' - falling; 'check' – rising / Lists: rising, rising, rising, falling

Question-Tags: Students in groups are assigned jobs to mime to each other. Students make notes about what they think each person's job is. They then have to check they've understood the jobs: Students use rising/falling intonation question-tags depending how sure they are: 'You're a pilot, aren't you?'. At the end, students confirm their jobs.

Intonation and attitude

It's important that students are aware of the strong link between intonation and attitude, even if it's difficult to provide rules here.

The first thing is for learners to recognise the effect of intonation changes. I say the word 'bananas' - firstly with an '*interested*' intonation (varied tone); then '*uninterested*' (flat). Students identify the two and describe the difference. We then brainstorm attitudes, such as 'enthusiastic', 'bored', 'surprised', 'relieved'. I say 'bananas' for these. Students then do the same in pairs, guessing each other's attitude.

This can be developed by asking students to 'greet' everybody with a particular attitude. At the end, the class identify each person's attitude. For younger learners, I use 'Mr Men' characters (Miss Happy, Mr Grumpy, Miss Frightened, etc.) Each student is allocated a character and, as above, they greet the class with that character's voice.

Handout 4. Intonation and discourse

Learners' also need awareness of intonation in longer stretches of language. Here, we can give our learners clearer guidelines: 'new' information = fall tone; 'shared' knowledge = 'fall-rise'.

A simple shopping dialogue demonstrates this:

SK: Can I help you?

C: I'd like a chocolate (fall) ice-cream.

SK: One chocolate (fall-rise) ice-cream. Anything else?

C: One strawberry (fall) ice-cream.

SK: One chocolate (fall), one strawberry (fall). Anything else?

C: Yes. One chocolate (fall), one strawberry (fall), and one vanilla (fall-rise).

Higher level students can identify the '*new*' / '*shared*' information, and then practise reading accordingly.

With lower level students, we memorise the dialogue together. Although I don't refer to intonation directly, I use my hands to indicate it (fall = hand pointing down; fall-rise = down then up). Students then prepare their own dialogues. I've found my learners pick up these patterns very quickly.

When working on intonation in the classroom I:

Remember that intonation is relevant to any speaking activity, and makes interesting remedial/revision work.

Remember that students don't always have to 'know' we're focusing on intonation: every time I drill phrases they're hearing intonation models.

Provide realistic and clear contexts.

Avoid going into theory.

Help students find patterns / rules-of-thumb, wherever possible..

Mark the /thought groups/ and then the focus word in each thought group.

Mark the intonation (where the pitch goes up) by putting an arrow pointing up on the stressed syllable in each focus word.

I'll wait in his office until he gets back from lunch.

She rang the bell twice, but no one answered the door.

It is the job of a good speaker to tell his listener what is important.

I can't open the door because I lost my key this morning.

Lesson 10

| | |
|--|---|
| Theme: Spoken production: Classroom language (Classes, seminars, lectures, tutorials) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of differences and similarities between written and spoken discourse 2. To provide opportunities for participants to analyze differences and similarities between written and spoken discourse using the analytical methods introduced. 3. To have students understand the differences and similarities between written and spoken discourse and how they relate to the aims. |
| <p>Pedagogical tasks:</p> <p>To introduce with the theme of the lesson ;</p> <p>To give information concerning the topic, making students warm-up.</p> <p>To work with the vocabulary of topic;</p> <p>To give definition to the terms;</p> <p>To get information from the texts.</p> | <p>The results of teaching activity:</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to demonstrate a working knowledge of different approaches to the description and analysis of differences and similarities between written and spoken discourse. 3. be able to analyse differences and similarities between written and spoken discourse using one more approaches to discourse analysis covered in the course. |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1.

Task 1. Classroom language for starting lessons

Read the list of instructions given in “Classroom language for starting lessons” written By Alex Case for UsingEnglish.com Classroom Language: Classroom language for starting lessons

Summary: Useful classroom language for ESL teachers for starting lessons

The teacher coming into a room full of students

"Can someone take this CD player and plug it in? Thanks." [hold it up as if you are offering it to someone, and look towards the socket or hold the plug and mime plugging it into something]

"Can someone hold the door open for me?" [stop with the door supported on your back, then maybe make straining noises like you are trying to squeeze through]

"Hi everyone. Just let me put my things down here and we'll get started."

"Morning. Not many people here yet? / Where is everyone?" [gesture looking at empty seats and then as if searching for those people in the corners of the room]

"Is this the right room? Mrs Andersen's class?/ Top set English?/ English club?"

"Hello again. Mr Smithers is still sick"/ "Yes, (it's) me again!"

The students coming in

"Okay everyone, file in quietly and take a seat please" [use two arms to show the slowness and straight lines of the route into the room]

"Upper Intermediate 1? Yes, this is the right class. Come (on) in."

"Hi. Come in. Take a seat/ Sit anywhere you like/ Can you sit somewhere different from last week?/ "Can you sit near the front?"

"Please put your homework into the tray as you come in"/ "Homework in the tray, everyone"

"Please put your bags on your pegs/ in your desks/ on the back of your chairs/ on the stage/ in a pile by the door/ in your lockers" [mime putting or hanging the bag, then point at position]

"We're going to do pairwork, so you need to sit closer to each other" [gesture two hands pressing something together]

"Sit in your usual teams/ the same teams as last lesson"

"Boys on the right and girls on the left" [point at some boys, and then where they should be, etc]

"Sit on the floor/ on the mats/ on the rug/ in the story corner"

"Take a flashcard as you come in, they are for the first game"

"Line up in order of age/ height/ the date of your birthday/ in alphabetical order"

"Can the last person in close the door?"

"As you come in, ask the next person their name and say 'Come in please' and 'Thank you'"
[gesture hand coming from your mouth towards the other person, and then back from them to you]

"Knock on the door and say 'Can I come in?'" [mime knocking with knuckles]

"Entrance drill! Today's question is 'What colour is your bag?'"

"Line up against the wall and then you can come in" [show the line where you want them to stand, and then mime squeezing up into that space]

Greetings

"Okay everyone, stand up please. Jimmy, that means you too. Right. Good morning everyone/ Good morning class/ Good morning boys and girls/ Good morning children... Okay, just 'good morning' is right too, but I want you to say 'Good morning class. Good morning teacher.' like we practiced last week. Can you do that? Okay, one, two, three. Much better, but remember that the 'or' in 'morning' is a long sound, oooooooooor" [gesture something very long coming out of your mouth with your right hand] "Oooooor... Good. Mooooorning. ...Okay, (that was) maybe a little too long, ha ha! Morning. ..Great. So, let's do the whole thing one more time from the start. Good morning class... Much much better. Okay, sit down please"

Introductions

"My name is Mr/Mrs/Ms Kim. I'm your new English teacher/ I'm your English teacher this year/ this term/ today. (Can you ask me some questions, e.g. where I'm from and my free time?)"

"I'll just introduce myself first"

"I've got five lessons with you each week."

"I'm covering for your usual teacher (today/ this week). He/ she has a cold"

"I'm new to this school, so please be nice to me, ha ha!"

"Your last teacher told me you are the best class, so I hope that is true!"

"Can you all introduce yourselves to me?"

"Can you tell me and the rest of the class two or three things about the person sitting next to you?"

"Let's introduce ourselves, shall we?"

"This is my name at the top of the board, it's pronounced..."

Taking the register (= roll call)

"Who is absent today? / Who isn't here today?" [looking around class at/ for empty chairs whilst holding class list in hand or miming doing so]

"Oh, John's away. Does anyone know why? Is he ill?"/ "What's the matter with Stefano today? / What's wrong with Jim today?"/ "Where's Tony? He didn't look very well yesterday, so maybe he's sick./ In this weather, maybe he's gone to the beach." / "Does anyone know where Hyo Young is?/ Any idea why Hyo Young is absent?"

"So everyone is here except..."

"So, only two people away."

"Let's take the register."/ "Let's check to see who is here."

"Remember to answer 'I'm here'"

"Is everybody here?"/ "Is anyone away?"/ "No one absent today?"

"So, Su Young isn't back yet. Does anyone know when she'll be back/ what has happened to her/ if she's dropped out of the class?"

"There are a few empty chairs. Who is missing?"

"Not many people here today. Is there a bug going round?"

"Oh yes, Juanes said he was going to miss this lesson, didn't he? Can any remember where he said he was going?"

"Let's see if everyone is here"

"Listen while I call your names"

"Shout out 'present'/ 'here' if you are here"

"No? Is he/ she absent today?"

"Let's all count to see if everyone is here - girls first, then boys." [mime counting on fingers]

"Who's the class monitor this week? Rocky? Rocky, can you count how many people are here please?"

Initial chitchat

"How are we all today?"/ "How are you (today)?" / "How are things?" / "How's life?"

"Did you have any trouble getting here? I heard there were problems on the Central Line"

"You all look freezing. Is it still snowing outside?/ How's the weather outside now?"

"(Did you have a) busy day at work?"

"I see we have a few new faces. Can you briefly introduce yourselves to the class?"

"Long time no see, Julietta. How was your holiday?/ Does anyone have any questions for Julietta about her holiday?"

"(Did you have a) good weekend? Did anyone do anything different/ interesting/ exciting?/ John, you said you were going to... How was it?"

"Did you enjoy your holiday?"

"Did anyone notice my haircut/ tan/ sunburn/ broken arm/ new suit? Any questions (about my evening/ weekend)?" [point at noticeable thing]

"Vlad, you wanted to ask me a question. Can you ask it now?/ Can you ask that question to everyone in the class?"

"You (all) look tired/ hot/ cold"

"Is it hot/ cold/ humid/ snowing/ raining outside (at the moment)?" [mime rain or snow falling from sky, fanning yourself, or shivering]

"Are you (all) feeling better today?"

"(Have you)had a haircut?" [mime scissors with index and middle finger cutting hair]

"(We are all) dressed up smart today, aren't we? (Is there) any special reason?"

"I was sorry to hear about..." "Did you hear about...?"

"Are you looking forward to...?" "I can hear quite a lot of sniffing/ sniffing. Is there a cold going round/ does everyone have a cold?"

Waiting to start

"I'm waiting for you to be quiet/ to settle down/ We won't start until everyone is quiet." [cross arms and look impatient, maybe tapping foot]

"Please stop talking and be quiet" / "(Can everyone please) settle down so we can start." [arms out with palms down, moving slowly up and down]

"(Everyone be) quiet please!" [index finger in front of lips, or zip across lips with thumb and index finger]

"Okay, I'm glad you're excited, but let's calm down a little, shall we?"

"Yes, okay, we'll play the Stations game, but you have to sit down quiet and then doing the normal greetings first."

"I'm still hearing some noise at the back"/ "What's going on back there?" [stretch your neck and/ or stand on toes and look in that direction]

"We have the same thing every week. What am I waiting for?... For you to be quiet, that's right."

"They'll be plenty of time for speaking/ games once the class has started."

"... or would you prefer to start by checking your homework instead?"

Getting started/ getting down to business

"So, let's get started, shall we?" [maybe clapping hands together once]

"I could talk about that all day, but I think we should study some English, shouldn't we?"

"Are you ready (to start/ to learn English)?"

"English time! (No more Korean!)" [point at poster or those words written on the board if you have them]

"Is everybody ready to start?"

"I hope you are all ready for your English lesson."

"I think we can start now."

"Let's begin!"/ "Let's start!"/ "Let's rock and roll!"

"Now that everybody is here..."

"I was going to start the class by..., but it's too hot/ you all look too tired/ there aren't enough people/ the equipment isn't working. So, let's move straight onto..."

"I don't think we need a warm up game today, do we?"

"Can anyone remember what we did last week/ in the last lesson/ this morning?"

"I told you to prepare something for the beginning of this lesson, didn't I? It looks like some people have completely forgotten about it. Oh well, your loss. The people who did do it will find the next part really easy"

"Whose turn is it to choose the starting game/ song/ the language point for the ball game?"

Unusual starting tactics

"Catch!" [really throwing something or miming it]

"Is no one going to ask me what I'm doing?"

"The first person to the front of the room gets a sweet/ doesn't have to do any homework tonight"

"What's this?"

"One point to Sebastian for being quiet"

"Who wants a sweet?"

Stating your aims

"Now I'd like you to continue asking and answering questions about your weekend/ your hobbies, but using the structure on the board/ but as a game"

"I'd like to start the lesson by revising what we did last lesson/ seeing how much you remember from last week"

"I'd like to start the lesson with a pop quiz/ a warmer/ some revision/ some pairwork speaking"

"The aims of today's lesson are.../ are at the top of the board"

"Today, we are going to..."

"As I explained last week, today is the day for the final test/ presentations/ course feedback questionnaires"

"Today, we're going to do something a bit different/ unusual/ strange. This is to.../ Why we are doing it will become clear later on." / "This may seem a little unusual, but it's all part of the plan!"

"Today/ In this lesson/ This week we'll learn how to ... / we will study.../ we will practice ... (from last week)"

"The aim of this class is (to) ..."

"I know we don't usually start by checking the homework/ by doing a song, but we are going to move onto..."

Lateness

"Where have you been?" [gesture tapping watch or look at clock]

"We started ten minutes ago. What have you been doing?"

"What time does the class start?... And what time is it now?"

"Sorry, we are in the middle of a listening exercise. Can you wait outside for two minutes until we finish?"

"Did you miss your bus?"/ "Are there still problems with the underground?"/ "Did you get stuck in traffic?"/ "Did you have problems getting a taxi (in the rain)?"

"Did you oversleep?"/ "(Is your) alarm clock broken (again)?"

"Don't let it happen again."

"It's okay, but come in quickly/ quietly so we can get on with class"

"Don't worry, but try to be on time next time"

"You missed the progress test, so you'll need to do that another time"

"You can do the part you missed for homework"

"Can someone explain what we are doing to Jose Maria?"

"Where were we?"/ "Right, let's get back to/ get on with..."

Tests

"Today is the test, remember. So, I want you to come in without speaking and take out just one pencil and one eraser. No books and no pieces of paper. Got it? How many books are you allowed?... No, Sabrina, not a hundred. Yes, okay, a thousand, very funny. Seriously. How many books?... Yup, zero, none, nowt. When you've got your pencil and eraser out of your bag, put your bags at the back of the classroom. Ready? Quietly, come in one at a time."

"Any questions before the test starts?"

"Today's the test, but we'll do something else for 10 or 15 minutes to give other people a chance to get here"

Things to think about/ Discussion questions for teachers

- What stages above wouldn't you bother doing in your classes, e.g. initial chitchat in a large class, low level class or very young class?
- What order do you usually do the stages that you do? Could you do them in a different order?
- Which of the phrases in each of the stages you do use above is the right language level for your students? Is each one also suitable for their age, polite enough etc? If not, how could you change it?
- Pick at least 5 sentences above that are totally unsuitable for your classes. Why are they unsuitable? What kinds of classes and situations might they be suitable for? What could you say instead in your classes?
- How could you make each of those phrases easier to understand, e.g. what gestures could you use and what language could you add to your syllabus?
- Once your students get used to that phrase, how can you make it more complicated in order to boost their level but still making sure they understand?
- Is there any way of getting students to use the same phrases with each other?
- Do you do any of the stages above in L1 rather than English? What do you think students' reactions to you switching to English would be? How could you make that transition easier?
- Many of the sentences above have natural conversational grammar rather than traditional written grammar, e.g. "Alarm clock broken?", which a native speaker is probably more likely to say rather than "Is your alarm clock broken?" What do you think about using these kinds of sentences?

- There are also some examples of more difficult and idiomatic words and phrases like "nowt" and "How are things?" that students would probably still understand from the context. How do you feel about using these in your classes?
- If you use natural sentences at natural speed students will hopefully learn to guess the meaning from context, to accept not understanding every word, and to remember language in longer stretches rather than word by word. They might, however, never understand what the individual words are and might never be able to tie it in with the language on the syllabus. Which of these are more important for your students, do you think?
- Some people like to start English class in exactly the same way as the other classes so that students take it seriously, and other teachers like to start it in a more relaxed and friendly way to set the atmosphere that they need for an interactive, communicative classroom. Which thing is more important to you? Is there any way of combining the two things?

Handout 2.

Discourse can be both spoken and written. The study of spoken and sometimes written discourse is called discourse analysis.

Spoken language is a vast subject, and little is known in hard statistical terms of the distribution of different types of speech in people's everyday lives. If we list at random a number of different types of speech and consider how much of each day or week we spend engaged in each one, we can only roughly guess at some sort of frequency ranking other than to say that casual conversation is almost certainly the most frequent for most people. The rest will depend on our daily occupation and what sorts of contacts we have with others. Some different types of speech might be:

- Telephone calls (business or private)
- Service counters (shops, tickets, offices)
- Interviews (jobs, journalistic in official setting etc.)

Handout 2. Features of Spoken Language:

Let us consider the features of the spoken English as presented below-

1. The syntax of spoken English is much less structural:

Spoken language contains many incomplete sentences, often simple sequences of phrases, for example, okay, that'll do

Spoken language possesses rather little subordination.

Spoken language contains a lot of active declarative sentences. A very few examples of passives, it-clefts or wh-clefts are found in a recorded conversation of over 50 hours, for example, it's quite nice the grass market since+ it's always had the antique shops but they're looking + they've sort of +em+become a bit nicer+.....

2. In spoken language the chunks of utterances are connected by and, but, then and more rarely, if.
3. It is rare in spoken language to find more than two pre-modifying adjectives, and there is a strong tendency to structure the short chunks of speech so that only one predicate is attached to a given referent at a time as in it's a biggish cat= tabby + with torn ears.
4. The use of passive is not found in speech. Instead active constructions with indeterminate group agents are noticeable in spoken language, as in-oh everything they do in Edinburgh + they do it for so slowly.
5. In spoken language it is quite common to find topic – comment+ structure as in-the cats +did you be +them out.

6. In chat about the immediate environment, the speaker may rely on, for example, gaze direction to supply a referent. (looking at the rain) frightful isn't it?
7. The speaker may replace or refine expressions as he/she goes along for example, this man +this chap she was going out with.
8. In spoken language, the speaker typically uses a lot of rather generalized vocabulary, for example, -a lot of, thing, got, nice, do, stuff, place, etc.
9. In spoken language, the speaker frequently repeats the same syntactic form several times over that is repetitions and hesitations being involved in spoken.
10. The speaker may produce a large number of prefabricated fillers, such as, well, em, I think, you know, of course and soon.
11. The speaker tries to establish and maintain role relationship with the listener.
12. In spoken language, there is a kind of approximate between the speaker and the listener.
13. Spoken language is less dense for the purpose of enabling the listener to understand the information/message easily.
14. Spoken language takes no visual form.
15. Spoken language occurs in some context of situation and faces direct reaction of the listener.

Advantage of Spoken Language:

1. Spoken language takes in some context of situation and hence is supported by extra-linguistic elements including all in the surrounding.
2. In a face to face interaction, the interlocutor can reformulate his/her language according to the situation or taking into consideration the reaction shown by the other interlocutor.
3. While speaking, the speaker has available to him/her the full range of 'voice quality' efforts as well as paralinguistic expressions.
4. In a conversation, non-linguistic events naturally contribute to spoken language and make it lively.
5. Spoken language is only interactional.
6. Finally, spoken language contains interactive markers and planning 'fillers' and thus makes communication effective.

Disadvantage of Spoken Language:

1. It does not maintain strict grammatical rules. So, grammatical mistakes are occurred often.
2. It is devoid of the transactional function of the language.
3. Spoken language cannot express emotions, sentiments and feelings.
4. Spoken language cannot be checked, changed or reformulated if it is once uttered.
5. It is the primary form of language. So, it is non-visible and it has no written document to prove.
6. Spoken language is less planned rather than written language. So it would be affected on listeners if it is badly uttered.

Spoken Language Works in some Levels:

1. **Adjacency pairs:** A pair of utterances in talk is often mutually dependent. A most obvious example is that a question predicts an answer and that an answer presupposes a question.
2. **Turn taking:** People take turns when they are selected or nominated by the current speaker, or if no one is selected, they may speak of their own accord (self-selection). If neither of these conditions applies, the person who is currently speaking may continue.
3. **Transactions and topics:** In transactions, we are concerned with how speakers manage longer stretches of talk. They are most marked in settings. Such as classrooms, doctor's surgeries and formal interviews, they are also present in openings and closings. We also considered the question of realizations of markers in different languages. On the other hand, topics could be defined on the formal level, as stretches of talk bounded by certain topic and/or transactional

markers, such as lexical ones (by the way, to change the subject) or phonological ones (change in pitch)

- 4. Interactional and transactional talk:** Transactional talk is for getting business done in the world i.e. in order to produce some change in the situation that pertains. On the other hand, interactional talk has as its primary functions the lubrication of the social wheels, establishing roles and relationships with another person prior to transactional talk, confirming and consolidating relationships expressing solidarity and so on.
- 5. Stories, anecdotes, jokes:** Almost any piece of conversational data between friends will yield occasions where people engage in the telling of stories, anecdotes, jokes and other kinds of narratives. The ability to tell a good story or joke is a highly regarded, talent probably in all cultures.
- 6. Speech and grammar:** Brief mention must be made here of the role of grammatical accuracy in unprepared speech.

Handout 3. Written Language

Written language is the secondary form of a language. It is visible, written or printed and hence more permanent.

Features of Written Language:

1. Written language is more structured.
2. In written language, heavily pre-modified noun phrases are quite common, for example-a man who turned into a human torch ten days ago after snoozing in his locked car while smoking has pipe has died in hospital.
3. Written language sentences are generally structured in subject.
4. The use of passive is found in written language.
5. In written language, vocabulary for example-a lot of; thing, nice, do, stuff etc. is not taken generally.
6. In written language, the some syntactic form is not repeated.

Advantage of Written Language:

1. Written language is the secondary form of language.
2. As written language is strictly governed by grammatical rules, non-native users are usually more aware of the rules of written language.
3. We can express our feelings, ideas, emotions, sentiments, and so forth more freely in spoken language because the reader cannot show direct and immediate reaction.
4. It may be checked, changed or reformulated if necessary grammatically and pragmatically.
5. It performs both transactional and interactional functions of language.

Disadvantage of Written Language:

1. It fails to establish and maintain direct role of relationships with the reader.
2. In written language there is no proximity between the writer and reader.
3. Written language does not take place in some context of situations. So it is not supported by extra linguistic elements including all is the surrounded.
4. Written language does not contain interactive markers and planning filler and thus makes the communication less effective.
5. It misses the para-linguistic expression and immediate reaction of the situation. So its effect is slow.

Written language works in some levels:

1. **Speech and writing:** Both spoken and written discourses are dependent on their immediate contexts to a greater or lesser degree. The idea that writing is in some way ‘free standing’ whereas speech is more closely tied to its context, has come under attack as an oversimplification of discourse analysts.
2. **Units in written discourse:** The sentence is more obvious as a grammatical unit in writing although certainly not in all kinds of writing: signs and notices, small ads, notes, forms, tickets, cheques, all contain frequent examples of ‘non-sentences.’
3. **Clause relations:** The units of written discourse rather than always being co-existence with sentences (though they sometimes are) were best seen as functional segments (of anything from phrasal to paragraph length) which could be related to one another by a finite set of cognitive relations, such as cause-consequence instrument, achievement, and matching relations such as contrasting and equivalence.
4. **Culture and rhetoric:** The area of cross-cultural rhetoric studies has spawned a vast literature of its own and a somewhat confusing one. On the other hand, linguists claim to have evidence of textual patterns in other languages not found in English writing. On the other hand, there is disagreement over whether these patterns are transferred and cause interference when the learner writes in English.
5. **Discourse and the reader:** Discourse and reading in fact follows consistently from what we have learnt. We cannot explain discourse patterning at the macro-level without paying due attention to the role of grammar and lexis. By the same token, we cannot foster good reading without considering global and local reading skills.

Handout 4. Differences between spoken language and written language

| Spoken language | Written language |
|--|---|
| 1. Spoken language is the primary form of linguistic communication. | 1. Written language is the secondary medium of communication. |
| 2. Spoken language is audible and temporary. a. Utterance b. Conventional analysis | 2. Written language is visible, written or printed and hence more permanent than spoken language. |
| 3. Spoken language takes place in context of situation and so it is supported by extra-linguistic elements including all in the surrounding. | 3. Written words can be examined outside their original context. |
| 4. Spoken language is primarily interactional. | 4. Written language is primarily transactional. |
| 5. Spoken language is not usually packed with information. | 5. Written language is usually packed with facts. |
| 6. A speaker’s voice, rhythm, intonation etc. are necessary features for the understanding of the speech. | 6. Punctuation, word and sentence order are important for understanding of a written text. |
| 7. Spoken language has a loose syntactic structure. | 7. Written language is usually richly organized. |
| 8. In spoken language, the use of more than two premodifying adjective is rare. | 8. Written language has heavily premodified noun phrases. |

| | |
|---|---|
| 9. The spoken language incorporates a lot of vocabulary, such as- 'a lot of', things, nice, sort of.... | 9. This device is not taken in written language, partly to avoid monotony, and to make language formal, stable. |
| 10. The speaker may suffer the disadvantage of exposing his/her own feelings, emotions. | 10. The writer can easily manipulate words and expression in a way. |

Activity 1. Matching exercise

Match the items with the ones below.

1. I've (= I have), that's (= that is), etc
2. the net = the Internet, a phone call = a telephone call, etc
3. put up with sth (= tolerate sth), get on with it (= proceed with sth), etc
4. e.g. nip it in the bud (= stop it in its early stages to prevent it developing further)
5. pick up an idea of Smith's (= refer to, quote, etc), give an assignment in (= submit an assignment)
6. one thing is, most people say, etc
7. OK? Do you know what I mean? Do you follow me? Etc
8. e.g. what you shou, what we should do; the point I want to make is, oh on second thoughts we'll come back to that later.
9. e.g. he was, I mean they was discussing ...
10. I think, em, that's right. It's, eh, quite difficult to say. Etc

-
1. Contractions / 2. Confirmation questions / 3. Idioms / 4. False starts / 5. Grammatical slips
7. Verbs of physical action / 7. Phrasal verbs / 8. Abbreviations / 9. Hesitation / 10. Vogue language

Answer:

Contractions: I've (= I have), that's (= that is), etc

Abbreviations: the net = the internet, a phone call = a telephone call, etc

Phrasal verbs: put up with sth (= tolerate sth), get on with it (= proceed with sth), etc

Idioms: eg nip it in the bud (= stop it in its early stages to prevent it developing further)

Verbs of physical action: pick up an idea of Smith's (= refer to, quote, etc), give an assignment in (= submit an assignment)

Vague language: one thing is, most people say, etc

Confirmation questions: OK? D'you know what I mean? D'you follow me? etc

False starts / changes of direction: eg what you shou, er, what we should do; the point I want to make is, oh on second thoughts we'll come back to that later.

Grammatical slips: eg he was, I mean they was discussing ...

Hesitations: em, er, etc

Hometask: Read the following extracts and say if the particular speech act has beginning, middle and end, if it has identify them all? What type of speech acts it refers to? Can you guess the context where the exchanges happen and who are the participants? What clues did it help you to predict correctly?

A: Well, try this spray, what I got, this is the biggest they come.

B: Oh . . .

A: . . . little make-up capsule.

B: Oh, right, it's like these inhalers, isn't it?

A: And I, I've found that not so bad since I've been using it, and it doesn't make you so grumpy.

B: This is up your nose?

A: Mm.

B: Oh, wow! It looks a bit sort of violent, doesn't it? It works well, does it?

(Birmingham Collection of English Text)

Lesson 11

| | |
|--|---|
| Theme: Spoken production: Language-in-action (talk accompanying doing, fixing, cooking, demonstrating, assembling) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of register and signaling vocabulary 2. To provide opportunities for participants to analyze register and signaling vocabulary using the analytical methods introduced. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; . | The results of teaching activity: The students will : <ol style="list-style-type: none"> 1. demonstrate a working knowledge of different approaches to the description and analysis of register and signaling vocabulary, 2. To apply that knowledge in analyzing register and signaling vocabular. |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. Register

Language Register

Formal, Informal, and Neutral

Language **register** is the level and style of your writing. It should be appropriate for the situation you are in.

The language register determines the vocabulary, structure, and some grammar in your writing. The three most common language registers in writing are:

Formal

Informal

Neutral

We use different language registers for different types of writing, just as we speak differently to different people. **You would not speak to the President of the United States the same way you would talk to your brothers.**

To your brother: What's up? It's awesome that you came to visit!

To the President: Good morning, Mr. President. We appreciate your visit.

The **formal register** is more appropriate for professional writing and letters to a boss or a stranger.

The **informal register** (also called casual or intimate) is conversational and appropriate when writing to friends and people you know very well.

The **neutral register** is non-emotional and sticks to facts. It is most appropriate for technical writings.

In articles such as these, we tend to mix the formal and informal registers to present the information in an easy to understand and personal tone.

Let's look closely at the three most common language registers used in the English language.

Handout 2. Formal Language Register

- Formal writing is probably the most difficult type of writing. It is impersonal, meaning it is not written for a specific person and is written without emotion.

Some kinds of writing are always written in formal English.

Formal writing includes:

Business Letters

- Letters of complaint
- Some essays
- Reports
- Official speeches
- Announcements
- Professional emails

There are many rules for writing in formal writing. We will discuss some of the most common rules here. When in doubt, check the rules in an APA style guide.

Handout 3. Informal Language Register

•

Informal writing is written in the way we talk to our friends and family. We use informal writing when we are writing to someone we know very well.

Some kinds of writing can be written in an informal style.

Informal writing includes: Personal e-mails / Phone texts / Short notes / Friendly letters / Most blogs / Diaries and journals

There are no major rules to informal writing.

With informal writing, you can include things such as: Slang and clichés / Figurative language / Symbols and abbreviations / Acronyms / Incomplete sentences / Short sentences / First person, / second person, and third person / Paragraphs or no paragraphs / Jokes / Personal opinions / Extra punctuation (Hi Bob!!!!!!) / Passive and active voice

Handout 4. Rules of the informal language register:

1. Do not use contractions

Contractions are not usually used in formal writing, even though they are very common in spoken English.

In formal writing, you should spell out contractions.

Examples:

In formal writing, you should use:

cannot instead of can't / have not instead of haven't / will not instead of won't / could not instead of couldn't / is not instead of isn't

These are just a few examples of contractions. See more contractions by following the contraction link above.

Contractions CAN be used if you are quoting someone's exact words in your writing. Example:

"Two-thirds of my eighth grade students can't read at grade level," the professor stated. Keep in mind that an apostrophe does not always make a contraction. Apostrophes are also added to nouns to show ownership. These are used in all language registers, including formal.

Examples:

- children's classroom / professor's report / elephant's trunk / Spell out numbers less than one hundred

Examples:

- nineteen / twenty-two / seventy-eight / six

3. Write in third person point of view

In formal writing, we usually do not use first person or second person unless it is a quote.

Avoid using:

- I / You / We / Us

Examples:

- **You** can purchase a car for under \$10,000. / **One** can purchase a car for under \$10,000.
OR
A car can be purchased for under \$10,000.

You will probably see an elephant on an African safari. **One** may see elephants on an African safari. OR Elephants are a common sight on African safaris. **We** decided to invest in the

company.

The group decided to invest in the company.

4. Avoid using too much passive voice

In formal writing it is better to use an **active voice**.

Passive sentences:

The bone was eaten by the dog.

The research was completed by the students in 2009.

Active sentences:

The dog ate the bone.

The students completed the research in 2009.

In 2009, the students completed the research.

For example, in a rule above I wrote, "Apostrophes are also added to nouns to show ownership."

I wrote this sentence in a passive voice.

To make it active, I could write:

"Additionally, add an apostrophe to a noun to show ownership."

OR

"Use apostrophes with nouns to show ownership."

5. Avoid using slang, idioms, exaggeration (hyperboles) and clichés

Slang is common in informal writing and spoken English. Slang is particular to a certain region or area.

Examples of slang:

- awesome/cool / okay/ok / check it out / in a nutshell

A cliché is a phrase that is overused (said too often).

Common clichés:

- too much of a good thing / moment of truth / Time is money.
- Don't push your luck. / Beauty is only skin deep.

6. Avoid abbreviations and acronyms

If you use an acronym or abbreviation, write it out the first time

When using acronyms, write the entire name out the first time it appears, followed by the acronym. From then on, you can use the acronym by itself.

Examples:

National Aeronautics and Space Administration (NASA)

Kansas Department of Transportation (KDOT)

For abbreviations, write the complete word the first time, then use the abbreviation.

Examples:

- influenza => flu United States of America => U.S.A or USA
- tablespoon => tbsp. Kansas => KS

Do not use slang abbreviations or symbols that you would use in friendly emails and texts.

Examples:

- LOL (laugh out loud) / ttyl (talk to you later) / b/c (because) / w/o (without) / w/ (with)

7. Do not start sentences with words like *and, so, but, also*

Here are some good transition words and phrases to use in formal writing:

- Nevertheless / Additionally / However / In addition / As a result of / Although

8. Always write in complete sentences.

9. Write longer, more complex sentences.**Correct matching**

| | |
|--|--|
| How's it going? | I was wandering what you would like to do this evening? |
| Good flight? | It was very nice, but I couldn't eat any more. |
| Haven't seen you for ages! | Are you comfortable using chopsticks? I'm sure he'll bring a knife and fork if you'd like. |
| What have you been up to? | I'll have a scotch with ice, thanks. |
| What do you fancy doing tonight? | It was really nice meeting you. |
| Don't know about you, but I'm absolutely dying for a drink / something to eat. | And how is Mrs Jenkins keeping? |
| Where do you want to go to eat? | Is there any particular restaurant you have in mind? |
| Let's go to the Pyramids Cafe, in Soho. | There's rather a good cafe in Soho called, the Pyramids. Perhaps we might give that a try. |
| Let's jump in a cab. | Would you like a dessert? |
| I'll get this one – you can get the next one. | Have you been keeping well? |
| Sally OK? | I don't know what your plans are for the weekend,...but if you've got nothing on, we're going for a walk on Sunday, if you'd like to come. |
| What are you having? | Allow me to get this. |
| Mine's a scotch with ice, thanks. | How are you? |
| Let's order a couple of dishes each and kind of mix and match... | I wondered if you'd seen anything of Paul at all lately. |
| You OK with chopsticks? | Would you like cheese and biscuits? |
| Put your money away. My treat! | Perhaps the best thing is if we order a selection of dishes and share them. |
| How's yours? | How's the steak? |
| Nice watch. Where did you get it? | If I may say, that's a really nice looking watch. Could I ask you where you bought it? |
| Cheese and bikkies? | You can leave your coat in the cloakroom, if you'd like. |
| Pud? | It's quite some time since we last met. |
| Fancy going for a walk at the weekend? | Let me find a taxi. |
| Seen anything of Paul? | I trust you had a good flight. |
| Stick your coat over there in the cloakroom. | What would you like to drink? |
| I'm stuffed. Couldn't eat another mouthful. | I wouldn't mind getting something to eat / drink, if that's OK with you. |
| Great seeing you. | Let me get this. I insist. |

| Answer: Informal | More formal |
|--|--|
| How's it going? | How are you? |
| Good flight? | I trust you had a good flight. |
| Haven't seen you for ages! | It's quite some time since we last met. |
| What have you been up to? | Have you been keeping well? |
| What do you fancy doing tonight? | I was wondering what you would like to do this evening? |
| Don't know about you, but I'm absolutely dying for a drink / something to eat. | I wouldn't mind getting something to eat / drink, if that's OK with you. |
| Where do you want to go to eat? | Is there any particular restaurant you have in mind? |
| Let's go to the Pyramids Cafe, in Soho. | There's rather a good cafe in Soho called, the Pyramids. Perhaps we might give that a try. |
| Let's jump in a cab. | Let me find a taxi. |
| I'll get this one – you can get the next one. | Allow me to get this. |
| Sally OK? | And how is Mrs Jenkins keeping? |
| What are you having? | What would you like to drink? |
| Mine's a scotch with ice, thanks. | I'll have a scotch with ice, thanks. |
| Let's order a couple of dishes each and kind of mix and match... | Perhaps the best thing is if we order a selection of dishes and share them. |
| You OK with chopsticks? | Are you comfortable using chopsticks? I'm sure he'll bring a knife and fork if you'd like. |
| Put your money away. My treat! | Let me get this. I insist. |
| How's yours? | How's the steak? |
| Nice watch. Where did you get it? | If I may say, that's a really nice looking watch. Could I ask you where you bought it? |
| Cheese and bikkies? | Would you like cheese and biscuits? |
| Pud? | Would you like a dessert? |
| Fancy going for a walk at the weekend? | I don't know what your plans are for the weekend,...but if you've got nothing on, we're going for a walk on Sunday, if you'd like to come. |
| Seen anything of Paul? | I wondered if you'd seen anything of Paul at all lately. |
| Stick your coat over there in the cloakroom. | You can leave your coat in the cloakroom, if you'd like. |
| I'm stuffed. Couldn't eat another mouthful. | It was very nice, but I couldn't eat any more. |
| Great seeing you. | It was really nice meeting you. |

Activity1. Students look at the e-mailed response from the journal's editor. Working in a small groups find *field*, *tenor* and *mode* of the given text

The field in which the text is situated is very generally academic publishing and accounts for the presence of words such as *spring issue, disk copy, production purposes, word processing program*.

The *tenor* is very formal, even frozen, influenced by the fact that neither of the participants have met, nor know much about each other's status. By addressing me as Professor, the writer avoids causing any offence. The use of highly indirect and modalized language (ie language using modal verbs such as *would, could*) is another way of creating a safe distance. , .

The *mode* is e-mail communication, usually a rather informal medium, but the writer uses the conventions of a formal letter, again, just to be on the safe side.

Activity 2. Students identify the *field, tenor* and *mode* of each of these texts and, on that basis' the possible context in which the text was situated.

Answers; In case students feel difficulties, making some prompts will be necessary. For text 1 the field is something like 'public notices of prohibition relating specifically to doors'; the tenor is distant, impersonal, official. The use of the passive voice in the first sentence is a convenient way of deleting any mention of writer or reader from the message. This is also characteristic of the mode, which is written. Notice, too, that expressions like 'this door is alarmed' would be very unlikely to occur in spoken language. The text in fact was a notice on a door in a hotel. Notice how words like *this* in texts (as in *this door*) often work as linguistic 'guy ropes', tying the text to its context of situation.

As brief as it is, the field of text 2 combines greetings and travel; the tenor is informal, (*hi, c u l8r (= see you later)*), suggesting a degree of intimacy; and the mode is written, or rather, electronic, since this is of course a text message. The conventions of text messaging, such as the use of abbreviations and ellipsis (leaving words out), are not simply a question of tenor (although most text messages are sent between friends), but are due to the constraints of the medium. Because text messaging is a kind of interaction that *almost* happens synchronously - that is in real time - it has to be done quickly. Like on-line chat, it is really more like speech than conventional writing. At the same time texting is relatively awkward, compared to, say, typing on a computer keyboard, and the length of text is severely curtailed. These mode effects mean that certain time-saving conventions quickly became established, which, combined with the informal tenor, have resulted in a distinctive unique configuration of register variables.

Text 3 which is, of course, the wedding vow, is a highly ritualized promise. **The field is** matrimony; the tenor - - is very formal, as befits the solemn and very public occasion. **The mode is** spoken, or, better, recitation, since it involves the speaking of a written text. Hence the text has the characteristics of written language, rather than spoken, and includes archaic and very literary language like 'till death us do part'. Both this text and the text message (text 3) demonstrate that some forms of written language are actually more like spoken language and vice versa. This in turn demonstrates the powerful influence of context on language in use

Activity 3. Discussion. From the definitions of the REGISTER in Discourse students try to answer why we need to know *register*, how important for language learners to be familiar with the term *register*.

Teacher may provide with examples in Uzbek and Russian e.g People in Tashkent use "*poylab turing*" instead of "*wait*", however the semantic meaning of this word - notice or observe, but in Andijan we say "*kutub turing*" which is word by word interpreted as "*wait*" or How are you? (Eng) Qanaqasiz? (Uz) *Qandaysiz?* (Andijan Uz). Using Greetings Uz *Assalomu Alaykum!* (formal, when there is great differences in age or position, show the sign of politeness and respect) *Salom* (informal, among friends)

The English word “face”- in Uzbek - chehra, yuz, bashara, but used in different context has different register) In formal Uzbek has some of synonyms,
English: *boy*-neutral (for informal and formal situations)

Chap, guy, mate- informal, among friend

Fellow – formal use

Russian Здравствуйте-neutral

Привет!-informal, among friends

Как дела?-informal

Добрый день (утро, вечер) – formal

Even without any special preparation students can be able to talk about REGISTER in their native and English language.

Activity 4: Formal and informal language: making announcements

Situation:

You have called a short meeting of colleagues to make a number of short announcements.

Look at your notes below and decide what you are going to say.

(1) Introduce the meeting

Changes to remote log in system for the company computer network. From Monday staff use security number on plastic card (they were given this last week). Remind them to keep it with them. If they don't have the number they can't log on.

Parking problems over past week. Do not park cars in front of green gate to left of car park – it must be kept clear for deliveries.

Christmas arrangements: time of Christmas party changed from Tue 18th Dec – Thur 20th Dec. Starts at 8. Husbands, wives etc. encouraged to come.

Now look at these two possible ways of making the announcements.

Which do you think is best? Why?

Note down the differences in vocabulary, phrases and grammar.

Example 1

Good afternoon, ladies and gentlemen. We are gathered here today to discuss some minor matters relating to the company's operation.

The first point on the agenda relates to the remote log-in system for our company's computer network. Please be informed that from the coming Monday, you must use the new security number on the card with which you have recently been issued. Failure to use the card correctly will result in an inability to log in. So please be reminded to carry your card with you at all times.

The second point concerns car parking. It is my duty to inform you that you may not under any circumstances park your motor car in front of the green gate. This will impede the progress of delivery vehicles, which as you know are essential to the efficient operations of our company. So kindly be reminded to park your car elsewhere.

At last, it is my pleasure to inform you that our company's Christmas party will be held on Thursday 20th December. Please note that this time has been changed from Tuesday 18th December. You are cordially invited to bring your spouses and other partners. If there are no matters arising, that concludes our meeting.

Example 2

Hi everybody, and thanks for giving up your time to come. I know you're all very busy. There are just a few things we need to discuss so I'll try not to take up too much of your time.

First of all, I'd like to tell you about the changes we've made to the remote log in system for the computer network. If you're logging in at home or away from the office, from Monday you'll need to key in your new security number – that's the one on the plastic card you should have been given this week. So do make sure you keep that card with you, otherwise you won't be able to log in.

Um, what else...?

Oh yes, there have been a few problems with parking over the last week so I'd like to ask you not to park your cars in front of the green gate on the left of the car park as this needs to be kept free for deliveries. I know it's sometimes difficult to find a place to park, but this gate really must be kept clear, so it would be appreciated if you could make sure you don't park there.

Finally, Christmas is almost upon us once again and so as usual there'll be a few celebrations here in the week coming up to Christmas. Most important, can I remind you that the Christmas party will now be on Thursday 20th December and not Tuesday the 18th as originally planned. We'll be starting at 8 o'clock and I hardly need say husbands, wives, girlfriends, boyfriends are of course, very welcome...necessary in fact!

I think that's it from me. Is there anything anyone would like to say? No? Right, thanks very much.

Activity 5. Choose the best version.

1 Stockbroker to client

- a. I'll tell you what to do - bung a couple of grand on HSBC. You can't go wrong. They're a dead cert investment, believe me.
- b. I would suggest you invest a couple of thousand dollars in HSBC. They're a very safe investment, I can assure you.

2 Colleagues

- a. Fancy a beer afterwards?
- b. I would like to invite you to come for a drink after work this evening.

3 Workplace meeting

- a. OK we need to sort out the arrangements for the China trip.
- b. We are gathered here today to discuss the arrangements for the trip to China.

4 Party

- a. How do you do, Ms Simpkins. I'm very pleased to meet you.
- b. Nice to meet you.

5 To a visitor

- a. I strongly suggest that you visit the Peak while you are in Hong Kong – the views are most satisfactory.
- b. You must go to the Peak – the views are amazing.

6 Friends or colleagues

- a. Why don't you take an aspirin?
- b. I would advise you to take an aspirin.

7 Meeting a business visitor

- a. How's it going then? Nice journey?
- b. I trust you had a comfortable journey?
- c. Did you have a good journey?

Answers

1 b Answer a would be unusually informal unless the client and the stockbroker had a very close relationship.

2 a Answer b sounds stilted and unnatural.

- 3 a Answer b sounds like a priest addressing a funeral congregation.
- 4 b In most party situations Ms Simpkins would probably run a mile from the awkward and excessively formal speaker of answer a.
- 5 b Answer a is in written language more appropriate for a very formal letter.
- 6 a Answer b sounds over formal and slightly pompous.
- 7 c Answer a is far too informal if we assume the speakers are strangers. Answer b is slightly old-fashioned – the sort of ornately polite language used by villains in James Bond films for comic effect.

Lesson 12

| | |
|---|---|
| Theme: Spoken production: Monologues (speeches, stories, jokes) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of different types of speech and function 2. To provide opportunities for participants to analyze different types of speech and function using the analytical methods introduced. 3. To have students understand the different types of speech and function and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: <ol style="list-style-type: none"> 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of spoken texts; 3. To demonstrate a working knowledge of different approaches to the description and analysis of different types of speech and function |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

The Art of Monologues: Mastering Speeches, Stories, and Jokes

1. The Power of Speeches

Speeches are a powerful form of spoken production that can inspire, persuade, or inform an audience. A well-crafted speech can mobilize movements, shift perspectives, or simply entertain. Key elements to consider include:

Purpose and Audience: Understanding the intent behind your speech and the audience you're addressing is crucial. Are you aiming to motivate, educate, or entertain? Tailoring your content to the audience's interests and level of understanding can make your message more impactful.

Structure: A clear structure helps in maintaining the audience's attention. Typically, a speech should have a strong opening, a well-organized body, and a memorable conclusion. The opening should grab attention, the body should deliver the core message effectively, and the conclusion should reinforce the key points and leave a lasting impression.

Delivery: Effective delivery involves not just the content, but also how it's presented. Practice your tone, pace, and body language. Engaging delivery can make even the most mundane topic come alive.

2. Crafting Engaging Stories

Stories are a fundamental way humans share experiences and make sense of the world. An engaging story captivates the audience and often includes:

Narrative Structure: A compelling story typically follows a structure with a beginning, middle, and end. The beginning introduces characters and setting, the middle develops the plot and conflicts, and the end resolves the story.

Character and Emotion: Well-developed characters and emotional stakes are key. Audiences connect with stories that feature relatable characters and evoke emotions.

Imagery and Detail: Vivid descriptions and sensory details can make a story more immersive. Painting a clear picture in the listener's mind helps them connect with the narrative.

3. The Art of Jokes

Jokes are a form of spoken production designed to elicit laughter. Crafting an effective joke involves:

Timing and Delivery: The punchline of a joke often relies on precise timing and delivery. Pausing before the punchline can build anticipation and enhance the effect.

Relatability and Relevance: Jokes that resonate with the audience's experiences or current events are often more effective. Understanding your audience's background helps in crafting jokes that land well.

Brevity: Good jokes are usually concise. A clear setup and punchline keep the audience engaged and the humor effective.

4. Practicing and Improving

To excel in any form of monologue, practice is key. Consider the following:

Rehearsal: Regular practice helps in refining your content and delivery. It allows you to experiment with different approaches and find what works best.

Feedback: Seeking feedback from others can provide insights into how your message is received and where improvements can be made.

Recording and Reviewing: Recording your speeches, stories, or jokes and reviewing them can help identify areas for improvement and track your progress.

5. The Role of Monologues in Various Contexts

Monologues play different roles depending on the context:

Public Speaking: In professional and public settings, speeches can be used to inform, motivate, or persuade. They are often formal and structured.

Performing Arts: In theater and film, monologues reveal character thoughts and motivations. They can be introspective or dramatic.

Everyday Life: Informal storytelling and humor are common in social settings. They foster connections and provide entertainment.

Conclusion

Mastering the art of spoken production, whether it's delivering a compelling speech, crafting an engaging story, or telling a well-timed joke, requires a blend of creativity, practice, and understanding of your audience. By honing these skills, you can enhance your ability to communicate effectively and make a meaningful impact through your spoken words.

Here are some exercises to help develop skills in spoken production, focusing on speeches, stories, and jokes. These activities can be useful for individuals or groups and can be adapted for various levels of expertise.

Exercises for Speeches

Speech Structure Drill

1. **Objective:** Practice creating a well-structured speech.
2. **Instructions:** Choose a topic you're passionate about. Draft a speech with a clear introduction, body, and conclusion. Focus on organizing your points logically. Practice delivering the speech and time yourself to ensure it fits within a given time frame (e.g., 5 minutes).

Audience Adaptation

1. **Objective:** Tailor your speech to different audiences.
2. **Instructions:** Write a short speech on a given topic. Then, adapt it for three different audiences: teenagers, professionals in your field, and elderly individuals. Practice delivering the adapted speeches to get comfortable with varying your approach.

Impromptu Speaking

1. **Objective:** Improve your ability to speak on the spot.
2. **Instructions:** Have a list of random topics ready (e.g., "the future of technology," "the importance of community service"). Draw a topic and give a 1-2 minute impromptu speech. Focus on organizing your thoughts quickly and speaking confidently.

Exercises for Storytelling

Story Prompt Exercise

1. **Objective:** Develop creativity and narrative skills.
2. **Instructions:** Use random story prompts (e.g., "A day at the beach takes an unexpected turn," "A lost letter changes everything") to create short stories. Focus on developing a clear beginning, middle, and end. Share your stories with a partner or group and provide constructive feedback to each other.

Character Development Drill

1. **Objective:** Create engaging characters for your stories.
2. **Instructions:** Develop a character profile, including details like background, personality traits, and goals. Write a short story or monologue featuring this character. Practice bringing the character to life through your narrative.

Descriptive Language Exercise

1. **Objective:** Enhance your storytelling with vivid descriptions.
2. **Instructions:** Choose a simple scene (e.g., a park, a coffee shop) and describe it in detail, focusing on sensory details (sight, sound, smell, touch, taste). Incorporate these descriptions into a short story to make it more immersive.

Exercises for Jokes

Punchline Practice

1. **Objective:** Master the timing and delivery of jokes.
2. **Instructions:** Write a series of short jokes with clear punchlines. Practice delivering them, paying attention to timing and emphasis. Record yourself to review and adjust your delivery for maximum impact.

Relatability Test

1. **Objective:** Craft jokes that resonate with different audiences.
2. **Instructions:** Write a joke about a universal topic (e.g., technology, everyday life). Then, adapt it for different specific groups (e.g., students, office workers, parents). Test these jokes with members of each group to gauge their effectiveness.

Joke Rewriting Challenge

1. **Objective:** Improve joke-writing skills by modifying existing jokes.
2. **Instructions:** Take well-known jokes and rewrite them with a new twist or in a different context. Practice delivering the rewritten jokes and assess which modifications work best.

Combined Exercises

Storytelling with Humor

1. **Objective:** Integrate humor into storytelling.
2. **Instructions:** Write a short story and include at least three humorous elements or jokes. Focus on blending humor seamlessly with the narrative. Share the story with others and get feedback on how well the humor integrates with the story.

Thematic Speech with Story

1. **Objective:** Combine speech and storytelling skills.
2. **Instructions:** Prepare a speech on a specific theme (e.g., resilience, innovation). Incorporate a personal story or anecdote to illustrate your points. Practice delivering the speech with a focus on making the story engaging and relevant to the theme.

Interactive Presentation

1. **Objective:** Engage the audience with interactive elements.
2. **Instructions:** Create a speech or presentation that includes audience participation, such as questions, activities, or feedback opportunities. Practice delivering the presentation and managing audience interaction effectively.

These exercises can help build and refine your skills in spoken production, making you more effective in delivering speeches, telling stories, and sharing jokes. Adjust the complexity of the exercises based on your experience level and goals.

Answer - Exercises for Speeches

Speech Structure Drill

1. **Answer:** To practice structuring a speech, you could choose a topic like “The Importance of Time Management.” The speech could be structured as follows:
 1. **Introduction:** Start with a compelling statistic about time management.
 2. **Body:**
 1. **Point 1:** Define time management and its significance.
 2. **Point 2:** Discuss common time management techniques.
 3. **Point 3:** Provide examples of successful time management.
 3. **Conclusion:** Recap the key points and end with a motivational quote or call to action.

Audience Adaptation

Answer:

4. **Teenagers:** Use relatable language and examples, such as managing schoolwork and social life.
5. **Professionals:** Focus on productivity tips and time management tools relevant to a work environment.
6. **Elderly Individuals:** Emphasize the benefits of time management for enjoying hobbies and maintaining a balanced lifestyle.

Impromptu Speaking

1. **Answer:** For a topic like “The Future of Technology,” you might discuss emerging technologies like AI and their potential impact on various industries. Focus on organizing your thoughts into a coherent introduction, body, and conclusion.

Exercises for Storytelling

Story Prompt Exercise

1. **Answer:** For the prompt “A day at the beach takes an unexpected turn,” you could write a story about a relaxing beach day that suddenly turns into an adventure when a mysterious message in a bottle is discovered.

Character Development Drill

1. **Answer:** Create a character profile for a detective named Alex who is known for their sharp observation skills but struggles with personal relationships. Write a story where Alex solves a complex case while also learning something about themselves.

Descriptive Language Exercise

1. **Answer:** Describe a park scene with details like “The golden sunlight filtered through the tall oak trees, casting playful shadows on the grass. The air was filled with the sweet scent of blooming flowers and the cheerful sound of children laughing as they played.”

Exercises for Jokes

Punchline Practice

1. **Answer:** For the joke “Why don’t scientists trust atoms? Because they make up everything!” practice delivering it with a pause before the punchline to build anticipation and ensure clarity.

Relatability Test

1. **Answer:**
 1. **Students:** “Why did the math book look sad? Because it had too many problems.”
 2. **Office Workers:** “Why did the scarecrow become a successful manager? Because he was outstanding in his field.”
 3. **Parents:** “Why did the cookie go to the hospital? Because it felt crummy.”

Joke Rewriting Challenge

1. **Answer:** Original Joke: “Why don’t skeletons fight each other? They don’t have the guts.”
 1. **Rewrite:** “Why don’t skeletons ever go to parties? Because they have no body to go with.”

Combined Exercises

Storytelling with Humor

1. **Answer:** Write a story about a character who attends a comedy club but keeps accidentally disrupting the show. The humorous elements might include the character’s attempts to fit in and the reactions of the audience.

Thematic Speech with Story

1. **Answer:** For a speech on “Resilience,” you could incorporate a personal story about overcoming a significant challenge, such as recovering from a setback at work or in a personal project, to illustrate the theme of resilience.

Interactive Presentation

1. **Answer:** Create a presentation on “Effective Communication Skills” and include interactive elements like role-playing exercises or Q&A sessions. For example, after discussing listening skills, you could have attendees practice active listening in pairs.

These answers provide examples of how to approach each exercise, aiming to develop your abilities in crafting and delivering speeches, stories, and jokes effectively.

| | |
|---|---|
| Theme: Spoken interaction: Interviews (in job, journalism, in official settings) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 4. To introduce students to a range of linguistic approaches to the description and analysis of different types of speech and function 5. To provide opportunities for participants to analyze different types of speech and function using the analytical methods introduced. 6. To have students understand the different types of speech and function and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of spoken texts; 3. To demonstrate a working knowledge of different approaches to the description and analysis of different types of speech and function |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1.

There are basically two types of speaking: **spoken production** (simply producing words) and **spoken interaction** (speaking/conversing with other people).

Spoken production is all about producing language. It's about speaking clearly and correctly. It's your ability to pronounce words, use the correct stress and intonation and select words that are appropriate for your purpose. Spoken production activities include reading a written text aloud, speaking from notes, acting in a play, talking about your life, singing a song and telling a story. It may also include giving presentations, expressing arguments in a debate, giving a speech or making a sports commentary.

First, let's put speaking into perspective. Speaking in any language is difficult... even in your own language. In fact, if you listen to recordings of native English speakers, you'll be surprised at how "badly" many people speak spontaneously: there are examples of hesitation, false starts, mumbling, unclear language and even errors. Very few people can speak really well, and those who can, usually spend hours preparing and practising their speeches. The thing is that speaking «well» depends on a lot of factors: your motivation, your physical and mental state at the time of speaking, who you're speaking to, how well you know the topic, where you are, the time of day, and a hundred other things.

The way to improve your speaking is to practise. You could do some “shadowing”. This involves copying native speakers who are speaking on audio or video recordings. Just get access to an audio file, put on your headphones, press play and start speaking at the same time as the native English speakers. This is a great way to improve your pronunciation. You could also do the same with songs, by singing along to your favourite songs. Another good technique is to read

aloud. This will help you practise saying the words and expressions. Just get a copy of a text or book that you find interesting, and read parts of it out loud.

Repetition is also important. Repeat key sentences and expressions over and over again until they become automatic. Do some language fluency drills with your teacher to build up fluency. Memorise chunks of language or entire paragraphs. This will really help. A lot of the language we use when speaking consists of set expressions and chunks of language that are repeated. Also, practise telling your favourite stories or anecdotes. Write them out first. Then, make notes and practise saying them to yourself... and then in public. The more you practise them, the better you'll get at telling them, and soon you'll be a story-telling expert.

Speaking well requires practice, and a lot of time and effort. Are you ready?

Activity 1. Handout 2 Read the text and answer the questions below it.

Full Text of Severn Suzuki's speech at the U.N. Earth Summit in Rio de Janeiro in 1992:

Hello, I'm Severn Suzuki speaking for E.C.O. - The Environmental Children's Organization.

We are a group of twelve and thirteen-year-olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. Coming here today, I have no hidden agenda. I am fighting for my future.

Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come.

I am here to speak on behalf of the starving children around the world whose cries go unheard.

I am here to speak for the countless animals dying across this planet because they have nowhere left to go. We cannot afford to be not heard.

I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it.

I used to go fishing in Vancouver with my dad, until just a few years ago, we found the fish full of cancers. And now we hear about animals and plants going extinct every day - vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rain forests full of birds and butterflies, but now I wonder if they will even exist for my children to see.

Did you have to worry about these little things when you were my age?

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realise, neither do you!

5. You don't know how to fix the holes in our ozone layer.
6. You don't know how to bring salmon back up a dead stream.
7. You don't know how to bring back an animal now extinct.
8. And you can't bring back forests that once grew where there is now desert.

If you don't know how to fix it, please stop breaking it!

Here, you may be delegates of your governments, business people, organisers, reporters or politicians - but really you are mothers and fathers, brothers and sister, aunts and uncles - and all of you are somebody's child.

I'm only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil - borders and governments will never change that.

I'm only a child yet I know we are all in this together and should act as one single world towards one single goal.

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel.

In my country, we make so much waste, we buy and throw away, buy and throw away, and yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to lose some of our wealth, afraid to share.

In Canada, we live the privileged life, with plenty of food, water and shelter - we have watches, bicycles, computers and television sets.

Two days ago here in Brazil, we were shocked when we spent some time with some children living on the streets. And this is what one child told us: «I wish I was rich and if I were, I would give all the street children food, clothes, medicine, shelter and love and affection.»

If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy?

I can't stop thinking that these children are my age, that it makes a tremendous difference where you are born, that I could be one of those children living in the favelas of Rio; I could be a child starving in Somalia; a victim of war in the Middle East or a beggar in India.

I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this earth would be!

At school, even in kindergarten, you teach us to behave in the world. You teach us:

1. not to fight with others,
2. to work things out,
3. to respect others,
4. to clean up our mess,
5. not to hurt other creatures
6. to share - not be greedy.

Then why do you go out and do the things you tell us not to do?

Do not forget why you're attending these conferences, who you're doing this for - we are your own children. You are deciding what kind of world we will grow up in. Parents should be able to comfort their children by saying «everything's going to be alright», «we're doing the best we can» and «it's not the end of the world».

But I don't think you can say that to us anymore. Are we even on your list of priorities? My father always says «You are what you do, not what you say.»

Well, what you do makes me cry at night. You grown ups say you love us. I challenge you, please make your actions reflect your words. Thank you for listening.

Questions for the text:

1. The Speech Objectives .

What is the speaker's goal? Is it to educate, to motivate, to persuade, or to entertain? Why is this person delivering this speech? Are they the right person? Was the objective achieved?

2. The Audience and Context for the Speech

Where and when is the speech being delivered?

What are the key demographic features of the audience? Technical? Students? Elderly? Athletes? Business leaders? How large is the audience?

In addition to the live audience, is there an external target audience? (e.g. on the Internet or mass media)

3. Speech Content and Structure

The Speech Opening

Was a hook used effectively to draw the audience into the speech? Or did the speaker open with a dry «*It's great to be here today.*»

Did the speech open with a story? A joke? A startling statistic? A controversial statement? A powerful visual? Did the speech opening clearly establish the intent of the presentation?

The Speech Body

Was the sentation focused? i.e. Did all arguments, stories, anecdotes relate back to the primary objective?

Was the speech organized logically? Was it easy to follow? Did the speaker bridge smoothly from one part of the presentation to the next?

The Speech Conclusion

Was the conclusion concise?

Was the conclusion memorable?

5. Delivery Skills and Techniques

Enthusiasm and Connection to the Audience

Was the speaker enthusiastic? How can you tell?

Was there audience interaction? Was it effective? Was the message you- and we-focused, or was it I- and me-focused?

Humour

Was humour used? Was it safe and appropriate given the audience?

Were appropriate pauses used before and after the lines, phrases, or words? Was it relevant to the speech?

Physical - Gestures and Eye Contact

Were gestures natural, timely, and complementary?

Does the speaker have any distracting mannerisms?

Was eye contact effective in connecting the speaker to the whole audience?

Vocal Variety

Was the speaker easy to hear? Were loud and soft variations used appropriately?

Was the pace varied? Was it slow enough overall to be understandable?

Language (Grammatical and lexical choices that a speaker makes)

Was the language appropriate for the audience? Did the speaker articulate clearly?

Were sentences short and easy to understand? Was technical jargon or unnecessarily complex language used?

What rhetorical devices were used? E.g. repetition, alliteration, the rule of three, etc.

5. Your opinion

How did the speech make you feel? Were you convinced? Would you want to listen to this speaker again? Were there any original ideas or techniques?

Lesson 14

| | |
|---|---|
| Theme: Spoken interaction: Casual conversation (strangers, friends, intimates) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To introduce students to a range of linguistic approaches to the description and analysis of conversational features of spoken discourse. 2. To provide opportunities for participants to analyze conversational features of spoken discourse using the analytical methods introduced. 3. To have students understand the conversational features of spoken discourse and how they relate to the aims. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: <ol style="list-style-type: none"> 1. To explain and demonstrate how language use is related to communicative goals and social contexts; 2. To apply this ability to the analysis of conversational features of spoken discourse. 3. To demonstrate a working knowledge of different approaches to the description and analysis of conversational features of spoken discourse. |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. What is conversation?

Conversation is an activity where two or more people take turns at speaking
 Strategies of conversational interaction.

- Normal expectations
- Completion points are marked by the end of a sentence and a pause.
- 1. One way to keep the turn is to avoid having those two indicators occur together.
- 2. Make your sentences run on by using connectors such as and, and then, so, but
- 3. Place your pauses at points where the message is clearly incomplete.
- 4. Preferably fill the pauses with hesitation markers such as ‘err’ ‘en; ‘un’ um’

Examples:

A: that’s their favorite restaurant because they.... In France they couldn’t believe it that....you know that they had....that they had had better meals back home.

Note: Pauses are placed before or after verbs rather than at the end of the sentences.

X: I mean his other....em his later films were much more....er really more in the romantic style and tht was more what what he was....you know...em best at doing.

Handout 2. Politeness in Conversational English – a Discourse Perspective

Politeness is the practical application of good manners or etiquette. It is a culturally defined phenomenon, and therefore what is considered polite in one culture can sometimes be quite rude or simply eccentric in another cultural context.

While the goal of politeness is to make all of the parties relaxed and comfortable with one another, these culturally defined standards at times may be manipulated to inflict shame on a designated party.

Anthropologists Penelope Brown and Stephen Levinson identified two kinds of politeness, deriving from Erving Goffman's concept of face:

- **Negative politeness:** Making a request less infringing, such as «If you don't mind...» or «If it isn't too much trouble...»; respects a person's right to act freely. In other words, *deference*. There is a greater use of indirect speech acts.
- **Positive politeness:** Seeks to establish a positive relationship between parties; respects a person's need to be liked and understood. Direct speech acts, swearing and flouting Grice's maxims can be considered aspects of positive politeness because:
 - they show an awareness that the relationship is strong enough to cope with what would normally be considered impolite (in the popular understanding of the term);
 - they articulate an awareness of the other person's values, which fulfills the person's desire to be accepted.

Politeness Guidelines

You can apply the following (where appropriate) to most interactions with others – friends, colleagues, family, customers, everybody! Always use common sense and try to behave as appropriately as possible, taking into account any cultural differences

Politeness Principles Across Cultures

Being polite may differ from culture to culture – there are linguistic and paralinguistic means of conveying politeness, distance and respect which do not hold true in every language.

Take the classic French *tu-vous* distinction – the same exists in Greek – *εσύ-εσείς* – and using this plural of respect and distance makes politeness easier to spot. For learners coming from such languages, the absence of this in English is rather unsettling and difficult to replace with other linguistic tools

Another example is the highly frequent use of *please* in English and many other languages. In Greek, this is not used very often but informal requests tend to incorporate this ‘please’ function via the use of the noun dminutive *-ακι* as well as a more pleading and intimate intonation while making, say, a request. A Greek learner translating this into English will generally use the imperative, oblivious to the need to replace his/her own politeness indicators with their English equivalent.

Handout 3. Politeness and saying good-bye

Indirect speech acts

- Which one does more to save the addressee's **negative** face?
 - 1) Could you pass the salt?
 - 2) Pass the salt.
- Is there a difference in **positive** politeness?

Imperatives and politeness

Imagine that your classmate wants to come to a party that you are hosting. Which is more polite?

- 1) Can you come to the party? 2) Come to the party!

Indirect speech acts

- Which is more polite, B or B'?

A: How about going to the movies tonight?

B: No.

B': I can't, I have to study.

Conversation endings

A speaker typically does not just say, [Okay,] “Bye,” and walk away; rather, most speakers go through a fairly regular routine of first signaling to the other that the conversation is ending and only then adding a concluding salutation.

Closing section

- (Topic boundary)
- Proper Initiation
- Optional other stuff, e.g.,
 - Making arrangements
 - Reinvocation of things discussed earlier
 - Explaining the reason for the conversation
 - Saying “thank you”
- Terminal Exchange

Pre-closings

B: Right.

A: So, uh.

B: Okay.

A: Well, that's probably all we need to do today.

B: Okay.

A: Alright.

B: So long.

A: Thanks a lot.

B: Bye-bye.

Pre-closings

- Not all sequences “Okay” / “Okay” are pre-closings.
- They're pre-closings only if they occur after a topic boundary.

Positive face-saving strategies

- The Positive Comment
- The Excuse
- The Imperative to End
- Plan
- General Wish
- External positive comment
- Dispreference markers
- Use of names

The Excuse

- I'd better get back to my dorm before...
- I actually have to get going now...
- I'd better go get some work done... I'm so behind in IHUM reading!
- My roommate told me to be back before six, so I actually better get going...

The Arrangement/Plan

- [And] we'll talk another time perhaps.
- [and] maybe we'll get on line again
- [and] maybe we'll meet up again some time
- (Ron,) (we'll) see you (later)
- Talk to you on the next go around

Tough case:

- We'll see how our predictions come true.

The General Wish

- Good luck with that problem set!
- Don't let that chem final worry you. I'm sure you'll do fine.
- Good luck finding his office!

Combined positive/negative politeness strategies

- The Blame
- The Promise
- The Summary
- Goal completion
- The Loss for Words
- Thanks for the Conversation

The Blame

- I better let you get going.
- Well, I shouldn't keep you any longer... I know you're so busy.
- I should probably let you get dinner.

The Promise

- I'll call you soon.
- Let's get lunch sometime.
- I'll talk to you soon.

The Summary

- Okay, I guess that's most of my, um, financial plans right now. [... Mine too.]
- Well, it sounds like we're doing our part and at least starting, [to recycle]
- But, uh, [as, + as] far as that goes, [I, + we] at least agree on what we enjoy

Goal Completion

- [Well] I think we've done it.
- [Well] I think we're about done.
- I guess our five minutes are up according to my watch.
- Surely we've made it.

The Loss for Words

- I can't think of anything else.
- That's about as much as we can do with current events.
- I guess [this, + the] weather isn't as lively a topic [as, + uh, as] some of the others we might have gotten.
- [Well] that's about all I ...

Thank you for the Conversation

- [Well] thank you.
- [and] thank you for calling
- Thanks for your time.
- [Well] thanks a lot
- Thanks, Sherry.
- [and] thanks for participating

Lesson 15

| | |
|--|--|
| Theme: Spoken interaction: organizing and directing people (at work, at home, in the street) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. To prompt students to take shorter turns than they are accustomed to doing 2. To increase students' awareness of fixed expressions for interrupting 3. To practice recognizing prominence and tonal movement in expressions and high key, rising intonation and falling intonation for, respectively, trying to hold or gain the floor, trying to hold the floor, and ceding the floor 4. To become more aware of turn-taking mechanisms by monitoring their peers' attempts at using them (stage 3) |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. | The results of teaching activity: The student will: <ol style="list-style-type: none"> 1. be able to explain and demonstrate how turn taking use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of spoken texts; |
| To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | <ol style="list-style-type: none"> 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of turn taking |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Handout 1. Characteristics of turn taking

Smooth, polite and appropriate turn taking is achieved with:

- Specific phrases
- Gestures and other body language
- Noises, e.g. uming and ahing while thinking so as to not lose the turn
- Speaking a certain way, e.g. using intonation to show that you have or haven't finished and very quickly saying (just) the beginning of your sentence to interrupt

The specific turn taking phrases can be divided into ones for:

- Taking the turn (interrupting, accepting the turn when offered it, speaking first, etc)
- Keeping your turn (stopping other people interrupting, signalling that you are going to continue, taking the turn back and continuing what you were going to say, etc)
- Getting other people speaking (getting the other person to speak first, asking for more details, keeping other people speaking with conversational reactions (a part of "active listening"), changing your mind about interrupting, offering other people the chance to speak, turning down the chance to speak, ending your interruption, and signalling the end of your turn).

Handout 2. How to present turn taking

One good way of presenting turn taking is showing students there is a potential problem. This can be done with recordings of bad turn taking, e.g. one person dominating the conversation, people talking over each other, or impolite interrupting. They can then brainstorm suitable tactics and phrases to not make the same mistakes and/ or listen to good examples for things they can use.

A similar way of approaching the topic is to ask them to do a communicative activity and then ask them to evaluate how well they took turns during the activity, but this is difficult to do properly. If you give them the evaluation questions beforehand, the communication probably won't be natural. However, if you give the evaluation questions after, they probably won't remember what they did. Probably the best solution is to get students to do it in threes, with one person not taking part but just monitoring for what the people speaking do and the language they use. They can then try again with a different person monitoring (obviously this time knowing what they are being monitored for), before brainstorming other ways to do the same thing. This also works well when you have just finished presenting another discussion skill such as giving opinions, as they will probably assume that they are being monitored for just that previous language focus.

Another possibility is to get students deliberately doing something extreme like trying to stop their partner speaking at all. This works best if the student who they are working with doesn't know what they are doing. That person can then perhaps guess what their partner had been asked to do (e.g. what was written on that person's roleplay card). They can then brainstorm ways of making sure those things don't happen in real communication such as useful phrases.

Handout 3. Turn taking instructions

The big list of turn taking language

1. Taking the turn

Interrupting

(I'm afraid) I can't let you go on without (saying)...

Before I forget,... Before you continue, (can I just say)... Before you go on,...

Before you move on,...

Can I/ Could I (just) say something (here)?

Can I/ Could I come in (here/ there)?

Can I/ Could I interrupt you (for a minute/ moment/ second)?

Can I/ Could I just?

Can I/ Could I stop you there?

Excuse me/ Sorry for interrupting, but...

Excuse the interruption, but...

I don't like to interrupt, but...

I don't mean to interrupt, but...

I hate to interrupt (you) (in full flow), but...

I have something to say (on this point).

I know it's rude to interrupt, but...

I wouldn't usually interrupt, but...

I'd like to make a point here (if I can/ could/ may/ might).

I'll interrupt you there.

I'll let you finish in a minute, but...

I'll stop you there.

I'm afraid I have to stop you there.

If I can/ could/ may/ might (just) interrupt you (for just a minute/ moment/ second), I'd like to...

If I may/ might...

If it's okay to interrupt,...

If you don't mind me interrupting,...

If you think that sounds boring/ exciting/ frightening,...

If you will allow me (to say something/ to speak for a second),...

Is this a good time to...?

Just wait until you hear...

May I interrupt?

May I(...)?

Me too! In fact,...

Perhaps I could...

Sorry for butting in, but...

Sorry for not letting you finish, but...

Sorry to butt in, but...

Sorry to interrupt, but...

Sorry to stop you in full flow, but...

Sorry, can I just...?
Sorry,...
That reminds me of...
That's nothing!...
The same (kind of) thing happened to me the other day.
This may/ might be a good point to...
This may/ might be the right time to say/ ask...
Would this be a good time to...?

Accepting the turn when offered it

Thanks. (I won't take long).
What I wanted to say was...
What was I going to say? Oh yes,...

Speaking first

Although you probably know more about this than me,...
Can I go ahead?
Can I speak first?
I can see you want to say something about this, but...
Before you get started,...
I'd like to start the discussion by...
May I?
Shall I get us started? Shall I start the discussion?

2. Keeping your turn

Stopping other people interrupting/ Refusing interruption

(I have) just one more point (to make).
(I'm/ I've) nearly finished.
(Just) one more thing (before you interrupt).
Before you have your say,...
Before you interrupt,...
Before you reply,...
Can I/ Could I just finish (my sentence/ this point/ what I was saying)?
I can see that you want to interrupt, but...
I can see that you want to say something (about this), but...
I haven't (quite) finished (my point) (yet).
I haven't (quite) finished what I was saying.
I haven't got to my main point (yet), which is...
I just want to make one more point/ say one more thing before you have your say.
I know what you're going to say.
I know you're dying to jump in, but...
I won't take long.
If I can/ could just finish (what I was saying/ what I wanted to say/ this one point),...
If you'd allow me to finish...
Please (just) let me finish.
Please allow me to finish.
That is the next point I want to get to, once I've finished...
You probably want to say..., but...

Signalling that you are going to continue

And that was just the beginning of the story. / And that's not all. / And then it got even worse.
And what's more,... / But you haven't heard the half of it. / Furthermore,... / In addition,...

Not only that, but.../ You might think that is all there is to say on the matter, but...

Taking the turn back/ Continuing what you were going to say/ Getting back on track

(Mmm. Good point.) Anyhow/ Anyway/ Anyhoo,...

As I was saying (before I was interrupted),...

Can I/ Could I get back to you later on that?

Can we get back to the point on the agenda?

Carrying on from where I/ we left off,...

Getting back on track,...

Getting back to the point at hand,...

I'll come/ I'll be coming on to that (point/ question) later.

If I can return to the original topic,...

Perhaps we can talk about that later (but...)

Shall I carry on?

To get back on topic,...

To get back to the point at hand/ to what I was saying,...

We seem to be getting off the point.

What was I saying?/ Where was I?/ Where were we? Oh yes,...

3. Getting other people speaking

Getting the other person to speak first

(No, please). After you. / Age before beauty / I'd like to hear your opinion before I comment.

I'm not sure what I want to say yet, so... / I'll let you go first. / Ladies first. / Please go ahead.

You know more about this than me, so... / You must have an opinion on this, so...

Offering other people the chance to speak

(Now) I'd be (very) interested to hear your views (on...)/ what you think (about...)

..., but I'd be interested in hearing your take on it.

..., but I'm sure you have another point of view.

..., right?

| | |
|---|---|
| Am I right? Any (initial) thoughts on...? But that's enough from me. Can you give me your thoughts on...? Do you agree? Do you have an opinion on...? Do you have any (particular) thoughts/ views on...? Do you have any opinions on/ about...? Do you think...? Do you/ Did you want to add anything? Does anyone want to say anything before we move on? Don't you think (so)? And you? How about you? (Now) I'd like to hear what you think (about...)/ your views (on...). From your point of view,...? How do you feel about...? I imagine you will have strong opinions on... | I know this is not your specialist subject, but... I know you haven't had much time to think about this, but... Or am I just talking nonsense? Or not? Please tell me your opinion on... What are your (first) thoughts on...? What are your feelings about...? What are your views on...? What do you reckon? What do you think (about...)? What reaction do you have to...? What's your experience (of this)? What's your opinion (on this)? What's your position on...? What's your take on...? What's your view on...? Would you agree (that...)? You haven't said anything yet. You must have a view on this too. |
|---|---|

Asking for more details

And then? / Dish! / How did you get out of that? / What happened? / What are you going to do about it? / So?

Keeping other people speaking with interested noises etc

(I'm) sorry to hear that.

Amazing! Congratulations! / Well done! / Shudder! / Glad to hear it! / Ha! / How wonderful/ exciting/ depressing/ embarrassing/ ironic! / I don't believe it! / I know./ I know (just) what you mean. / Never mind! / Nice! / Lucky you! / No!?! / No way! / Oh my goodness!

Really? / That sounds great/ awful/ horrible. / That was close! / That's a pity!/ That's a shame! That's amazing! / Well I never! / Well I never did! / What a pity!/ What a shame!

Whoops! / Wow! / You lucky thing!/ You poor thing! / You're joking!?

Signalling the end of your turn

And so on. / Etcetera etcetera. / I could go on. / I think I've made my point. / Sorry for waffling on. / That's all I wanted to say. / Which just about covers it. / (I think) you get the idea.

Turning down the chance to speak

I can't add anything to that.

I don't have any view on this at all.

I think you've covered everything.

I'm still just digesting what you said.

I'm still thinking about what I want to say.

Changing your mind about interrupting

I was going to interrupt, but...

I'll let you finish.

No no, you go on.

No, it's okay. I've forgotten what I was going to say.

Sorry, I didn't mean to interrupt.

Sorry, I thought you'd finished.

That's okay, you've already answered my question.

Ending your interruption

Sorry, please carry on./ Sorry, please go on.

Sorry, you were going to say?

Sorry, you were saying?

Sorry, you were saying...

Sorry. What were you saying?

Activity 1. Try to think of at least one phrase for interrupting including each of the words below. You shouldn't need to change the words at all (although you can if you like). You may be able to use the same sentence in more than one place below, but please try to think of at least one different one for each key word.

1. Interrupt 2. Sorry 3. Stop 4. Before 5. May 6. If 7. Just 8. Minute 9. Finish 10. Here

Suggested answers

1. Interrupt - Could I interrupt you (for a minute/ moment/ second)?/ Excuse me for interrupting, but.../ I don't like to interrupt, but.../ I hate to interrupt you, but.../ I'll interrupt you there./ If I can just interrupt you for a moment, I'd like to.../ Sorry to interrupt, but.../ I know it's rude to interrupt, but.../ I don't mean to interrupt, but.../ If it's okay to interrupt,.../ If you don't mind me interrupting,.../ Excuse the interruption, but...

2. Sorry – Sorry for interrupting, but.../ Sorry for butting in, but.../ Sorry for not letting you finish, but.../ Sorry to butt in, but.../ Sorry to interrupt, but.../ Sorry to stop you in full flow, but.../ Sorry, can I just...?
3. Stop - I'll stop you there./ Can I stop you there?/ I'm afraid I have to stop you there./ Sorry to stop you in full flow, but... - (NOT Can you stop (talking)?)
4. Before - Before I forget,.../ Before you go on,.../ Before you move on,...
5. May - If I may.../ May I interrupt?/ May I(...)?/ This may be a good point to.../ This may be the right time to say...
6. If - If you think that sounds frightening,.../ If you will allow me to say something,.../ If I may,.../ If it's okay to interrupt,.../ If you don't mind me interrupting,...
7. Just – Can I just say something here?/ Could I just...?/ If I can interrupt for just a second,.../ Just wait until you hear.../ Before you continue, can I just say...
8. Minute - I'll let you finish in a minute, but.../ If I can interrupt for just a minute,...
9. Finish - I'll let you finish in a minute, but.../ Sorry for not letting you finish, but...

Activity 2. Try to think of at least one phrase for interrupting including each of the words below. You shouldn't need to change the words at all (although you can if you like). You may be able to use the same sentence in more than one place below, but please try to think of at least one different one for each key word.

1. Just 2. Say 3. Can 4. Finish 5. Before 6. Point 7. Off 8. On 9. Any 10. Where

Suggested answers:

1. Just - (I have) just one more point (to make)./ (Please) just let me finish./ I just want to make one more point before you have your say./ Just one more thing (before you interrupt)./ Can I just finish this point?
2. Say - I just want to make one more point before you have your say./ I know what you're going to say./ You probably want to say..., but.../ As I was saying (before I was interrupted),.../ To get back to what I was saying,.../ What was I saying?
3. Can - I can see that you want to interrupt, but.../ I can see that you want to say something about this, but.../ If I can just finish what I wanted to say,.../ If I can return to the original topic,.../ Perhaps we can talk about that later, but...
4. Finish - (I'm/ I've) nearly finished./ (Please) (just) let me finish./ (Please) allow me to finish./ Can I just finish (my sentence/ this point/ what I was saying)?/ I haven't (quite) finished (quite) finished what I was saying./ If I can just finish this one point,.../ If you'd allow me to finish.../ That is the next point I want to get to, once I've finished...
5. Before - Before you interrupt,.../ Before you reply,.../ Before you have your say,...
6. Point - (I have) just one more point (to make)./ I haven't (quite) finished my point (yet)./ I'll come on to that point later./ To get back to the point at hand,.../ We seem to be getting off the point.
7. Off - We seem to be getting off the point./ Carrying on from where I left off,.../ That's a bit off topic.
8. On - Shall I carry on?/ To get back on topic,.../ Carrying on from where I left off,.../ Getting on with the point at hand,...
9. Any – Anyway,.../ Anyhow,....

10. Where - Where was I?/ Where were we? Oh yes,...

Activity 3. Your partner will choose one of the cards below and do that thing during the communicative activity that your teacher gives you. Try to guess what your partner is doing.

Try to get your partner speaking more than you do

Try to speak as much as possible

Try to keep the time each person (including yourself) speaks exactly equal

Try to change topics as much as possible

Try to keep to the same topic for as long as possible

React as much as possible to what your partner says (without interrupting)

Interrupt even when you aren't exactly sure what you are going to say

Politely reject your partner's attempts to interrupt as much as possible

Lesson 16

| | |
|-----------------|---|
| Module 1 | Theme: Cross cultural communication: Verbal and non-verbal communication (The usage of body language and gestures) |
|-----------------|---|

Teaching technology

| | | |
|--|--|--|
| Training time 2 hours | The number of students is 13-15 | |
| Direction: | Foreign language and literature | |
| Training form | Practical training on expanding and strengthening knowledge on the subject. | |
| Practical training Plan | <ol style="list-style-type: none"> 1. Introducing students to a new topic 2. Introducing new words and phrases 3. Work on the cards | |
| The purpose of the training session is to provide a general understanding of a new topic, to conduct a question-and-answer session on previous topics, to develop oral speech, to strengthen phonetic, grammatical, and lexical material. | | |
| Pedagogical tasks: Explaining a new topic; To develop oral speech in English; Work on a new grammatical topic in the context of the English language; Work on the article; | Results of educational activities They make sentences about the topics covered in English; Strengthening grammatical and lexical material; | |
| Teaching methods | Working in small groups | |
| Teaching methods | Work with organizers, discussion, conversation, quick survey. | |
| Educational tools | Textbook, study guide, projector | |
| Teaching conditions | Auditorium equipped with technical means | |
| Monitoring and evaluation | Verbal control, question-and-answer, reinforcement | |



All humans can communicate in an effective and appropriate way through spoken language, nonverbal actions and symbols. The goal of this essay is to analyse the role of culture in intercultural relationships, with a specific focus on verbal and non verbal codes. Definitions will be the starting point of the reseach, and examples will be given in order to study to what extent communication can be culture-specific, especially when conveying non verbal messages.

Communication is a dynamic process composed by multiple elements and steps: a sender, encoding, messages, channels, noises, a receiver, decoding, the receiver's response and feedback, and context. It may be intentional or unintentional and it is always influenced by factors such as

time, topic and circumstances as well as one's cultural background (Jandt, 1998: 27). Verbal communication is composed by sounds, words and language which has a direct relationship with culture, as affirmed by the Sapir-Whorf hypothesis.

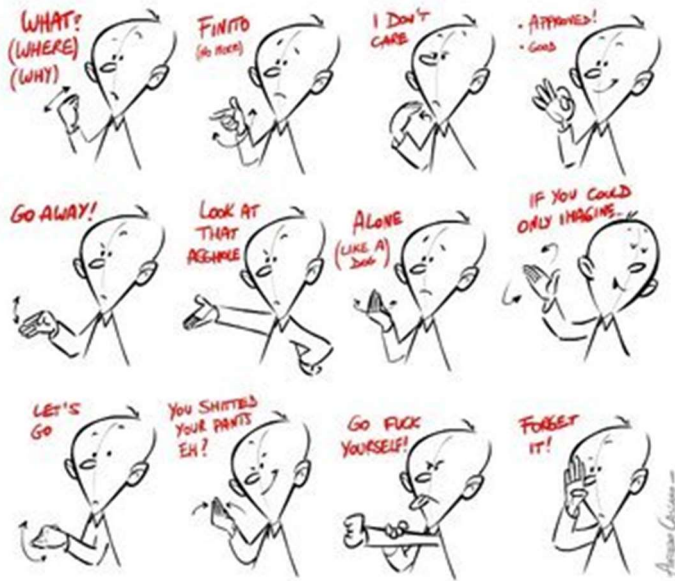


Non-verbal communication is defined as “those actions and attributes that have socially shared meaning, are intentionally sent or interpreted as intentional, are consciously sent or consciously received, and have the potential for feedback from the receiver.” (Burgoon, Boller & Woodall, 1988, as cited in Jackson, 2014: 124). These two types of communication are learnt over time and can be understood in different ways according to culture.

There is a strong connection between language and non verbal codes in order to create an effective communication, since they both share symbols and behaviours learnt over time since primary socialisation. Albert Mehrabian affirms that “93% of meaning is conveyed through nonverbal communication channels.” (Mehrabian, 1982, as cited in Jackson, 2014: 101). The percentage is overestimated, but surely nonverbal codes have a fundamental role in communication. According to Charles Darwin in his book *The Expression of the Emotions in Man and Animals*, facial expressions are biologically determined and cannot be taught. Recent reseaches show that there are seven facial expressions that are universally displayed, regardless of one's cultural background. These are anger, disgust, happiness, fear, sadness, and surprise. (Ekman et al., 1987, as cited in Jackson, 2014 : 114). What is culture-specific is the meaning and to what extent we show such expressions. For example “in some cultures smiles can communicate not understanding but apprehension” (Jandt, 2010: 99).

Non-verbal communication plays different functions in order to convey personal identity, express relationships, replace, emphasise or repeat a statement, help to relay awkward messages, regulate interactions, displaying emotions and finally it is used in rituals. (Jackson, 2014: 102) This communication is intentionally used to convey a message and sometimes it is so cultural specific that can create or reinforce a national stereotype (for example Italians are known to use their hands to accompany their speech).

- ITALIAN POPULAR GESTURES -
(JUST A FEW.)



These codes can be categorised as it follows:

Proxemics – the interpersonal space to regulate intimacy. For example Latin Americans have a more intimate contact since the very first socialisation process (they kiss on both cheeks) while Northern Americans tend to shake hands (Jackson, 2014: 118).

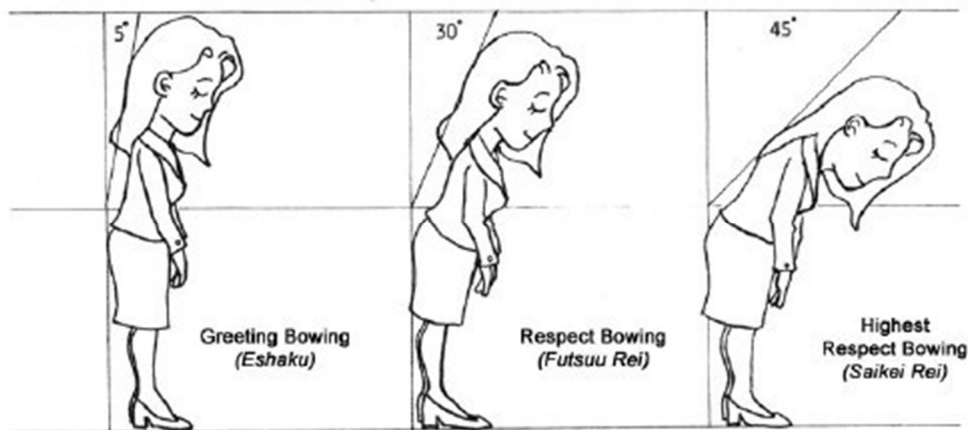
Kinesics – include body movements, gestures and facial expressions and can be intentional or unconscious. A sign can have several meanings according to culture and sometimes it can lead to misunderstandings. For example, “the forefinger-to-thumb gesture can mean ‘okay’ in the US. In France, it means zero or worthless. In Japan, the same gesture can mean ‘money,’ but it is a symbol many times more offensive than the raised middle finger in Brazil!”. Body language also includes posture and affective displays: smiling is universal but it may mean different emotions in some cultural contexts. For example in Japan and South Korea people smile or giggle when facing awkward or overly personal situations (such as a mistake at work or the news that a close friend has died (Jandt, 2010: 106).

Chronemics – how people use, perceive and structure their time. It can be monochronic (doing one thing at a time) as in Western countries and Japan in which the concept of “time is money” is a key factor; or polychronic (multiple tasks at once) as in Latin America, Africa, Asia and Arabic countries. (Jackson, 2014: 123).

Paralanguage – includes vocal qualifiers, characterisers and segregates. “Psst” is accepted in Spain to call a waiter. Tonal language in English can express emotions, such as sarcasm. Finally, accent can be considered as paralanguage: in English one’s accent can reveal educational background. (Jandt, 2010: 111). Even silence can have different meanings according to culture: Northern Canadian indigenous are not used to being silent among a group of friends for a long period, while in India it is used to “promote harmony, cooperation, and other collectivistic values.” (Jain & Matukumalli, 1993, as cited in Jandt, 2010: 112).

Clothing and physical appearance – specific pieces of clothing, colours or brands communicate aspects of one’s identity to the others, and often are cultural specific. Good examples are *thawbs* in Saudi Arabia, *saris* in India and Bangladesh, *capulanas* in Mozambique and *pochos* in the Andean communities. Colours are highly symbolic and important to convey a message: red is good luck in China but bad luck in Korea; white is purity for Westernised countries but means sorrow and funerals in China. On the other hand, black is the colour used in Western countries when mourning. (Jandt, 2010: 114). Physical appearance, features and artifacts indicate different gender, status, personality or membership. For example the “pe’a” is the traditional Samoan tattoo to indicate respectful and proud men. (DeMello, 2007: 213). This category also includes ‘olfactics’, since smell preferences change across cultures.

Oculistics – it is the less studied category and concerns the communication using the eyes (ex. Gazing, intensity, eye movement etc.). For example in North America it is common to look into the eyes when people talk, while in Asia this is considered disrespectful.



In conclusion, as shown by several examples, culture plays a fundamental role in communication. Non verbal communication can be a cultural barrier as well as language, and often it may lead to misunderstanding, especially when people are not familiar with other cultures and contexts. As stated by Jandt “culture cannot be known without a study of communication, and communication can only be understood with an understanding of the culture it supports.

Handout 1: The worksheet contains eight formal sentences with specific sections underlined. Students rewrite the sentences, changing the underlined portions to synonymous slang words from the lesson.

| | | | | |
|-------|---------|--------|--------|----------|
| shady | ballin' | hit up | ditch | down |
| bomb | tight | lame | bounce | hang out |

1. This party is really boring. Who wants to leave?

2. Did you see how much money he had? He is so rich!

3. The new James Bond movie looks so cool! I can't wait to see it!

4. I'm free on Tuesday to meet. Call me when you end class.

5. Who is willing to go bungee jumping with me?

6. I'm not going to class today. I feel like sleeping in.

7. That guy in the alley looks really suspicious. Let's cross the street.

8. I can't believe you forgot the tickets! This is an unfortunate situation.

Handout2:

Scenario Worksheet

| | | | | |
|-----------------------|------------------------------|--------------------------|--------------------------|----------------------------|
| At the movies | Break up with boy/girlfriend | Find money on the street | Fail a class | Study all night for a test |
| Fight with a stranger | Eat dinner with a friend | Drive to work | Go to a rock concert | Cook a meal |
| Go on a first date | At a party | Shopping | Rob a bank | Pick a restaurant |
| Noisy neighbors | Annoying roommate | Zombie attack | Fly in a plane | Being mugged |
| Swim with sharks | Getting sick | Play sports with friends | Stuck on deserted island | Have super powers |
| Computer erases essay | Find hair in your food | Get chased by crazy dog | Run a marathon | Friend eats your food |
| Win a million dollars | Get into car accident | Lose a pet | At a wedding | Friend gossips about you |

Handout 1: Watch a video and summarize it

<https://www.youtube.com/watch?v=JCwyRn40fvk>

Handout2: Study the sentences below. Replace the underlined parts with a suitable collocation that communicates the underlined message or emotion.

Example:

He told her he was a doctor, but she didn't believe him.

He told her he was a doctor, but she frowned her eyebrows.

1. He asked me if I had seen his dictionary anywhere, but I didn't know.
2. When he heard that his girlfriend was flirting with another man, he became furious.
3. When their team won the match, the spectators were very pleased.
4. Josh was late for work again. When he finally arrived, his boss was looking very displeased.
5. I wasn't listening to her so she tried to get my immediate attention.

Handout 3: Body language – Collocations. Study the sentences below. Match the underlined phrases with the messages below.

1. She patted me on the back when I told her that I had passed my driving test.
2. She nudged me on the arm during the boring lecture.
3. "Hey you!" he said, and beckoned me over with his finger.
4. For a second I thought she was being serious, but then she winked at me.
5. I asked if she wanted to go to the cinema, and she nodded her head in agreement.
6. When his team lost the match, he just sat there shaking his head.
 - a. Come here.
 - b. I'm only joking.
 - c. This is bad.
 - d. Wake up!
 - e. Well done!
 - f. Yes.

Demonstrate each collocation with a partner

Lesson 17

| | |
|--|---|
| Theme: Vocabulary development and dictionary skills | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. to explore the role of variable vocabularies in the linguistic behaviour/patterns of males and females. 2. to understand how linguistic practices and patterns are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: <ol style="list-style-type: none"> 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of vocabulary development and dictionary skills 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of vocabulary development and dictionary skills |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Enhancing Vocabulary Development and Dictionary Skills: A Comprehensive Guide

Introduction

Vocabulary development is a fundamental aspect of language learning and effective communication. A robust vocabulary enhances reading comprehension, writing precision, and overall fluency. Dictionary skills play a crucial role in this process, helping individuals understand and effectively use new words. This article delves into strategies for expanding vocabulary and honing dictionary skills to boost language proficiency.

The Importance of Vocabulary Development

A well-developed vocabulary is essential for several reasons:

- **Improved Communication:** A broad vocabulary allows for more nuanced and precise expression of thoughts and ideas.
- **Enhanced Reading Comprehension:** Understanding a wide range of words facilitates better comprehension of texts, leading to more accurate interpretation of content.
- **Increased Academic and Professional Success:** A rich vocabulary can contribute to academic achievements and professional advancement by enabling clearer and more persuasive communication.

Strategies for Vocabulary Expansion

Read Regularly and Diversely: Reading a variety of genres and subjects exposes readers to new words and contexts. Challenge yourself with different types of texts, including novels, newspapers, and academic journals.

Use Context Clues: When encountering unfamiliar words, use the surrounding text to infer their meanings. Look for hints in sentences or paragraphs that provide clues about the word's definition.

Engage in Active Learning: Keep a personal vocabulary journal. Note down new words, their meanings, and example sentences. Review and use these words in your writing and conversations.

Practice with Vocabulary Apps: Utilize vocabulary-building apps and online tools that offer interactive exercises, flashcards, and games to reinforce word learning.

Learn Word Roots, Prefixes, and Suffixes: Understanding common roots, prefixes, and suffixes can help deduce the meanings of unfamiliar words. For instance, knowing that "bio-" relates to life can help decipher words like "biography" and "biology."

Use Words in Context: Practice using new words in sentences and real-life situations. This helps solidify your understanding and ensures you can use the words accurately.

Developing Dictionary Skills

Understand Dictionary Layout: Familiarize yourself with how dictionaries are organized. Knowing the alphabetical order of entries and how to find words quickly is essential.

Learn to Use Phonetic Symbols: Dictionaries provide pronunciations using phonetic symbols. Understanding these symbols can help you pronounce new words correctly.

Explore Word Usage: Dictionaries often include usage notes that provide information on how a word is used in different contexts. Pay attention to these notes to understand the nuances of word usage.

Study Word Forms and Derivatives: Dictionaries usually list various forms of a word, such as nouns, verbs, adjectives, and adverbs. Learning these forms helps expand your vocabulary and understand how words can change based on their function.

Use Online Dictionaries and Thesauruses: Online resources offer additional features such as audio pronunciations, synonyms, and antonyms. These tools can enhance your understanding of word meanings and provide more comprehensive language support.

Incorporating Vocabulary and Dictionary Skills into Daily Life

Set Vocabulary Goals: Establish specific goals for learning new words, such as adding a certain number of words to your vocabulary each week. Track your progress and adjust your goals as needed.

Engage in Conversations: Use new vocabulary in conversations with friends, colleagues, or in writing. This practice reinforces your learning and helps you become more comfortable with new words.

Read Aloud: Reading aloud can improve pronunciation and reinforce word meanings. It also helps with memorization and fluency.

Teach Others: Share new words and their meanings with others. Teaching is a powerful way to reinforce your own understanding and help others expand their vocabulary.

Conclusion

Building a strong vocabulary and mastering dictionary skills are essential components of effective communication and language proficiency. By engaging in regular reading, using context clues, practicing with tools and apps, and honing dictionary skills, you can significantly enhance your vocabulary. Incorporating these practices into daily life will lead to more effective communication, improved comprehension, and greater overall language mastery.

1. Vocabulary Context Exercise

Instructions:

Read the sentences below and use context clues to infer the meaning of the underlined words. Then, write a definition for each word.

Sentences:

1. The novel's plot was so intricate that I needed to read it twice to fully understand the story's complexities.
2. Her efforts to improve the environment were quite laudable, and many people appreciated her dedication.
3. The company's decision to downsize was a prudent move given the current economic climate.

Definitions:

1. **Intricate:**
2. **Laudable:**
3. **Prudent:**

2. Synonyms and Antonyms Exercise

Instructions:

For each word provided, write down a synonym and an antonym.

Words:

1. **Eloquent**
2. **Benevolent**
3. **Arduous**

Example Answers:

Eloquent

1. Synonym: Articulate
2. Antonym: Mute

Benevolent

1. Synonym: Kind
2. Antonym: Malevolent

Arduous

1. Synonym: Difficult
2. Antonym: Easy

3. Using a Dictionary Exercise

Instructions:

Look up the following words in a dictionary. For each word, provide the definition, pronunciation, and use it in a sentence.

Words:

1. **Ubiquitous**
2. **Ebullient**
3. **Esoteric**

Example Entries:

Ubiquitous

1. Definition: Present or found everywhere
2. Pronunciation: /ju:'bɪkwɪtəs/
3. Sentence: "Smartphones have become ubiquitous in modern society."

Ebullient

1. Definition: Cheerful and full of energy
2. Pronunciation: /ɪ'bʌljənt/
3. Sentence: "Her ebullient personality made her the life of the party."

Esoteric

1. Definition: Intended for or likely to be understood by only a small number of people with a specialized knowledge
2. Pronunciation: /ɪ:səʊ'terɪk/
3. Sentence: "The professor's lecture on quantum physics was too esoteric for most students."

4. Word Roots and Affixes Exercise

Instructions:

Analyze the following words and identify their roots, prefixes, and suffixes. Then, write down the meaning of each component and the overall meaning of the word.

Words:

Unbelievable

1. Root:
2. Prefix:
3. Suffix:
4. Meaning:

Misinterpretation

1. Root:
2. Prefix:
3. Suffix:
4. Meaning:

Example Answers:

Unbelievable

1. Root: **Believe**
2. Prefix: **Un-** (not)
3. Suffix: **-able** (capable of)
4. Meaning: Not able to be believed; incredible

Misinterpretation

1. Root: **Interpret**
2. Prefix: **Mis-** (wrongly)
3. Suffix: **-ation** (process)
4. Meaning: The process of interpreting something wrongly

5. Sentence Creation Exercise

Instructions:

Use the following words in original sentences. Make sure the sentences clearly demonstrate the meanings of the words.

Words:

1. **Cumbersome**
2. **Resilient**
3. **Eloquent**

Example Sentences:

Cumbersome:

1. "The large, cumbersome machine was difficult to move and required several people to operate."

Resilient:

1. "Despite the numerous setbacks, she remained resilient and continued to work towards her goals."

Eloquent:

1. "The president's eloquent speech inspired the nation and conveyed his vision for the future."

6. Dictionary Skills Practice

Instructions:

Use an online or physical dictionary to find the following words. For each word, list its part of speech, its definition, and an example sentence from the dictionary.

Words:

1. **Meticulous**
2. **Juxtapose**
3. **Paradox**

Example Entries:

Meticulous

1. Part of Speech: Adjective
2. Definition: Showing great attention to detail; very careful and precise
3. Example Sentence: "Her meticulous planning ensured that the event went off without a hitch."

Juxtapose

1. Part of Speech: Verb
2. Definition: To place or deal with close together for contrasting effect
3. Example Sentence: "The artist juxtaposed light and dark colors to create a striking visual effect."

Paradox

1. Part of Speech: Noun
2. Definition: A statement that seems contradictory but may be true
3. Example Sentence: "The idea that 'less is more' is a paradox that challenges our usual understanding of value."

Here are the answers to the exercises provided:

1. Vocabulary Context Exercise

Sentences and Definitions:

Intricate

1. **Definition:** Complex and detailed; having many interconnected parts.

Laudable

1. **Definition:** Deserving praise; commendable.

Prudent

1. **Definition:** Wise or judicious in practical affairs; careful in providing for the future.
-

2. Synonyms and Antonyms Exercise

Words:

Eloquent

1. **Synonym:** Articulate
2. **Antonym:** Inarticulate

Benevolent

1. **Synonym:** Kind
2. **Antonym:** Malevolent

Arduous

1. **Synonym:** Difficult
 2. **Antonym:** Easy
-

3. Using a Dictionary Exercise

Words:

Ubiquitous

1. **Definition:** Present or found everywhere.
2. **Pronunciation:** /ju:'bɪkwɪtəs/
3. **Sentence:** "Smartphones have become ubiquitous in modern society."

Ebullient

1. **Definition:** Cheerful and full of energy.
2. **Pronunciation:** /ɪ'bʌljənt/
3. **Sentence:** "Her ebullient personality made her the life of the party."

Esoteric

1. **Definition:** Intended for or likely to be understood by only a small number of people with specialized knowledge.
2. **Pronunciation:** /ɪ:səʊ'terɪk/
3. **Sentence:** "The professor's lecture on quantum physics was too esoteric for most students."

4. Word Roots and Affixes Exercise

Words:

Unbelievable

1. **Root:** Believe
2. **Prefix:** Un- (not)
3. **Suffix:** -able (capable of)
4. **Meaning:** Not able to be believed; incredible.

Misinterpretation

1. **Root:** Interpret
2. **Prefix:** Mis- (wrongly)
3. **Suffix:** -ation (process)
4. **Meaning:** The process of interpreting something wrongly.

5. Sentence Creation Exercise

Words and Sentences:

Cumbersome

1. **Sentence:** "The large, cumbersome machine was difficult to move and required several people to operate."

Resilient

1. **Sentence:** "Despite the numerous setbacks, she remained resilient and continued to work towards her goals."

Eloquent

1. **Sentence:** "The president's eloquent speech inspired the nation and conveyed his vision for the future."

6. Dictionary Skills Practice

Words:

Meticulous

1. **Part of Speech:** Adjective
2. **Definition:** Showing great attention to detail; very careful and precise.
3. **Example Sentence:** "Her meticulous planning ensured that the event went off without a hitch."

Juxtapose

1. **Part of Speech:** Verb

2. **Definition:** To place or deal with close together for contrasting effect.
3. **Example Sentence:** "The artist juxtaposed light and dark colors to create a striking visual effect."

Paradox

1. **Part of Speech:** Noun
2. **Definition:** A statement that seems contradictory but may be true.
3. **Example Sentence:** "The idea that 'less is more' is a paradox that challenges our usual understanding of value."

Feel free to use these answers to check your work or further understand vocabulary and dictionary skills. If you need more exercises or further assistance, just let me know!

LESSON 18

| | |
|---|--|
| Theme: Paraphrasing | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of synonyms, antonyms and grammatical structures 2. to understand how synonyms, antonyms and grammatical structures are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of paraphrasing 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of paraphrasing |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

A Comprehensive Guide to Paraphrasing: Techniques and Best Practices

Paraphrasing is a vital skill in both academic and professional settings. It involves rewording text to convey the same meaning in a different way. This not only helps in understanding and retaining information but also aids in avoiding plagiarism and improving writing quality. Paraphrasing is the process of expressing the same ideas as another person but using different words and sentence structures. It is a crucial skill in writing and communication, as it allows individuals to present information in their own voice while maintaining the original meaning.

The key to effective paraphrasing is understanding the original content thoroughly. Start by reading the source material carefully to grasp the core ideas. Then, set the original text aside and write a new version based on your understanding. This approach helps ensure that you are not merely swapping out words but genuinely rephrasing the content.

When paraphrasing, it's important to avoid plagiarism. This means you should not copy the exact wording of the source material but instead, create a new version that reflects your own style and comprehension. Be sure to cite the original source appropriately to give credit to the original author.

Effective paraphrasing involves more than just changing words; it requires restructuring sentences and conveying the same message in a fresh way. Use synonyms, alter sentence structures, and combine or split sentences to achieve this. Additionally, it can be helpful to compare your paraphrased text with the original to ensure accuracy and clarity.

Overall, mastering paraphrasing enhances writing skills, aids in better understanding of material, and ensures ethical use of information.

Understanding Paraphrasing

At its core, paraphrasing means taking someone else's ideas and expressing them using your own words. This process is different from summarizing, which involves condensing the original content, and from quoting, which involves using the exact wording. Effective paraphrasing requires a deep comprehension of the source material.

Steps to Effective Paraphrasing

Read and Understand: Begin by thoroughly reading the original text to grasp the full meaning. Ensure that you understand the core message and key points before attempting to rephrase.

Set the Original Aside: After understanding the material, put the source text aside. This helps prevent unintentional copying and ensures that you rely on your own knowledge.

Rewrite in Your Own Words: Start rephrasing by using different vocabulary and sentence structures. Aim to convey the same ideas without using the exact phrasing of the original text. You might use synonyms, alter the sentence structure, or combine multiple sentences into one.

Compare with the Original: Once you have paraphrased the text, compare it with the original to ensure that you haven't strayed from the original meaning. Check that the new version accurately reflects the source's intent and information.

Cite the Source: Even when paraphrasing, it's important to credit the original author. Proper citation acknowledges the source of the ideas and helps avoid plagiarism.

Techniques for Effective Paraphrasing

Use Synonyms: Replace words with their synonyms, but ensure that the new words fit the context of the original text.

Change Sentence Structure: Alter the sentence structure by changing the order of information or breaking complex sentences into simpler ones.

Alter Voice and Perspective: If the original text is written in a passive voice, you can switch it to an active voice, or vice versa. Additionally, changing the perspective from first-person to third-person can be effective.

Combine and Split Sentences: Combine shorter sentences into more complex ones or split longer sentences into shorter, more digestible parts.

Use Different Formats: Reorganize information by presenting it in a different format, such as bullet points or a list, if appropriate.

Common Challenges and How to Overcome Them

Avoiding Unintentional Plagiarism: One common challenge is accidentally retaining too much of the original text. To avoid this, focus on genuinely understanding the material and expressing it differently. Tools like plagiarism checkers can help ensure that your paraphrase is sufficiently distinct.

Maintaining Accuracy: Ensuring that the paraphrased text accurately reflects the original meaning can be tricky. Double-check facts and consult the original text to verify that your version aligns with the intended message.

Balancing Originality and Fidelity: Striking the right balance between originality and fidelity to the source material can be challenging. Aim for a version that is both distinct and true to the original content.

Conclusion

Mastering the art of paraphrasing enhances both writing and comprehension skills. By understanding the source material, using effective rewording techniques, and maintaining proper citation practices, you can produce clear, original content while respecting intellectual property. With practice, paraphrasing becomes a natural part of the writing process, contributing to better communication and ethical use of information.

Here are some exercises designed to practice and improve your paraphrasing skills:

1. Basic Paraphrasing Exercise

Original Sentence:

"Climate change is causing severe weather patterns, including more frequent and intense hurricanes, droughts, and heatwaves."

Task:

Paraphrase the sentence in your own words.

Example Paraphrase:

"Global warming is leading to extreme weather conditions, such as increased frequency and severity of hurricanes, droughts, and heatwaves."

2. Paraphrasing with Synonyms

Original Sentence:

"Education is essential for personal development and achieving career success."

Task:

Replace key words with synonyms and paraphrase the sentence.

Example Paraphrase:

"Learning is crucial for individual growth and reaching professional achievements."

3. Sentence Structure Transformation

Original Sentence:

"Many people believe that exercise is the key to a healthy lifestyle because it helps control weight and improve mental health."

Task:

Change the sentence structure while maintaining the original meaning.

Example Paraphrase:

"Due to its benefits in weight management and mental well-being, exercise is considered by many to be vital for maintaining a healthy lifestyle."

4. Combining and Splitting Sentences

Original Sentences:

1. "The company launched a new product last month."
2. "The product has received positive feedback from customers."

Task:

Combine these sentences into one, and then split them into two new sentences.

Example Combined Paraphrase:

"Last month, the company launched a new product, which has since garnered positive feedback from customers."

Example Split Paraphrase:

"The company introduced a new product last month. Since then, customers have given it favorable reviews."

5. Paraphrasing Paragraphs**Original Paragraph:**

"Technological advancements have greatly impacted communication. With the rise of smartphones and social media platforms, people can now connect with others instantly from anywhere in the world. This has changed how we interact, allowing for more frequent and diverse conversations."

Task:

Paraphrase the entire paragraph.

Example Paraphrase:

"Recent technological progress has significantly transformed the way we communicate. The advent of smartphones and social media has enabled instantaneous connections with people globally. This shift has altered our interaction patterns, making conversations more frequent and varied."

6. Paraphrasing Quotes**Original Quote:**

"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." — Ralph Waldo Emerson

Task:

Paraphrase the quote while retaining its core message.

Example Paraphrase:

"Achieving the ability to remain true to oneself in a world that continuously attempts to change you is a remarkable achievement."

7. Paraphrasing for Clarity**Original Sentence:**

"The committee's decision to increase the budget was influenced by the substantial evidence presented in the report."

Task:

Paraphrase the sentence to make it clearer and easier to understand.

Example Paraphrase:

"The committee decided to raise the budget because the report provided strong evidence supporting this action."

8. Paraphrasing with Different Perspectives**Original Sentence:**

"Many experts agree that regular physical activity is important for maintaining good health."

Task:

Rewrite the sentence from a different perspective, such as that of a health professional.

Example Paraphrase:

"As a health professional, I recommend regular exercise because it is crucial for sustaining overall well-being."

Feel free to use these exercises to practice and improve your paraphrasing skills. If you need more examples or different types of exercises, just let me know!

Certainly! Here are the answers to the paraphrasing exercises provided:

1. Basic Paraphrasing Exercise**Original Sentence:**

"Climate change is causing severe weather patterns, including more frequent and intense hurricanes, droughts, and heatwaves."

Paraphrased Sentence:

"Global warming is leading to extreme weather conditions, such as increased frequency and severity of hurricanes, droughts, and heatwaves."

2. Paraphrasing with Synonyms**Original Sentence:**

"Education is essential for personal development and achieving career success."

Paraphrased Sentence:

"Learning is crucial for individual growth and reaching professional achievements."

3. Sentence Structure Transformation**Original Sentence:**

"Many people believe that exercise is the key to a healthy lifestyle because it helps control weight and improve mental health."

Paraphrased Sentence:

"Due to its benefits in weight management and mental well-being, exercise is considered by many to be vital for maintaining a healthy lifestyle."

4. Combining and Splitting Sentences**Original Sentences:**

1. "The company launched a new product last month."
2. "The product has received positive feedback from customers."

Combined Paraphrase:

"Last month, the company launched a new product, which has since garnered positive feedback from customers."

Split Paraphrase:

"The company introduced a new product last month. Since then, customers have given it favorable reviews."

5. Paraphrasing Paragraphs**Original Paragraph:**

"Technological advancements have greatly impacted communication. With the rise of smartphones and social media platforms, people can now connect with others instantly from anywhere in the world. This has changed how we interact, allowing for more frequent and diverse conversations."

Paraphrased Paragraph:

"Recent technological progress has significantly transformed the way we communicate. The advent of smartphones and social media has enabled instantaneous connections with people globally. This shift has altered our interaction patterns, making conversations more frequent and varied."

6. Paraphrasing Quotes**Original Quote:**

"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." — Ralph Waldo Emerson

Paraphrased Quote:

"Achieving the ability to remain true to oneself in a world that continuously attempts to change you is a remarkable achievement."

7. Paraphrasing for Clarity**Original Sentence:**

"The committee's decision to increase the budget was influenced by the substantial evidence presented in the report."

Paraphrased Sentence:

"The committee decided to raise the budget because the report provided strong evidence supporting this action."

8. Paraphrasing with Different Perspectives**Original Sentence:**

"Many experts agree that regular physical activity is important for maintaining good health."

Paraphrased Sentence:

"As a health professional, I recommend regular exercise because it is crucial for sustaining overall well-being."

LESSON 19

| | |
|--|---|
| Theme: Growing up: relationships, families, early learning (Collocations) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. to explore the role of collocations 2. to understand how linguistic practices and patterns are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: <ol style="list-style-type: none"> 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of growing up: relationships, families, early learning 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of growing up: relationships, families, early learning |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

"Growing up" encompasses several key aspects of development, including relationships, families, and early learning. Here's an overview of each:

1. Relationships

- **Parent-Child Relationships:** These are foundational in early development. Healthy, supportive interactions with parents or caregivers contribute to emotional security, social skills, and cognitive development.
- **Peer Relationships:** As children grow, friendships and peer interactions become increasingly important. They help in developing social skills, empathy, and understanding of social norms.

- **Teacher-Student Relationships:** Positive relationships with educators can enhance learning experiences and academic achievement. Teachers can act as mentors and role models.
- **Extended Family:** Interactions with grandparents, aunts, uncles, and cousins provide additional support networks and diverse perspectives.

2. Families

- **Family Structure:** Family dynamics can vary widely, including nuclear families, extended families, single-parent households, and blended families. Each structure has its own set of influences on a child's development.
- **Parental Roles:** Parents or guardians play crucial roles in shaping behavior, values, and attitudes. Their involvement in activities like reading, play, and conversations significantly impacts early learning.
- **Family Environment:** A supportive, nurturing environment promotes well-being and stability. Family routines, communication, and emotional support are integral to a child's growth.

3. Early Learning

- **Cognitive Development:** Early experiences, such as exposure to language, problem-solving activities, and exploration, are vital for cognitive growth. Activities like reading and engaging in conversation stimulate brain development.
- **Social Skills:** Early learning involves interacting with others, understanding emotions, and developing communication skills. Playdates, group activities, and structured social interactions help in this area.
- **Physical Development:** Motor skills development is crucial in early years. Activities like crawling, walking, and playing with toys support physical coordination and health.
- **Emotional Development:** Understanding and managing emotions, developing self-regulation, and forming a sense of identity are key components. Positive reinforcement and consistent routines contribute to emotional growth.

Each of these aspects is interconnected and contributes to a child's overall development as they grow up.

Early childhood development is the period of rapid physical, psychological and social growth and change that begins before birth and extends into early childhood. While early childhood is not well defined, one source asserts that the early years begin in utero and last until 3 years of age.

Early Childhood Education and Physical Development

Early childhood education and care (ECEC) play a crucial role in early childhood physical development. With the high rates of children attending early childhood education, the task of raising healthy and strong children is equally the responsibility of both parents and preschool institutions. The incidence and quality

of physical activity education in early childhood education have a strong positive effect on the cognitive, social and physical development of young children. Early childhood is a stage of rapid growth, development and learning and each child makes progress at different speeds and rates. It is essential to integrate physical training designed in accordance with the anatomical characteristics and age-related characteristics of a child's development, to ensure the normal physical development of preschool children.

The importance of physical space in early childhood education and care is increasing rapidly due to the significant influence of physical space on numerous developmental outcomes including behavioural, cognitive and emotional

1

Growing up

Relationships, families and early learning

Relationships

1.1 Look at the following topics and decide whether you would discuss them with

- A your family B your friends C a teacher
- 1 a study problem 3 buying something expensive
- 2 your favourite music 4 the last film you saw



1.2 1a Listen to four people talking about the topics above. Write the number of the topic (1–4) from the list above and the person/people the speakers say they would talk to about this. Write the words that helped you decide.

| Speaker | Topic (1–4) | Words that helped you | Person/people they would talk to |
|---------|-------------|-------------------------|----------------------------------|
| A | 4 | movies, latest releases | classmates |
| B | | | |
| C | | | |
| D | | | |

Vocabulary note

Group together words that are similar in meaning or form, e.g. *adulthood*, *brotherhood*, *fatherhood*. NB *hood* is used to form a noun and shows something belongs to a particular group or has reached a particular stage (*adulthood* = the stage of being an adult).

1.3 1a Listen again and decide which of the speakers (A–D) the sentences apply to.

- The relationship between my brother and me is very close.^C
- I have a lot more in common with my friends than with my family.
- I have established a close connection with an older member of my family.
- The relationship between my parents and me has broken down.

1.4 COLLOCATION Use words and phrases from the recording and the statements in 1.3 to complete the sentences.

- My sister and I have totally different tastes. In fact we don't have much at all.
- There is a very close between a mother and a newborn baby.
- It is important to a good working relationship your work colleagues.
- A relationship can easily if you don't work at it.
- I really admire the relationship my mother and my grandmother.
- There can be a lot of between teenagers and their parents.

Families and early learning

2.1 Scan the text below and underline these words:

rewarding sibling relate accommodating adolescence interaction nurture

Study links early friendships with high-quality sibling relationships

Children who experience a rewarding friendship before the birth of a sibling are likely to have a better relationship with that brother or sister that endures throughout their childhood, said Laurie Kramer in a University of Illinois study published in December's Journal of Family Psychology.

'When early friendships are successful, young children get the chance to master sophisticated social and emotional skills, even more than they do with a parent. When parents relate to a child, they do a lot of the work, figuring out what the child needs and then accommodating those needs,' says Kramer. However, this is not usually the case when two children are interacting.

The research showed that the benefits of early friends are long-lasting. Children who had a positive relationship with a best friend before the birth of a sibling ultimately had a good relationship with their sibling that lasted throughout adolescence, Kramer said. And children who as preschoolers were able to coordinate play with a friend, manage conflicts, and keep an interaction positive in tone were most likely as teenagers to avoid the negative sibling interaction that can sometimes launch children on a path of anti-social behavior, she added. 'From birth, parents can nurture and help develop these social competencies (or skills) by making eye contact with their babies, offering toys and playing with them,' she said.

2.2 Read the text and match the words you have underlined to the following definitions.

- 1 help someone/something develop and grow
- 2 agreeing to a demand
- 3 brother or sister
- 4 respond to somebody
- 5 the stage between childhood and adulthood
- 6 giving a lot of pleasure
- 7 communication



Vocabulary note

Look for familiar words in longer words to work out their meaning, e.g. **correlation** (one thing is linked with another); **interrelated** (the relationship between two or more things). NB The prefix **co-** (**correlation** or **cooperate**) often means *with* or *together*. The prefix **inter-** (**interact** or **intercity**) often means *between*.

2.3 Read the text again and say whether these sentences are true (T) or false (F). Underline the part of the text that gave you your answer.

- 1 If young children have good friends then they will have a good relationship with their brother or sister.
- 2 Parents help their children develop more social and emotional skills than friends do.
- 3 Friends will give you what you want more often than your parents do.
- 4 Teenagers who fight with their brothers or sisters may behave in a way that is socially unacceptable.
- 5 If parents play with their children more then they will learn how to be more sociable.

1 Growing up

2.4 A lot of words connected with families and relationships can also be used in a different context. Complete the sentences with a word from the box.

| | | |
|----------|----------|--------------|
| adopt | nurture | relationship |
| conflict | related | relative |
| family | relation | |

- The wolf is a member of the dog
- The company decided to a new approach to staff recruitment.
- The study found a strong between a lack of friends and sibling rivalry.
- Whether you think the price of goods is high is to the amount of money you earn.
- Studies have shown that stress in adulthood can be to an unhappy childhood.
- Good teachers identify the talents of their students and them.
- This evidence seems to with the findings from previous studies.
- I am writing in to the job advertisement in yesterday's paper.

Error warning

Note the following common errors: *I am writing in relation to/with your job advertisement.* NOT *in-relation-of-...* . My **relationship with** my parents is very strong. NOT *My-relation-with-my-parents...*

Vocabulary note

Note these collocations with the word *relationship*.
 Verbs: **build** a relationship, **develop** a relationship, **establish** a relationship, **form** a relationship, **have** a relationship
 Adjectives: a **close** relationship, a **long-standing** relationship, a **working** relationship, a **successful** relationship
 Prepositions: a relationship **with** someone, a relationship **between** two things or people (NOT *relationship to* someone)

3.1 **COMPOUND NOUNS** Match the words in box A with the words in box B to make 10 compound nouns. You will need to use some words more than once.

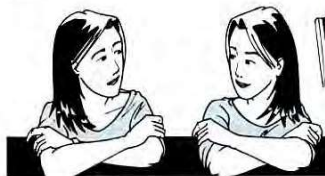
A active family maternal sibling stable
 extended immediate physical striking

B family instinct rivalry upbringing
 gatherings resemblance role

.....

3.2 1b Think about your answers to these questions. Then listen to a student's answers and tick the phrases you hear in 3.1.

- Tell me about your family.
- Who are you most similar to in your family?
- What do you think it takes to be a good parent?



3.3 1b Listen again and find the words that match these definitions.

- caring and supportive
- the emotional connection between people or places
- similar
- your nature or character
- determined to an unreasonable degree
- handed down through a family

3.4 Now practise answering the questions fully. Record your answers, if possible.

Lesson 20

| | |
|---|---|
| Theme: Mental and physical development: the body, the mind (Word fields) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. to explore the role of idioms and phrases as a sociolinguistic variable in the linguistic behaviour/patterns of males and females. 2. to understand how linguistic practices and patterns are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: <ol style="list-style-type: none"> 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of mental and physical development: the body, the mind 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of mental and physical development: the body, the mind |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Growing up is a complex journey that encompasses both mental and physical development. These two dimensions are intricately linked, each influencing and supporting the other. Understanding how cognitive, emotional, and physical growth interrelate can provide valuable insights into promoting holistic development in children.

Cognitive Development

Cognitive development refers to the growth of mental processes such as memory, learning, and problem-solving. From birth, children begin to absorb and process information about their world. Early experiences play a crucial role in shaping cognitive abilities. Activities such as reading, engaging in conversation, and exploring new environments stimulate brain development and enhance cognitive skills.

Memory, a fundamental cognitive function, evolves significantly during early childhood. Short-term memory allows children to retain information for brief periods, while long-term memory involves storing information for extended durations. Both types of memory are essential for learning and academic achievement.

Emotional Development

Emotional development involves understanding and managing emotions, forming self-concept, and developing emotional intelligence. As children grow, they learn to identify and express their feelings, which is crucial for emotional resilience. Positive interactions with caregivers and peers help children develop empathy, self-regulation, and a healthy self-esteem.

Emotional intelligence—the ability to recognize, understand, and manage emotions—is vital for building strong relationships and coping with stress. This emotional growth supports social skills and overall mental well-being.

Social Development

Social development encompasses the ability to interact effectively with others, understand social norms, and build relationships. Children learn social skills through interactions with family members, peers, and teachers. Positive social experiences help develop cooperation, communication, and conflict resolution skills.

The ability to navigate social environments is integral to mental development, as it affects self-confidence and emotional well-being.

Physical Development

Physical development includes the growth of both gross and fine motor skills. Gross motor skills involve large muscle movements such as walking, running, and jumping, which are essential for physical coordination and overall fitness. Fine motor skills, on the other hand, involve smaller, precise movements like writing, drawing, and buttoning clothes.

Developing motor skills is crucial for children's physical independence and self-confidence. Activities that encourage physical play and exploration contribute to these skills.

Growth and Health

Physical growth includes changes in height, weight, and body proportions. During childhood, growth spurts are common and reflect the body's natural development. Achieving developmental milestones, such as crawling and walking, marks significant progress in physical capabilities.

Nutrition and exercise play a vital role in physical development. A balanced diet provides the necessary nutrients for growth and health, while regular physical activity strengthens muscles, improves endurance, and supports overall wellness. Proper sleep and healthy habits further enhance physical development and well-being.

The Interconnection of Mental and Physical Development

Mental and physical development are deeply interconnected. For instance, physical health can influence cognitive abilities. Regular exercise has been shown to improve brain function, enhance memory, and boost mood. Conversely, cognitive skills can impact physical development. For example, problem-solving abilities and spatial awareness contribute to motor skills and coordination.

Emotional well-being also plays a critical role in physical health. Children who experience emotional support and security are more likely to engage in healthy behaviors and maintain good physical health.

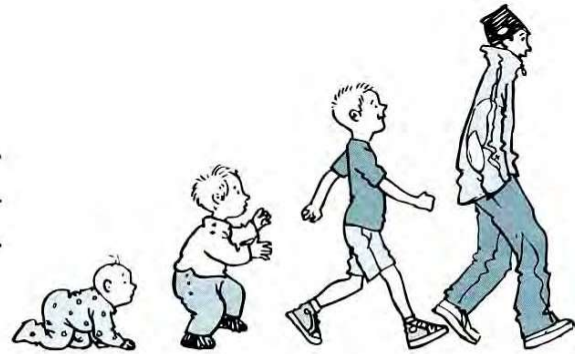
2 Mental and physical development

The body, the mind

The body

1.1 How old were you when you first learned to

- A crawl D ride a bike
- B walk E read
- C talk F tie a shoelace?



1.2 **2a** You will hear a talk about early development in children. Listen and complete the table below. Write NO MORE THAN TWO WORDS for each answer.

| Stage | Social and emotional milestones | Physical milestones | Cognitive and communicative milestones |
|------------------|--|--|--|
| Infant | <ul style="list-style-type: none"> likes to mimic tries to see how parents react to their (1) | <ul style="list-style-type: none"> can sit and stand without help | <ul style="list-style-type: none"> can use basic words and (2) uses objects for their intended purpose |
| (3) | <ul style="list-style-type: none"> is more (4) takes turns | is able to <ul style="list-style-type: none"> run (5) things ride a tricycle | <ul style="list-style-type: none"> greater understanding of language uses (6) in play |
| Middle childhood | <ul style="list-style-type: none"> the (7) has a greater impact on development some children appear grown up, others are (8) | <ul style="list-style-type: none"> growth is not as (9) as in earlier stages (10) and (11) are the same size as in adulthood | <ul style="list-style-type: none"> good reading and writing (12) |

1.3 **2a** Listen to the talk again and find words that mean the same as the following.

- learned (a skill)
- copying people
- without help
- in a natural, unforced way
- developed a skill to a high level
- phase (2 words)

1.4 **WORD BUILDING** Complete the table.

| Verb | Noun | Adjective |
|---------|------|-----------|
| develop | | |
| grow | | fully- |
| | | mature |

2.1 Read this text about development in adolescence. Then complete the following sentences with words from the text.

The final stage before adulthood is adolescence. This is a period of transition for teenagers and there are many crucial milestones. Socially and emotionally, teens worry that they may not be developing at the same rate as their peers. They become extremely self-conscious and may be overly sensitive about their appearance. Teens may rebel against their parents but are also more able to accept the consequences of their actions.

This is also a period of enormous physical change and adolescents experience changes in their physical development at a rate unparalleled since infancy. These changes include significant gains in height and weight. Within a year, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively. This growth spurt typically occurs two years earlier for girls than for boys and can tend to make both sexes go through a clumsy phase. In terms of their cognitive development, adolescents have greater reasoning skills and have developed the ability to think logically and hypothetically. They are also able to discuss more abstract concepts. They should also have developed strategies to help them study.

- 1 First-year students often struggle with the*transition*..... from high school to university.
- 2 The at which a change occurs can cause problems for both the very young and the elderly.
- 3 It can be less stressful to make a presentation to your rather than to your teachers.
- 4 The increase in violence among young people may be a of watching too much violence on TV and in video games.
- 5 Petrol prices are increasing at a speed that is since the oil crisis of the 70s.
- 6 Teenagers rebel against their parents between the ages of 14 and 16.
- 7 In part three of the speaking test you are expected to be able to talk about more topics.
- 8 Infinity is a very difficult for children to grasp.

2.2 What stage would you associate the following words and phrases with? Write the words in the correct column below.

| | |
|-----------------|----------------|
| crawling | immature |
| irresponsible | nurturing |
| overindulgent | overprotective |
| patient | rebellious |
| throw a tantrum | tolerant |
| unsteady | |

| Childhood | Parenthood |
|-----------|------------|
| clumsy | mature |
| | |
| | |
| | |

Vocabulary note

The prefix *im-* is often in front of adjectives beginning with *b*, *m* or *p* to form the opposite or to show that something is lacking: **immature**, **impossible**. Similarly, *ir-* often comes in front of words beginning with *r*, *il-* often comes in front of words beginning with *l* and *in-* in front of other words: **irresponsible**, **illegal**, **insensitive**. However, there are exceptions: *unbelievable*, *displeased*, *unlikely*, *unpopular* etc. The prefix *over-* can also be negative, meaning too much: *overdeveloped*, *overdue*, *overcrowded*, *oversensitive*.

Error warning

Grow can be used with plants: *We could grow flowers and trees here.* Or with things: *The business is growing rapidly.* But *grow up* can only be used with people or cities: *The city grew up from a small group of houses near the river.* *Grow up* is intransitive, which means you can't use it with an object. NOT *The government grew up the city.*

2 Mental and physical development

2.3 Many words used to talk about human growth can also be used to talk about data and statistics. Complete the sentences with a suitable word from the text in 2.1. You may need to change the form of the words.

- The p..... of greatest stability occurred between 1985 and 1990.
- The greatest period of g..... was in 2004.
- The figures g..... from 2,500 to 6,000 in 2007.
- The company g..... an extra 2,000 employees in 2002.
- Sales increased at a significant r..... between 2001 and 2005.
- The number of migrants rose s..... from 1980 to 2000.

The mind

3 Match the phrases in A with the definitions in B.


- | | |
|--|---|
| <p>A</p> <ol style="list-style-type: none"> keep an open mind bear in mind have something in mind have something on your mind my mind went blank it slipped my mind put your mind at ease broaden the mind | <p>B</p> <ol style="list-style-type: none"> increase your knowledge I forgot I couldn't remember a thing remember try not to judge before you know the facts be worried about something have an idea stop you from worrying |
|--|---|

Error warning

Remember = to have a memory in your mind.
I remember my first day at school.
Remind = someone or something helps you to remember something. *Remind* is not usually used with the subject *I*. *It reminds me of when I lived in Egypt.* NOT *I remind of when.* You *remind me of my sister.* NOT *I remind me of.*

4.1 Think about your answers to these questions.

- What do you remember about your early childhood?
- Do you think you have a good memory or a poor memory?

4.2  **2b** Now listen to a student answering the questions in 4.1 and make a note of all of the words and phrases connected with memory.

..remember, memories,

.....

.....

.....

4.3 Correct the vocabulary mistakes in these sentences.

- I will always ~~memory~~ how beautiful the sunset was on that day. remember
- I have very fond reminders of my school days.
- Could you remember me to buy some bread on the way home?
- At school we always had to memory long lists of vocabulary.
- I remind how happy our childhood was.

Lesson 21

| | |
|--|---|
| Theme: Keeping fit: diet, health, exercise (Fixed words) | |
| Time: 2 hours | The number of students:13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of vocabulary as a sociolinguistic variable in the linguistic behaviour/patterns of males and females. 2. to understand how linguistic practices and patterns are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of keeping fit: diet, health, exercise; 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of keeping fit: diet, health, exercise |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Maintaining fitness is a fundamental aspect of leading a healthy lifestyle. It involves a balanced approach that includes proper diet, overall health, and regular exercise. Each of these components plays a crucial role in achieving and sustaining physical well-being. Understanding their interplay can help individuals make informed choices to enhance their fitness and health.

1. Diet

A balanced diet is the cornerstone of good health and fitness. It provides the essential nutrients needed for energy, growth, and overall bodily functions. Key aspects of a nutritious diet include:

- **Balanced Nutrition:** Consuming a variety of foods that provide essential nutrients, such as vitamins, minerals, proteins, carbohydrates, and fats. A balanced diet typically includes fruits, vegetables, whole grains, lean proteins, and healthy fats.
- **Portion Control:** Managing portion sizes to avoid overeating and ensure that the body receives an appropriate amount of calories. Overeating can lead to weight gain, while under-eating may result in insufficient energy and nutrient deficiencies.
- **Hydration:** Drinking adequate amounts of water to maintain hydration and support bodily functions. Proper hydration is essential for metabolism, digestion, and overall health.
- **Limiting Processed Foods:** Reducing the intake of processed and sugary foods that can contribute to weight gain and health issues. Instead, focusing on whole, natural foods supports long-term health.

2. Health

Overall health encompasses more than just physical fitness; it includes mental and emotional well-being as well. Key elements to consider are:

- **Regular Check-ups:** Scheduling routine medical check-ups to monitor health indicators such as blood pressure, cholesterol levels, and overall health status. Preventive care helps detect potential health issues early.
- **Mental Health:** Addressing mental well-being through stress management techniques, adequate sleep, and social support. Mental health is closely linked to physical health and can impact overall fitness and quality of life.
- **Sleep Quality:** Ensuring sufficient and quality sleep each night to support recovery, energy levels, and overall health. Poor sleep can affect metabolism, cognitive function, and mood.
- **Healthy Habits:** Incorporating daily habits that promote well-being, such as avoiding smoking, moderating alcohol consumption, and practicing good hygiene.

3. Exercise

Regular exercise is vital for maintaining physical fitness and overall health. It includes various forms of activity that contribute to different aspects of fitness:

- **Cardiovascular Exercise:** Activities such as running, cycling, and swimming that increase heart rate and improve cardiovascular health. Cardiovascular exercise helps enhance endurance and burn calories.
- **Strength Training:** Exercises like weightlifting, resistance bands, and bodyweight exercises that build muscle strength and improve metabolism. Strength training supports bone health and enhances physical performance.
- **Flexibility and Mobility:** Stretching exercises, yoga, and Pilates that improve flexibility, balance, and range of motion. These activities help prevent injuries and enhance overall physical function.
- **Consistency:** Maintaining a regular exercise routine is essential for achieving and sustaining fitness goals. Consistency ensures that the body adapts to physical activity and reaps the benefits of improved health.

Conclusion

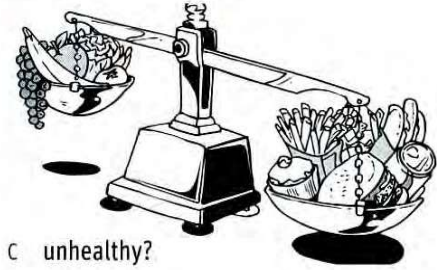
Keeping fit involves a holistic approach that integrates diet, health, and exercise. By focusing on balanced nutrition, overall health, and regular physical activity, individuals can enhance their well-being and achieve their fitness goals. Embracing these principles as part of a daily routine can lead to long-term benefits, including improved energy levels, better mental health, and a higher quality of life.

Maintaining fitness is not a one-time effort but a continuous journey. Making informed choices and adopting healthy habits can significantly impact overall health and fitness, leading to a healthier and more fulfilling life.

3 Keeping fit

Diet, health and exercise

Diet



1.1 Answer these questions.

- How healthy are you? A very healthy B moderately healthy C unhealthy?
- Tick the appropriate column below to show how often you eat the different foods.

| <i>I eat ...</i> | <i>at least once a day</i> | <i>a few times a week</i> | <i>once a week</i> | <i>rarely / never</i> |
|---------------------------|----------------------------|---------------------------|--------------------|-----------------------|
| <i>cakes or chocolate</i> | | | | |
| <i>fried fast foods</i> | | | | |
| <i>fish</i> | | | | |
| <i>fruit</i> | | | | |
| <i>meat</i> | | | | |
| <i>vegetables</i> | | | | |

1.2 Complete the gaps in the text below using words from the box.

factors ingredients maintain nutrients overeating overweight servings variety

How to improve your diet

- Make sure that you eat a (1)..... of foods. It is important to eat from all five food groups.
- Eat plenty of fruit and vegetables. These contain vital (2)..... and leading dietitians recommend eating at least two (3)..... of fruit and three of vegetables every day.
- Try to (4)..... a healthy weight. Being too thin can cause as many health problems as being (5)..... Remember, the correct weight for you depends on many different (6)..... including your age, height and sex.
- Eat moderate portions and don't be tempted to order a larger size when eating out. Skipping meals can lead to (7)..... as you will be much hungrier later, so be sure to eat regularly if you want to curb your appetite.
- You don't need to eliminate all of your favourite foods but do check the (8)..... on food labels and make sure that you reduce your intake of foods that are high in fats, sugar and salt.
- If you have a food allergy, make sure you avoid any of the ingredients that can trigger an attack.

1.3 Match these words and phrases with words from the advice in 1.2.

- | | |
|---------------------------------|--|
| 1 very important | 6 limit |
| 2 food scientists | 7 desire to eat |
| 3 neither small nor large | 8 totally remove |
| 4 servings | 9 a condition that causes illness if you eat certain foods |
| 5 missing out on | 10 activate |

Health and exercise

2.1 3a You will hear part of a health talk. Listen and complete the summary below. Write **NO MORE THAN TWO WORDS**.

The heart is a (1)..... . A diet high in (2)..... can slow down the (3)..... and lead to heart problems. A heart attack is caused when an artery that (4)..... to the heart becomes (5)..... . Patients must be given (6)..... immediately. A stroke is caused when there is a blockage in an artery that leads to the (7)..... . A stroke can have a major effect on your body and as yet there is no (8)..... . A healthy diet will keep your arteries (9)..... and can lower the (10)..... of a stroke or heart attack.

Vocabulary note

The following words are often used with the word *health*.
 Nouns: *health benefits, health risks, health problems, health care, health education, health system*
 Adjectives: *in good health, in poor health, in excellent health*
 We can use *healthy* to describe things other than your body: *a healthy appetite, a healthy diet, a healthy economy, a healthy disrespect for authority*

2.2 3b Now listen to part 2 of the talk and answer the questions.

- Write down three types of aerobic exercise that are mentioned:
- Listen again and find words that mean the same as the following:
 - A in a fixed pattern *regular*
 - B quickly
 - C little by little
 - D a strong suggestion
 - E speed
 - F doing something to excess
 - G get better
 - H every second one

Error warning

Note that *health* is a noun and *healthy* is the adjective. We write or talk about *education and health* or *mental health*. NOT *education and healthy* or *mental healthy*. We say someone is *strong and healthy* NOT *strong and health*

3 **WORD BUILDING** Complete the table below. You do not need to write anything in the shaded areas. Write the opposites where indicated (*opp.*).

| Noun | Verb | Adjective |
|------------------|---------------|---------------|
| <i>allergy</i> | | |
| <i>benefit</i> | | |
| <i>harm</i> | | <i>opp. =</i> |
| <i>health</i> | | <i>opp. =</i> |
| <i>infection</i> | <i>opp. =</i> | |

Vocabulary note

-tion at the end of a word usually indicates that the word is a noun: *action, repetition*.
-tious indicates an adjective: *repetitious*

| Noun | Verb | Adjective |
|------------------|----------------|--------------------|
| <i>nutrition</i> | | |
| | | <i>obese</i> |
| | <i>prevent</i> | |
| | | <i>recommended</i> |
| <i>variety</i> | | |

3 Keeping fit

4.1 PRONUNCIATION 3c Put the words into the correct box according to their sound, then practise saying the words. Listen and check your answers.

bath, bath \bar{e} , birth, breath, breathe, death, growth, health, mouth (v), mouth (n), teeth, teethe, writhe

| θ (an unvoiced sound as in <i>think</i>) | \eth (a voiced sound as in <i>this</i>) |
|--|---|
| <i>bath</i> | <i>bathe</i> |

4.2 3d Complete the sentences with words from 4.1. Then listen to the recording to check your answers. Practise saying the sentences.

- I took a deep before diving into the water.
- The baby is crying because he's He got two new only yesterday.
- Old people should take care of their
- He's been so happy since the of his son.
- The pain was so bad she was in agony.
- He can't You need to get him to hospital.

5 Improve this essay by replacing the words in *italics* with ONE OR TWO words from this unit.

In the future we won't have to worry about what we eat. We'll just take a tablet to give us all that our body needs and cooking will become a thing of the past.

In our modern world we often look for quick solutions to our problems. We expect to be able to achieve a great deal with little effort. But I don't believe we can apply this notion to our diet and still remain healthy. Preparing a healthy meal can take a lot of time. First you need to have fresh ingredients. Pre-packaged foods can contain a lot of unhealthy additives and so they are not as ¹ *good for your body* as fresh food. You also need to make sure to include a ² *lot of different* foods to make sure that you receive all of the vitamins and minerals that are ³ *very, very important* to a healthy diet. It is not surprising then that some people want to find a simple solution to this in the form of a pill. Fast foods are very high in fat, sugar and salt and so we should eat them in small amounts. For some people, however, these foods have become their staple diet and as a result they are ⁴ *fat*. If we want to ⁵ *stop* this from becoming an even bigger problem in the future then we need to address this situation now. While vitamin tablets may be of some benefit, they are unlikely to be effective in the fight against ⁶ *people getting too fat*.

Health authorities need to increase public awareness of these issues, but we also need to be realistic. Fast food is popular not only because it is convenient but also because it is tasty. Perhaps we should ⁷ *strongly advise* that people who eat fast food every day should at least ⁸ *swap* fast food with fresh food *on every second day*. Finally, we eat for pleasure as well as nutrition and for this reason I believe that pills will never replace well-cooked food.

- | | | | |
|---------------------------------|---------|---------|---------|
| 1 <i>nutritious</i> | 3 | 5 | 7 |
| 2 | 4 | 6 | 8 |

6 Answer the questions. Write one or two sentences.

- Do you think young people are more or less fit than 50 years ago? (Why? / Why not?)
.....
- In what way is your diet different from when you were a young child?
.....
- What changes do you think will occur in our diet in the future?
.....

Lesson 22

| | |
|---|--|
| Theme: Lifestyles: life and leisure (Idioms and phrases) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the use of idioms and phrases 2. to understand how idioms and phrases are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of lifestyles: life and leisure; 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of lifestyles: life and leisure; |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

In today's fast-paced world, finding the right balance between life and leisure is essential for overall well-being. Embracing a well-rounded lifestyle involves more than just fulfilling daily responsibilities; it's about carving out time for relaxation and enjoyment. This article explores how to strike that balance and highlights the importance of integrating leisure into our lives.

1. Life: Navigating Daily Responsibilities

"**Burning the candle at both ends**" refers to the act of working excessively, often leading to burnout. While it's important to be diligent and responsible, overcommitting to work or personal obligations can take a toll on your health and well-being.

- **Work-Life Balance:** Finding equilibrium between professional responsibilities and personal time is crucial. Striking the right balance helps prevent stress and allows for quality time with family and friends.
- **Time Management:** Prioritizing tasks and setting clear goals can help manage daily responsibilities effectively. Efficient time management ensures that important tasks are completed without sacrificing personal time.
- **Self-Care: "Putting oneself first"** means taking time to care for your own needs. This includes getting enough rest, eating well, and engaging in activities that rejuvenate you. Self-care is essential for maintaining a healthy lifestyle and coping with daily pressures.

2. Leisure: Making Time for Enjoyment

"All work and no play makes Jack a dull boy" is a classic idiom that underscores the importance of balancing work with leisure. Taking time to unwind and pursue hobbies can greatly enhance your quality of life.

- **Pursuing Hobbies:** Engaging in activities you enjoy, such as reading, painting, or gardening, can be a great way to relax and find fulfillment. Hobbies provide a creative outlet and a break from routine.
- **Social Connections:** **"Hitting the town"** or spending time with friends and loved ones fosters social bonds and enriches your life. Social interactions are not only enjoyable but also crucial for emotional support and happiness.
- **Travel and Exploration:** **"Getting away from it all"** by traveling or exploring new places offers a fresh perspective and a break from daily routines. Whether it's a weekend getaway or a longer vacation, travel provides relaxation and rejuvenation.

3. Integrating Life and Leisure

"Striking a balance" between work and play is key to a fulfilling lifestyle. Integrating leisure activities into your routine can enhance overall well-being and prevent burnout.

- **Planning and Scheduling:** Allocate specific times for leisure activities and personal interests. Scheduling regular breaks and downtime ensures that you don't neglect your need for relaxation and enjoyment.
- **Mindful Living:** **"Living in the moment"** involves being present and fully engaged in your experiences. Practicing mindfulness can help you appreciate and enjoy both work and leisure activities more deeply.
- **Setting Boundaries:** **"Drawing the line"** between work and personal time is essential. Avoid letting work encroach on your leisure time, and set clear boundaries to protect your personal space and relaxation.

Conclusion

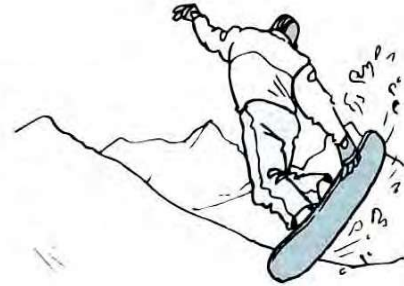
Balancing life and leisure is crucial for maintaining a healthy and satisfying lifestyle. By managing responsibilities effectively and making time for enjoyment, you can create a well-rounded life that supports both productivity and relaxation. Remember, **"You can't pour from an empty cup"**—taking care of your own well-being through leisure and self-care is fundamental to thriving in both personal and professional realms.

Embrace the art of balancing life and leisure, and you'll find that a well-rounded lifestyle not only enhances your quality of life but also boosts your overall happiness and fulfillment.

4 Lifestyles

Life, leisure

Life



1.1 Think about how you would answer the following questions.

- 1 Do you think people work too much nowadays?
- 2 What do you like to do to relax?
- 3 What is your idea of a perfect day?
- 4 How would you describe your attitude to life?

1.2 **4a** Now listen to four people answering these questions and decide which of the words in the box best describes each speaker.

pessimist realist optimist risk-taker

Speaker 1

Speaker 3

Speaker 2

Speaker 4

1.3 **4a** Listen to the speakers again and complete the following phrases.

| | |
|------------------|--|
| Speaker 1 | work hard for ; something in life; life has its |
| Speaker 2 | live life on ; feel ; your quality |
| Speaker 3 | have a attitude; life is full of |
| Speaker 4 | have a positive..... ; live life to ; a happy life |

1.4 Make a note of any of these words and phrases that apply to you and then answer the questions in 1.1 again.

.....

.....

.....

2 COLLOCATION Complete the words or phrases in the sentences with *life* or *living*. Which answers are written as one word?

- 1 Going to Egypt and seeing the pyramids was a *once in a* time opportunity for me.
- 2 The *standard of* in my country is very good; there are not many poor people there.
- 3 In my job as a nurse I get to meet people from *all walks of* .
- 4 For me, being a vegetarian is not just about diet, it has become a *way of* .
- 5 Many people only think about bills they need to pay and forget to allow for everyday *..... expenses* when they calculate a budget.
- 6 It was a *..... long* ambition of mine to travel to the Arctic Circle and see the northern lights.
- 7 A rise in petrol prices inevitably leads to a rise in the *cost of* .
- 8 The happiest people are those who have found a way to *make a* from their hobby.

Vocabulary note

Note the difference between *life* and *living*. *Life* is used to refer to the period between birth and death, *living* is used to refer to being alive, *make a living* refers to earning money.

Leisure

3.1 Read the text and decide whether the sentences below are true or false. Match the words in bold in the sentences with one of the underlined words or phrases in the text.



Leisure activity isn't just for fun, says a University of Florida psychologist who has developed a scale that classifies hobbies based on needs they satisfy in people. The scale can help people find more personal fulfilment by giving them insight into what they really like. 'The surprising thing is that activities you might think are very different have similar effects on people,' said Howard E.A. Tinsley, a UF psychology professor who developed the measurement. 'Probably no one would consider acting to have the same characteristics as roller-skating or playing baseball, but men and women who act as a hobby report feeling an intense sense of belonging to a group, much the same way others do in playing sports.'

And activities providing the strongest sense of competition are not sports, but card, arcade and computer games, he found. Participating in soccer satisfies our desire for a sense of 'belonging' and coin collecting and baking fulfil their need for 'creativity.' 'With so many people in jobs they don't care for, leisure is a prized aspect of people's lives,' Tinsley said. 'Yet it's not something psychologists really study. Economists tell us how much money people spend skiing, but nobody explains why skiing really appeals to people.' Or how one activity relates to another, perhaps in unexpected ways, Tinsley said. Fishing, generally considered more of an outdoor recreational activity, for example, is a form of self-expression like quilting or stamp collecting, because it gives people the opportunity to express some aspect of their personality by doing something completely different from their daily routine, he said.

- 1 Both acting and roller-skating give people a **strong feeling** of being part of a team. *True - intense sense*
- 2 **Taking part** in sports gives you the strongest **desire to win**.
- 3 Collecting things **satisfies people's desire** for **making things**.
- 4 Researchers already know why a hobby **attracts** a person.
- 5 Fishing allows you to show the **type of person you are**.

Lesson 23

| | |
|---|--|
| Theme: Student life: Study, education, research (Usage of topic-based words) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of usage of topic-based words 2. to understand how usage of topic-based words are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of student life: study, education, research 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of student life: study, education, research |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Student life is a dynamic period filled with opportunities for growth and learning. Central to this experience are the activities of studying, pursuing education, and conducting research. Mastering these elements is crucial for academic success and personal development. This article delves into the essential aspects of study, education, and research, offering insights and strategies for students aiming to excel in their academic journey.

1. Study: Effective Learning Strategies

Study Habits: Developing effective study habits is fundamental for academic success. This includes setting aside dedicated study time, creating a conducive study environment, and using active learning techniques.

- **Time Management: "Prioritizing tasks"** involves organizing study schedules to focus on important subjects and deadlines. Effective time management helps in balancing coursework, assignments, and extracurricular activities.
- **Study Techniques: "Active recall"** and **"spaced repetition"** are proven methods that enhance memory retention and understanding. Techniques such as summarizing information, practicing past exam questions, and using flashcards can improve study efficiency.
- **Note-Taking: "Taking notes"** during lectures and while reading helps consolidate information. Effective note-taking strategies, such as the **"Cornell method"** or **"mind mapping,"** can facilitate better understanding and review.

2. Education: Broadening Knowledge and Skills

Curriculum: The curriculum outlines the courses and subjects students are required to complete. It provides a structured pathway for acquiring knowledge and skills across various disciplines.

- **Core Courses:** "**Core courses**" are mandatory classes that provide foundational knowledge in a field of study. These courses are essential for building a strong academic base and preparing for advanced topics.
- **Electives:** "**Elective courses**" allow students to explore areas of personal interest or specialization. Choosing electives can help tailor education to individual career goals and academic passions.
- **Academic Advising:** "**Academic advising**" involves seeking guidance from faculty or advisors on course selection, career planning, and academic goals. Advisors help ensure that students make informed decisions and stay on track.

3. Research: Advancing Knowledge and Skills

Research Methods: Conducting research involves systematic investigation to discover new information or validate existing knowledge. Understanding various research methods is key to successful inquiry.

- **Qualitative vs. Quantitative Research:** "**Qualitative research**" focuses on exploring phenomena through interviews, observations, and content analysis. "**Quantitative research,**" on the other hand, involves statistical analysis and numerical data to test hypotheses and draw conclusions.
- **Literature Review:** "**Conducting a literature review**" involves examining existing research related to a topic. This process helps identify gaps in knowledge, refine research questions, and build upon previous findings.
- **Research Paper:** "**Writing a research paper**" involves presenting findings in a structured format. A well-written research paper includes an introduction, methodology, results, discussion, and conclusion, adhering to academic standards.

4. Integrating Study, Education, and Research

Holistic Approach: Integrating study, education, and research requires a holistic approach that balances academic responsibilities with personal growth and development.

- **Setting Goals:** "**Setting academic goals**" helps focus efforts and track progress. Goals should be specific, measurable, achievable, relevant, and time-bound (SMART).
- **Balancing Act:** "**Balancing academic and personal life**" is crucial for maintaining well-being. Prioritizing self-care, social activities, and leisure alongside academic commitments contributes to a more fulfilling student experience.
- **Continuous Improvement:** "**Striving for continuous improvement**" involves regularly assessing and refining study techniques, educational choices, and research skills. Embracing feedback and learning from experiences foster ongoing development.

Conclusion

Navigating student life effectively requires mastering the interconnected areas of study, education, and research. By developing sound study habits, engaging with a well-rounded curriculum, and conducting meaningful research, students can achieve academic success and personal growth. Embrace the journey with dedication and curiosity, and you'll find that these elements not only enhance your academic experience but also prepare you for future endeavors.

5

Student life

Study, education, research

Study

1.1 Before you read the text, answer these questions.

- 1 Do you prefer to study
A at school or college B in a library C at home?
- 2 Do you study best
A early in the morning B during the day C at night?
- 3 Do you prefer to work
A with friends B with background music C in silence?



1.2 Now complete the text with the correct form of the verbs in the box. There may be more than one possible answer so try to use each verb once only.

concentrate do learn overcome organise study take teach review revise

Even the most studious among you will probably have difficulty studying at some stage in your academic career. If or when this happens, the only way to (1)..... this problem is to go back to basics. First, make sure you have a comfortable environment to (2)..... in. Some students need to have a quiet space to themselves and can't (3)..... if there are too many distractions. Others need some sort of background noise, such as music or the company of friends. Whatever your personal preference is, you need to (4)..... this first of all. Next, make sure you have all of the equipment or tools that you need. For example, if you are (5)..... a geography course and you have to (6)..... about countries and their capital cities then you will need to have your atlas to hand. If you're (7)..... your maths homework then be sure to find your calculator, ruler, protractor and compass before you start. Perhaps you're not preparing a homework assignment or project, but are trying to (8)..... for an exam. If so, you need to know exactly what is on your curriculum. You should also (9)..... your notes and make sure that you have a clear understanding of what your lecturers have (10)..... you. Of course, people with a learning disorder such as dyslexia may need to work harder than others at their studies as they often struggle to read even relatively simple texts.

1.3 Now read the text again and find a word or phrase to match these definitions.

- 1 describes someone who studies a lot
- 2 things that stop you from working
- 3 a sound you can hear, but do not actively listen to
- 4 two different types of homework or school task and
- 5 to study for an exam
- 6 another word for *syllabus*
- 7 to check your work
- 8 to do something with great difficulty

1.4 Underline the correct words in each sentence.

- 1 I would really like to *learn about* / *study about* the ancient Egyptians.
- 2 We need to *find out* / *know* where to buy the tickets for the concert.
- 3 I got into trouble at school because I didn't *know* / *find out* my multiplication tables.
- 4 I did well in the test because I had *known* / *learned* how to spell all of the words on the list.
- 5 Excuse me, do you *find out* / *know* where the nearest post office is?
- 6 It was difficult for me to *learn* / *study* at home, because we didn't have a lot of space.
- 7 I want to *learn how* / *study how* to drive a car.
- 8 I think you can only really *learn from* / *learn with* experience.

Error warning

Know = already have the information; *find out* = get the information.
Study = learn about a subject through books / a course: *I'm studying law*; *I'm studying for my exams*. We don't use any other prepositions after *study*. NOT ~~*I am studying about law*~~.
Learn = get new knowledge or skills: *I'm learning English*; *I'm learning to knit*. Note that we say you are *taking a course*, NOT ~~*learning a course*~~.
 NB Prepositions after *learn*: *learn about*, *learn from*, *learn to*: *I learned a lot from this course*. NOT ~~*learned a lot with this course*~~.

Education

2.1 5a Replace the words in *italics* below with ONE word. Then listen to the recording and check your answers.

Teacher Can you tell me about your early education?

Student Well, I went to ¹ *a school for very young children* from the age of four and I remember that I didn't enjoy it very much at all. My ² *from the age of 5 to 11* school was a little better, especially because my mum was a teacher in the school. She taught in the ³ *younger part of the school* and she was actually my teacher in first ⁴ *level*, but when I went up to the ⁵ *older part of the school* I didn't see very much of her. After that I was lucky enough to receive a ⁶ *chance to go to school without paying fees* for a very good ⁷ *from age 11 to 18* school. My parents couldn't have afforded to send me to a ⁸ *not free* school so it was a really great opportunity for me. It was a ⁹ *only for one sex* school, so there were no boys. I'm glad I didn't go to a ¹⁰ *for boys and girls* school because I think there are fewer distractions so everyone can just concentrate on their studies.



- | | | | |
|---|---------------------------------|----|-------|
| 1 | <i>kindergarten</i> | 6 | ..... |
| 2 | ..... | 7 | ..... |
| 3 | ..... | 8 | ..... |
| 4 | ..... | 9 | ..... |
| 5 | ..... | 10 | ..... |

Vocabulary note

Words ending in *-ist* are usually used to describe a person who studies a particular subject or who holds a particular set of beliefs: *economist*, *scientist*, *feminist*, *Marxist*.

2.2 WORD BUILDING Complete the table.

| Subject | Person | Adjective |
|--------------|------------|----------------|
| architecture | | |
| | | archaeological |
| biology | | |
| economics | | |
| geology | | |
| | geographer | |
| | journalist | |
| languages | | |
| | lawyer | |
| | | mathematical |
| science | | |

2.3 Complete the sentences with suitable words from the table.

- I've always wanted to go on an *archaeological* dig to try to find fossils and ancient artefacts.
- Have you seen a copy of the a..... plan for the new building?
- My daughter is a l.....; she speaks six different languages.
- The government has a good e..... policy. I'm sure the recession will be over soon.
- I'm studying j....., I've always wanted to be a political writer.
- I'm not very familiar with the g..... of that part of the world.

Research

3.1 You will hear part of a talk for students. Listen and complete the notes below. Write **NO MORE THAN TWO WORDS** for each answer.

Continuing your studies after graduation
Writing your dissertation

Important considerations:

- Many students struggle to find a research (1).....
- Writing a (2)..... is easier if you make the right choice.

You need to:

- Study the (3).....
- Have a wide (4)..... of your field of study.
- Establish what is (5)..... in your field.
- Have a clear idea of the (6)..... of your study.
- Consider whether there are any (7)..... in existing research.
- Think about your (8)..... carefully.
- Ask about (9)..... from outside sources.
- Ask your (10)..... to check your results.

3.2 Listen to the talk again and write synonyms for the words in italics in 3.1.

after graduation = postgraduate,

.....

.....

.....

.....

.....

.....

4 PRONUNCIATION Mark the stress on these words. Then listen and check to see if you were correct. Practise saying the words.

| | | |
|-------------------|--------------|---------------|
| acad <u>e</u> mic | assignment | consideration |
| concentrate | controversy | conduct (v) |
| distraction | dissertation | economist |
| educational | educated | research (n) |
| thesis | theory | theoretical |

LESSON 24

| | |
|---|--|
| Theme: Effective communication: language, linguistics (Expressions associated with this topic) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of effective communication: language, linguistics 2. to understand how effective communication: language, linguistics are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of Effective communication: language, linguistics 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of Effective communication: language, linguistics |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Effective communication is a broad and fascinating topic that encompasses various aspects of language and linguistics. Here are some key expressions and concepts associated with it:

Language and Communication:

Active Listening: Engaging fully with the speaker, showing empathy, and providing feedback to ensure understanding.

Nonverbal Communication: The use of body language, facial expressions, gestures, and eye contact to convey messages.

Clarity and Conciseness: Expressing ideas clearly and without unnecessary complexity or verbosity.

Feedback: Providing constructive responses to messages to improve mutual understanding.

Tone of Voice: The way one's voice conveys emotions and attitudes, which can affect the interpretation of the message.

Context: Understanding the situation or environment in which communication takes place to interpret messages accurately.

Empathy: The ability to understand and share the feelings of another person, which enhances interpersonal communication.

Linguistics and Communication:

Pragmatics: The study of how context influences the interpretation of meaning in communication.

Semantics: The meaning of words and phrases and how they contribute to overall message comprehension.

Sociolinguistics: How language use varies in different social contexts, including the influence of social identity and status on communication.

Discourse Analysis: Examining how sequences of sentences and longer stretches of language create meaning in communication.

Speech Acts: The study of how utterances function not just to convey information but to perform actions, such as requesting, apologizing, or promising.

Code-Switching: The practice of alternating between two or more languages or dialects within a conversation or discourse.

Metacommunication: The communication about communication, including how we discuss and interpret the way we convey and receive messages.

Practical Expressions in Communication

“Read between the lines”: Understanding implied or hidden meanings not explicitly stated.

“Speak your mind”: Expressing thoughts and opinions openly and honestly.

“Get your point across”: Successfully conveying your message to others.

“Break the ice”: Using a strategy to overcome initial awkwardness and facilitate conversation.

“Hear me out”: Requesting that someone listens to your full explanation or perspective before forming a judgment.

“Put yourself in someone’s shoes”: Empathizing with another person’s situation or feelings to better understand their perspective.

“On the same page”: Ensuring that everyone involved in a conversation has the same understanding of the topic.

These expressions and concepts reflect the multifaceted nature of effective communication and highlight how both linguistic principles and practical strategies contribute to successful interactions.

6

Effective communication

Language, linguistics

Language

1.1 Which of the following aspects of English do you find the most difficult?

- A vocabulary B grammar C reading D writing
 E pronunciation F speaking G listening

1.2 6a Listen to somebody talking about learning a language and say which THREE things in 1.1 she had difficulty with.

.....

1.3 6a Listen again and find words that match these definitions.

- 1 change words from one language to another
- 2 the ability to do something without making mistakes
- 3 something that prevents successful communication
- 4 a person who has spoken the language from birth
- 5 the ability to speak without hesitation
- 6 work or carry out daily tasks

2.1 **IDIOMS** Use a dictionary to check the meaning of the phrases in the box. Then complete sentences 1–8 with the correct phrase.

| | | | |
|--|--|------------------------------------|--------------------------------|
| There is something to be said for When all is said and done | You can say that again! Needless to say | having said that That is to say | have a say to say the least |
|--|--|------------------------------------|--------------------------------|

- 1 **Bill** Hello, Sam, what a surprise meeting you here!
Sam
- 2 Nuclear power has its problems. However,, many people believe it is the energy source of the future.
- 3 switching to solar energy, although it is still too expensive for many people.
- 4 Life without a constant supply of water can be difficult,
- 5, there is little we can do to save the environment without the full support of industry and the government.
- 6 The tanker spilled 5,000 megalitres of oil into the ocean., this had a devastating effect on marine life in the area.
- 7 There is a clear link between humans and environmental problems., wherever humans live, they damage the environment in some way.
- 8 I think it's important for everyone to in how the government is elected.



Error warning



Note the following common errors with *say, speak, talk, tell*.
I speak German. NOT ~~*I talk German.*~~ *She's always **talking about** her dog.* NOT ~~*tell about.*~~ *Can I **tell you** something?*
 NOT ~~*tell something.*~~ NB Tell can be used to refer to a chart /graph: *The chart **tells** us how many students were enrolled.*
 However, it is better to use language that is more impersonal: *The chart **shows** how many students were enrolled.* NB
 You should not use *say* to talk about charts: ~~*From the chart I can say how many students.*~~

2.2 Correct the mistakes in these sentences.

- 1 The chart ~~talks~~ us how many students were studying in the college in 1990. *tells*
- 2 I can't understand what he is speaking. He's almost incoherent.
- 3 Today I'm going to tell about my last holiday in America.
- 4 I can talk three languages fluently, but Italian is my mother tongue.
- 5 I learned English from a textbook, so I don't really understand it when it is said.
- 6 The table says the percentage of people moving into urban areas between 1960 and 1990.

2.3 The words in column B should be similar in meaning to those in column A. Cross out the odd word in each group.

| A | B |
|---------------------|---|
| <i>communicate</i> | <i>contact correspond indicate interact</i> |
| 1 <i>conclude</i> | <i>close summarise recap recall</i> |
| 2 <i>explain</i> | <i>clarify define express illustrate</i> |
| 3 <i>mean</i> | <i>indicate intend signify stutter</i> |
| 4 <i>meaning</i> | <i>conjecture connotation significance sense</i> |
| 5 <i>say</i> | <i>demonstrate express speak verbalise</i> |
| 6 <i>suggest</i> | <i>imply intimate propose state</i> |
| 7 <i>tell</i> | <i>gesture narrate recount relate</i> |
| 8 <i>understand</i> | <i>appreciate comprehend contradict follow</i> |

Linguistics

3.1 Read the text and then answer the questions.

Signs of success

Deaf people are making a profound contribution to the study of language


Just as biologists rarely see a new species arise, **linguists** rarely get to discover an unknown **dialect** or even better, to see a new language being born. But the past few decades have seen an exception. Academics have been able to follow the formation of a new language in Nicaragua. The catch is that it is not a spoken language but, rather, a sign language which arose **spontaneously** in deaf children.

The thing that makes language different from other **means** of communication is that it is made of units that can be combined in different ways to create different **meanings**. In a spoken language these units are words; in a sign language these units are **gestures**. Ann Senghas, of Columbia University, in New York, is one of the linguists who have been studying the way these have gradually **evolved** in Nicaraguan Sign Language (NSL).

6 Effective communication

The language **emerged** in the late 1970s, at a new school for deaf children. Initially, the children were instructed by teachers who could hear. No one taught them how to sign; they simply worked it out for themselves. By conducting experiments on people who attended the school at various points in its history, Dr Senghas has shown how NSL has become more **sophisticated** over time. For example, **concepts** that an older signer uses a single sign for, such as rolling and falling, have been unpacked into separate signs by youngsters. Early users, too, did not develop a way of **distinguishing** left from right. Dr Senghas showed this by asking signers of different ages to **converse** about a set of photographs that each could see. One signer had to pick a photograph and **describe** it. The other had to guess which photograph he was **referring** to.

When all the photographs contained the same elements, merely arranged differently, older people, who had learned the early form of the language, could neither signal which photo they meant, nor understand the signals of their younger partners. Nor could their younger partners teach them the signs that indicate left and right. The older people clearly understood the concept of left and right, they just could not **express** it. What intrigues the linguists is that, for a sign language to emerge spontaneously, deaf children must have some **inherent** tendency to link gestures to meaning.

3.2  Say whether the following statements are true or false. Give an explanation for each answer using words from the text. Then use your dictionary to check the meaning of any words in bold that you do not know.

1 Ann Senghas studies languages.

True - she's a linguist.

2 Teachers taught the Nicaraguan deaf children how to use sign language.

3 The earliest form of the sign language was very basic.

4 The older signers were able to show the difference between left and right.


5 Linguists believe that deaf children are born with the ability to link gestures to meaning.

4.1 Think about your answers to these questions.

1 What do you need to do to be a good language learner?

2 What do you think makes a good language teacher?

3 What problems do people experience when they learn your language?

4.2  **6b** Look at these answers to the questions in 4.1 and complete them with a suitable word from this unit. Listen to the recording to check your answers.

1 Well, you need to be able to put down your textbooks from time to time and forget about (1)..... . That's the only way to become more (2).....in a language. You also need to (3)..... to (4)..... speakers of the language as much as you can.

2 I think the best language teachers are those who can (5)..... another language themselves. They also need to be able to (6)..... things clearly and in a way that is easy to (7)..... .

3 My (8)..... language is very difficult to learn because of the (9)..... . The individual sounds are very strange to other nationalities and difficult for them to (10)..... .

Lesson 25

| | |
|---|--|
| Theme: On the move: Expressions connected with tourism, travel (Travel related words) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of collocations 2. to understand how expressions connected with tourism, travel of collocations are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of on the move: expressions connected with tourism, travel 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of on the move: expressions connected with tourism, travel |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Traveling is a universal experience that connects people across cultures and continents. It's not just about the destinations but also the rich tapestry of language and expressions that accompany our journeys. From the excitement of planning to the moments of reflection on our return, various terms and phrases capture the essence of tourism and travel. Let's delve into some of the most evocative travel-related words and expressions that illustrate the multifaceted nature of exploring new places. Tourism and travel have long been central to human experience, shaping cultures, economies, and personal lives. As the world becomes increasingly interconnected, our approach to exploring new destinations has evolved dramatically.

1. Wanderlust

Derived from the German words "wandern" (to hike) and "Lust" (desire), wanderlust embodies the deep-seated desire to explore the world. It reflects an adventurous spirit and a yearning for discovery that drives many travelers to seek out new experiences.

2. Jet Set

Originally referring to wealthy individuals who traveled by jet for leisure, the term "jet set" now broadly describes a lifestyle associated with frequent travel to glamorous destinations. It conveys the idea of a life filled with excitement and high-flying adventures.

3. Off the Beaten Path

This expression is used to describe places that are not commonly visited by tourists. When someone opts for an off-the-beaten-path adventure, they seek to explore unique, less-traveled locations, offering a more authentic or serene experience away from the crowds.

4. Road Trip

A quintessential travel experience, a "road trip" involves long-distance travel by car, often characterized by spontaneity and freedom. It evokes images of scenic routes, roadside attractions, and the joy of hitting the open road with a sense of adventure.

5. Itinerary

An itinerary is a detailed plan or schedule for a trip, outlining the places to visit, activities to do, and accommodations. It provides structure to a journey, ensuring that travelers make the most of their time and stay organized.

6. Cultural Immersion

This term refers to deeply engaging with the customs, traditions, and daily life of a destination's local population. Cultural immersion involves interacting with locals, participating in traditional activities, and gaining a richer understanding of the culture.

7. Souvenir

A souvenir is a memento or keepsake purchased or collected during a trip. It serves as a physical reminder of one's travels and often carries sentimental value, evoking memories of specific places or experiences.

8. Staycation

A staycation involves taking time off from work but staying at home or nearby rather than traveling to a distant location. It allows individuals to relax and enjoy their local surroundings, often discovering new aspects of their own city or region.

9. Globetrotter

A globetrotter is someone who travels extensively around the world. This term conveys a sense of global exploration and a passion for experiencing different cultures and environments.

10. Backpacking

Backpacking is a form of budget travel where individuals carry their belongings in a backpack and often stay in hostels or campgrounds. It emphasizes self-sufficiency, adventure, and a flexible approach to exploring new places.

11. Tourist Trap

A tourist trap is a location or attraction that is designed to attract tourists but is often overpriced or not as authentic as it may seem. This term carries a slightly negative connotation, implying that travelers might be exploited for their money.

12. Jet Lag

Jet lag refers to the fatigue and disorientation experienced after a long flight across multiple time zones. It's a common challenge for international travelers as their internal body clock adjusts to the new time zone.


7 On the move

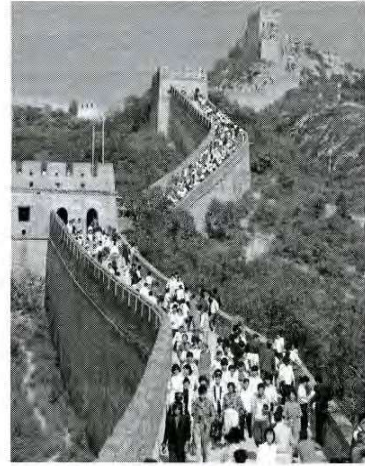
Tourism, travel

Tourism


1.1 Answer these questions about the place where you live.

- 1 What would you take a visitor to your hometown to see?
- 2 Which of the following best describes the place where you live?
A coastal B mountainous C rural D urban

1.2  7a Listen to four people describing where they live and complete the table below. Use the correct adjective from 1.1 for the 'Type of place' column. Write down any words that helped you decide.



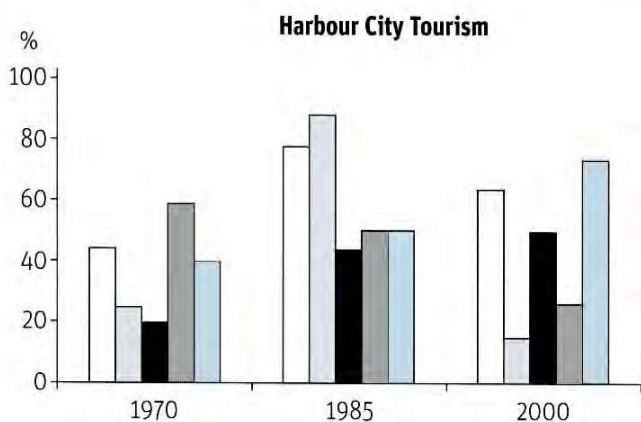
| Speaker | Type of place | Words that helped you decide |
|---------|---------------|------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

1.3  7a Listen again and decide which of the speakers' hometowns can be reached:

- A by air B by rail C by road D by sea






1.4 Complete the sentences using the correct form of the words in the box. You may use the words more than once.

at low of peak reach trend travel trough



Vocabulary note

When talking about statistics we say that figures **reach a peak of** or **peak at**: *The number of visitors **reached a peak of** 10,000 / **peaked at** 10,000.* The opposite of a *peak* is a *low*. The word *trough* also has this meaning, but is usually used together with the word *peak*: *The number of visitors fell to **a low of** only 556 in 1978. The tourism industry has its **peaks and troughs**.*

-  city hotel occupancy
-  coastal hotel occupancy
-  adventure tourism
-  rail travel
-  air travel

- 1 The chart shows the in tourism in Harbour City in 1970, 1985 and 2000.
- 2 Adventure tourism rose from a low 20 per cent in 1970 to a peak 50 per cent in 2000.
- 3 The occupancy of coastal hotels at close to 90 per cent in 1985.
- 4 In 2000 the number of passengers by air a peak of 80 per cent.
- 5 The number of train passengers fell to a of approximately 25 per cent in 2000.
- 6 The two greatest occurred in adventure tourism in 1970 and rail travel in 2000.
- 7 The percentage of coastal hotel occupancy experienced the greatest and
- 8 City hotel occupancy peaked almost 80 per cent in 1985.

Travel

2.1 Correct the seven vocabulary mistakes in the text.

Thanks to modern transport people can now ~~journey~~ a lot more easily than in the past. However, modern-day trip also has its problems: airports can be very crowded and there are often long queues of people waiting to collect their luggages. One way to make this job easier is to tie a colourful ribbon around each of your luggage so they are easier to spot on the conveyor belt. If you are going away on a short journey of only a few days then you may be able to limit yourself to hand luggage and save even more time. For longer travels, make sure you take plenty of snacks and drinks, especially if you are trip with small children.

- | | |
|-----------------------------|---------|
| 1 <i>travel</i> | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | |

Vocabulary note

Travel = a verb and an uncountable noun used to talk about travelling in a general way: *Air **travel** has become cheaper than rail **travel** in some places.*
Trip = short holiday or time away: *I have to go on a business **trip** to Japan.* *Trip* can also be used to refer to a journey. *The bus **trip** was really long.*
Journey = getting from A to B: *When driving a long way it is best to break your **journey** up into two-hour blocks.*
Tourism = the industry or business of providing holiday transport, accommodation and entertainment.

Error warning

Travel/Travelling = moving from one place to another: *I think **travel/travelling** helps to educate you about the world.* NOT *I think ~~tourism helps to educate you.~~* NB *Travelling* = UK spelling, *Traveling* = US spelling.
Luggage is uncountable and refers to all of your bags: *Put your luggage/suitcases here.* Not *Put your ~~luggages~~ ...*

2.2 Think of a suitable word or words to complete the sentences. Then read the following travel advice and check your answers.

- 1 I gave my parents a copy of my before I left so that they would know where I was.
- 2 It is difficult to get tickets at that time of year so we booked ours well
- 3 My bank has a lot of branches overseas so I could my own account easily.
- 4 Driving a car during periods can be horrendous.
- 5 Your passport, tickets and money are the only really items on any trip.
- 6 In the duty free shop they asked to see our tickets and some form of
- 7 The exchange rate can a great deal, so shop around for the best deal.
- 8 When we finally reached our we were very tired.

Travel advice

The price of holidays can **fluctuate** a great deal throughout the year so try to be flexible with your travel dates and avoid **peak** holiday times. It can also be cheaper if you book well **in advance**. Before your departure, make sure you do as much research about your **destination** as you can. Find out if you require any special visas or permits to travel there. Think about currency as well. Will you be able to **access** your own money easily enough or will you need to take cash with you? Think about eating larger lunches and smaller evening meals to help make your spending money go further, as lunch is generally cheaper. Make sure that you keep sufficient **identification** with you at all times. It may also help to email a copy of your passport details to yourself in case it is lost or stolen. Label your suitcases clearly so that they can be easily identified as yours. It can be useful to store a copy of your **itinerary** in a prominent place in your suitcase so that the airline will know where to find you if your luggage gets lost. Be sure to pack any medication or other **essential** items in your hand luggage. If your flight is delayed or your luggage is lost these can be difficult to obtain in an airport or foreign country.

2.3 Complete the essay below with suitable words from the box. Then, in your notebook, write a conclusion for the essay.


affects effect eco-tourism remote transport trend tourism tourists

What are the advantages and disadvantages of tourism?

Since the aeroplane became a common form of (1)..... people have become more adventurous in their choice of holiday destination and expect to be able to fly to even the most (2)..... parts of the world. But what (3)..... do tourists have on their surrounding environment?

The arrival of a group of (4)..... in a small community can mean the end of peace and quiet as they indulge in one long party. When on holiday, away from parents, young people can sometimes change their normal standards of behaviour. Fuelled by alcohol and too much sun they can do damage to themselves as well as the community around them. This invasion (5)..... the local people in many ways, disrupting their normal routine and increasing their working hours.

However, (6)..... can also be of benefit to a small community, bringing jobs and a source of income that may not have existed before. This may mean that younger people are encouraged to stay in the community rather than seeking work in the city. There is also a growing (7)..... towards different types of holidays. Nowadays we hear a great deal about the popularity of (8)....., which I think indicates that people are more aware of the environment and wish to protect it rather than harm it.

3 **PRONUNCIATION**  **7b** All of these words contain the letters *ou*, but they are not all pronounced in the same way. Put these words into the correct box according to their pronunciation. Then listen and check.

boundary bought cough course country double doubt drought enough
journal journey nought rough south southern tourism tourist trouble trough

| | | |
|-----------------|-----------------|-----------------|
| ɜ: (as in bird) | ʊə (as in pure) | ʌ (as in cup) |
| journey | | |
| au (as in cow) | ɒ (as in not) | ɔ: (as in ball) |
| | | |

Lesson 26

| | |
|---|--|
| Theme: Through the ages: time, history (Idiomatic expressions) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of idiomatic expressions 2. to understand how idiomatic expressions are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of through the ages: time, history 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of through the ages: time, history |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Time and history are fundamental elements of human experience, influencing everything from our personal lives to the broader narratives of civilization. Language has evolved to reflect our understanding and perception of these concepts, giving rise to a variety of idiomatic expressions and phrases that capture the essence of time's passage and historical significance. In this article, we delve into how language has evolved to articulate our relationship with time and history, exploring key idiomatic expressions that offer a window into our collective consciousness. The passage of time and the unfolding of history have inspired a rich array of idiomatic expressions. These sayings often reflect our perceptions of history, our relationship with the past, and how we navigate the temporal landscape. Exploring idiomatic expressions related to time and history can offer fascinating insights into how we think about these concepts. Here's a look at some of the most evocative and enduring idioms that capture the essence of time and history.

1. "A Blast from the Past"

This idiom refers to something or someone from the past that suddenly reappears, often unexpectedly. It evokes a sense of nostalgia or surprise, like discovering an old photograph or encountering an old friend after many years.

2. "The Sands of Time"

This phrase metaphorically represents the passage of time, likening it to sand slipping through an hourglass. It underscores the relentless, often imperceptible, movement of time as it flows through our lives.

3. "Turning Back the Clock"

To “turn back the clock” means to revert to an earlier time or to wish for a return to the past. It can express a longing for previous conditions or a desire to undo past mistakes, reflecting a sense of nostalgia or regret.

4. “*A Thing of the Past*”

This expression refers to something that was once common or significant but is now outdated or obsolete. It signifies how some aspects of history fade over time, becoming relics of a bygone era.

5. “*History Repeats Itself*”

This idiom conveys the idea that events or situations tend to recur over time, often because people fail to learn from past mistakes. It reflects the cyclical nature of history and the tendency for similar patterns to emerge throughout the ages.

6. “*Like Water Under the Bridge*”

This phrase means that something from the past is no longer worth worrying about or has been resolved. It suggests that, like water flowing under a bridge, past issues should be let go and not allowed to affect the present.

7. “*March of Time*”

“The march of time” describes the unstoppable and inevitable progression of time. It emphasizes the steady and relentless forward movement of time, akin to a soldier marching in a parade.

8. “*Age Before Beauty*”

This expression is often used humorously to prioritize older individuals over younger ones in certain situations. It reflects a respect for experience and wisdom that comes with age, valuing the historical perspective over mere appearance.

9. “*The Wheels of Time*”

This idiom symbolizes the continuous and often cyclical nature of time. Just as wheels turn, so does time move forward, bringing change and progress.

10. “*In the Nick of Time*”

To be “in the nick of time” means to arrive just at the last possible moment or to act just before something critical happens. It highlights the importance of timing and the narrow margin between success and failure.

11. “*Throwback*”

A “throwback” refers to something that harks back to a previous era or style, often evoking a sense of nostalgia. It can describe anything from fashion trends to cultural references that recall the past.

12. “*The Passage of Time*”

This phrase describes the gradual and continuous movement of time as it progresses. It often underscores the inevitability of change and the impact that time has on events, people, and circumstances.

13. “*Old School*”

“Old school” refers to traditional methods or ideas that are considered outdated by modern standards. It highlights a contrast between past and present practices, often with a sense of respect for the older ways.

14. “As Time Goes By”

This idiom emphasizes the steady, ongoing passage of time and how it affects situations or feelings. It’s a reminder of how perspectives and circumstances evolve as time progresses.

15. “Making History”

To “make history” means to achieve something significant that will be remembered or noted in the annals of time. It implies creating a lasting impact that contributes to the broader historical narrative.

These idiomatic expressions offer a rich linguistic tapestry that helps us navigate and articulate our understanding of time and history. They reflect our fascination with the past, our acknowledgment of time’s impact, and our ways of conceptualizing the flow of historical events.

8 Through the ages

Time, history



Time

1.1 Which of the statements are true for you?

- | | | |
|---|-----------------------------|-------------------------|
| 1 A I wear a digital watch. | B I wear an analogue watch. | C I don't wear a watch. |
| 2 A I write important dates on my calendar. | B I keep a diary. | C I don't use either. |
| 3 A I am very punctual. | B I am often in a hurry. | C I am always late. |

1.2 8a Listen to three people speaking about punctuality and decide whether they are

- A punctual B always in a hurry C always late
- Speaker 1 Speaker 2 Speaker 3

1.3 8a Listen again and circle each of the phrases in the box as you hear them. Then complete the sentences below using the correct phrase.

on time in time took so long take my time
 the right time spend time save time
 lose track of time time-consuming

- When I surf the net I often Before I know it a few hours have gone by.
- I try to make my lunch the night before to
- At the weekend I try to with my family.
- I find writing notes by hand very
- We booked a taxi but it to arrive that we were 15 minutes late.
- Excuse me, do you have? I have an appointment at 10 o'clock and I really want to get there
- I ran for the bus, but I didn't get there
- I got up very early so that I could getting ready.

Error warning

We use *take + time* in the following ways: *Take your time* (= don't hurry), *Take a long time / too much time*. NB We can say *It took a lot of time / so much time / too much time*, but be careful when you use *long*: *it took a long time / It took too long / It took so long*. NOT ~~*It took too long-time / It took so long-time*~~. We can also say *I took three hours to get there* or *It took (me) three hours to get there*.

1.4 Say whether the words in bold are closest in meaning to *before* or *after*.

- Twenty people were injured in the accident and the tower was **subsequently** demolished to prevent it from happening again.
- Prior** to the introduction of the steam engine, most people in the UK worked from home.
- Three years **previously** the government had introduced a new law allowing women to vote for the first time.
- There was a great deal of excitement in the days **preceding** the election.
- This is the third year **in succession** that a female has been chosen to manage the club.
- Istanbul was **formerly** known as Constantinople.
- I had to pay \$2,000 rent **in advance**.
- The newspapers warned that a stock market crash was **imminent**.

History

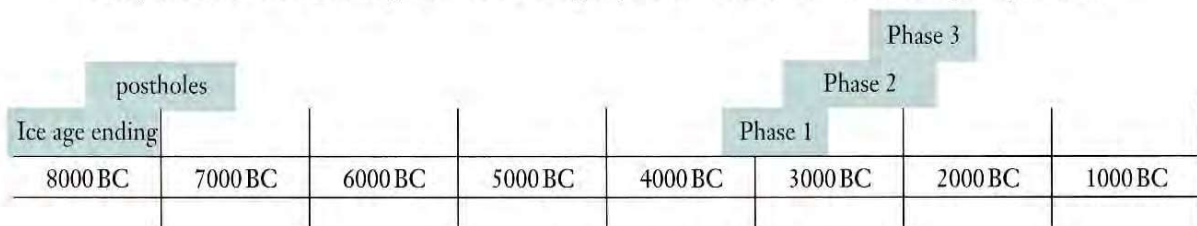
2.1 Read the text and then answer the questions below.



Vocabulary note

BC is used in the Christian calendar to refer to the time before the birth of Jesus Christ. AD is used to refer to the time after Christ was born. *Circa* is used to mean *about* or *approximately* and is sometimes written simply *c.* NB We do not use an apostrophe to talk about decades: *the 1960s* NOT *the 1960's*.

Stonehenge was built over a long period. If we consider only the ancient stones themselves, the work spanned seventy generations – some 1,600 years. However, the first construction at this site began in prehistoric times. True, these first artefacts were just wooden poles which have long gone, but these were raised by men in times so ancient that Britain was still recovering from the Ice Age. The timeline below shows this history, with a frenzy of activity from just before 3000 BC through to 1600 BC being responsible for most of what we now gaze upon in awe.



Timeline of the building of Stonehenge

If we consider the structure chronologically, we can see that construction took place in several phases over more than a thousand years. Exact dates are not possible, since dates are inferred from minute changes in physical measurements, such as the radiocarbon dating method. Nevertheless, archaeologists have sketched out the following outline of events. First, the people of the Mesolithic period erected pine posts, known as the postholes, near Stonehenge. In the 1960s a car park was built over these. During the next stage, Phase 1 (c. 3100 to 2700 BC), a ditch was carved into the chalk less than 1 km from Stonehenge. This would have appeared brilliant white in the green of what had now become pastureland as the hunter-gatherers that erected the postholes gave way to farmers. Also during this time the ‘henge’ (the earthworks; ditch and bank) was constructed. Many visitors to Stonehenge fail to notice the ‘henge’ since the ditch and bank have been greatly eroded over the passing millennia. In Phase 2 of the construction (c. 2700 to c. 2500 BC), a large number of wooden posts were placed on the site. These may have served as markers for astronomical measurements. We do not know if there are more of them as excavation did not cover a large area. This was followed by Phase 3 (c. 2600 to 2500 BC). Stones began to arrive in this era and the circular shape and pattern of these enormous stones, which predate all other known structures, is still standing today. According to historians, there was no written mention of Stonehenge until 1100 AD.

- 1 Approximately when was the Mesolithic period?
- 2 What method was used to establish the dates of construction?
- 3 When did the earliest structures become permanently hidden from view?
- 4 What type of people lived at Stonehenge during the Mesolithic period?
- 5 Why do many visitors not see the ‘henge’?

Lesson 27

| | |
|---|--|
| Theme: The natural world: flora, fauna, agriculture (Usage of the words of this topic in context) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | <ol style="list-style-type: none"> 1. to explore the role of usage of the words of this topic in context 2. to understand how usage of the words of this topic in context of collocations are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: <ol style="list-style-type: none"> 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of the natural world: flora, fauna, agriculture; 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of the natural world: flora, fauna, agriculture |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

The natural world encompasses a rich tapestry of life and landscapes, intricately linked through the concepts of flora, fauna, and agriculture. These elements not only define ecosystems but also shape human civilizations, influence cultures, and sustain life on Earth. This article explores how these terms are used in various contexts, highlighting their significance and interplay within the broader theme of nature.

Flora: The Green Backbone of Ecosystems

Flora refers to the collective plant life in a particular region or environment. Plants play a crucial role in ecosystems by providing oxygen, food, and habitat for various organisms. Understanding flora involves more than just identifying different species; it also means appreciating their ecological roles and contributions.

- **In Botany:** Scientists use the term flora to categorize and study plant species within specific regions. For instance, the flora of the Amazon Rainforest includes an extensive variety of plants, from towering trees to delicate orchids, each contributing to the forest's complex ecosystem.

- **In Environmental Conservation:** Flora is central to discussions about conservation and habitat preservation. Efforts to protect endangered plant species, such as the rare saguaro cactus, are crucial for maintaining biodiversity and ecosystem health.
- **In Agriculture:** Agricultural practices are deeply intertwined with flora. Crop selection and cultivation are based on understanding the flora of a region, including soil types and climate conditions that support different plant species. For example, the growth of wheat depends on specific soil nutrients and weather patterns found in temperate climates.

Fauna: The Animal Kingdom's Diversity

Fauna refers to the animal life within a given area or habitat. Fauna includes everything from the smallest insects to the largest mammals, and understanding these animals is key to studying ecosystems, wildlife management, and biodiversity.

- **In Ecology:** Ecologists study fauna to understand the relationships between different species and their environments. For instance, the presence of apex predators like wolves in a forest can influence the populations and behavior of other animals, demonstrating the interconnectedness of ecosystems.
- **In Wildlife Conservation:** Protecting fauna is a major focus of conservation efforts. Initiatives to save endangered species, such as the giant panda or the African elephant, aim to preserve not just the animals themselves but also the ecological balance they help maintain.
- **In Agriculture:** Fauna plays a significant role in agriculture, particularly in the context of pest management and soil health. Beneficial insects, such as ladybugs, help control crop-damaging pests, while earthworms improve soil fertility and structure.

Agriculture: The Intersection of Nature and Human Needs

Agriculture encompasses the practices of cultivating plants and raising animals for food, fiber, and other products. It bridges the natural world and human needs, shaping landscapes and economies across the globe.

- **In Food Production:** Agriculture is fundamental to food security and nutrition. Modern agricultural practices include everything from traditional farming techniques to advanced technologies such as precision agriculture, which uses data and sensors to optimize crop production and resource use.
- **In Environmental Management:** Sustainable agriculture seeks to balance productivity with environmental stewardship. Practices such as crop rotation, organic farming, and agroforestry are designed to minimize environmental impact, enhance soil health, and preserve biodiversity.
- **In Economic Development:** Agriculture drives economies, particularly in rural areas. It provides livelihoods for millions of people worldwide and is integral to trade and commerce. For example, coffee and cotton are key agricultural commodities that support economies in developing countries.

The Interplay Between Flora, Fauna, and Agriculture

The relationships between flora, fauna, and agriculture are complex and mutually reinforcing. Plants (flora) provide essential resources for animals (fauna), while animals contribute to plant health through processes such as pollination and seed dispersal. Agriculture, in turn, influences both flora and fauna through land use changes, crop cultivation, and livestock management.

- **Pollination and Seed Dispersal:** Many plants rely on animals for pollination and seed dispersal. Bees, birds, and bats play critical roles in fertilizing flowers and spreading seeds, which in turn affects plant diversity and ecosystem health.
- **Soil Health:** Flora and fauna interact to maintain soil health. Plants contribute organic matter to the soil, while animals like earthworms and insects help decompose this material and improve soil structure. Agricultural practices that enhance these interactions can lead to more sustainable farming systems.

9 The natural world

Flora and fauna, agriculture

Flora and fauna

1.1 How many plants and animals do you know? Can you name:

- A five animals found in Africa?
.....
- B five different types of flower?
.....
- C five types of fruit?
.....
- D five animals found in Australia?
.....
- E five different types of tree?
.....
- F five types of vegetable?
.....



1.2 Are these words associated with plants or animals? Put the words into the correct column. Which word can go in both columns?

flora fauna vegetation branch twig root coat predator beak
trunk fur hide scales feathers paw claw thorn petal horn

| Animals | Plants |
|---------|--------|
| | |

Error warning




We say we must take care of **nature**. NOT ~~We must take care of the nature.~~ *Natural* is the adjective form: *It is a natural process.* NOT ~~It is a nature process.~~

Which five words in the animal column are connected to their skin or covering?

1.3 COMPOUND NOUNS Complete the sentences by adding one of these words *animal, human, nature, natural*.

- 1 It's *human* *nature* to want to find a solution to our problems.
- 2 Vegans do not use or eat any *products*.
- 3 I would rather be served by a *being* than by a computer.
- 4 I am constantly amazed by how beautiful and how destructive *mother* can be.
- 5 Man is said to be the most dangerous creature of all the *kingdom*.
- 6 Animals are much happier living in their *habitat*.
- 7 Manmade disasters such as chemical spills can destroy the *balance*.
- 8 In some countries prisoners are denied basic *rights*.

1.4  9a Listen to a description of an animal called a meerkat and complete the table.

| Habitat | Diet |
|--|--|
| <ul style="list-style-type: none"> • Found in South Africa in (1)..... areas. • Avoids woodland and thick (2)..... • It sleeps in (3)..... • If necessary, the meerkat will make a (4)..... between rocks. | <ul style="list-style-type: none"> • Meerkats mostly eat (5)....., (6)..... and (7)..... • They occasionally eat small rodents and the (8)..... of certain plants. |



Agriculture

2.1 Which is the odd one out? Circle the word which is different from the others and say why.

- 1 rose tulip daisy **weed** *We want to grow the others.* 5 tropical subtropical humid arid
- 2 plant grow cultivate soil 6 arid desert semi-arid tropical
- 3 crop plant shrub bush 7 endemic native introduced local
- 4 organic natural chemical biological

2.2 Read the text and then decide if the statements below are true or false. Find words in the text which mean the same or the opposite of the words in bold.

Introduced species

Since the birth of agriculture, farmers have tried to avoid using pesticides by employing various biological methods to control nature. The first method involved introducing a predator that would control pests by eating them. This was used successfully in 1925 to control the prickly pear population in Australia. The prickly pear had originally been used as a divider between paddocks. However, it eventually spread from a few farms to 4 million hectares of farming land, rendering them unusable. The *Cactoblastis* moth larvae was introduced to help control the situation and within ten years, the prickly pear was virtually eradicated. Further attempts at biological control weren't so successful. When farmers tried to eliminate the cane beetle by introducing the South American cane toad, the results were catastrophic. The cane toad did not eat the cane beetle and the toad population spread rapidly leading to the decline of native species of mammals and reptiles.

- 1 Farmers do not like using **chemicals to kill pests**.
- 2 The prickly pear was planted as a type of barrier between **fields**.
- 3 The *Cactoblastis* moth **killed off** nearly all prickly pear plants.
- 4 The cane toad was a **native** species to Australia.
- 5 Using the cane toad was **very successful**.

9 The natural world

2.3 Now read the rest of the text and match the words in *italics* to the definitions below.

Other introduced species have proved similarly *disastrous* among native Australian animals. Since the introduction of the cat, the fox and the rabbit from Europe, 19 species of native animals have become *extinct* and a further 250 species are considered to be either *endangered* or *vulnerable*. The modern-day approach to the biological control of pests is through *genetically modified* crops. It remains to be seen whether this controversial method will have any long-term *repercussions*, particularly in regards to the *ecological balance* of the environment where they are grown. Some fear that insects may *become resistant* to these new crops and therefore become even more difficult to control.

- 1 at risk
- 2 negative effects
- 3 to stop being affected by something
- 4 at risk of dying out
- 5 no longer existing
- 6 crops whose genes have been scientifically changed
- 7 extremely bad or unsuccessful
- 8 the relationship between plants, animals, land, air, and water

2.4 WORD BUILDING Complete the table. You do not need to write anything in the shaded areas.

| Noun | Adjective | Adverb | Verb |
|--------------------|---------------------|--------|----------------------|
| <i>agriculture</i> | <i>agricultural</i> | | |
| <i>ecology</i> | | | |
| | | | <i>evolve</i> |
| | <i>extinct</i> | | <i>extinct</i> |
| <i>nature</i> | | | |
| | <i>genetic</i> | | |

3 Improve the text by replacing the words in *italics* with a suitable word or phrase from this unit.

Some farmers believe that growing ¹ *fruit and vegetables* that have been ² *changed so that their genes are different* is a good way to ³ *totally stop* pests and improve the quality of their produce. However, this type of ⁴ *farming* has both advantages and disadvantages.

One of the advantages is that farmers can grow plants that produce a poison that is harmful to ⁵ *small animals like flies and caterpillars*. This means that farmers will not have to use ⁶ *chemicals to kill these animals* and so this should be better for the surrounding environment and the ⁷ *earth that plants grow in*. As a result, it could help to protect other ⁸ *plants* as well as the ⁹ *living space* of any animals in the area.

On the other hand, farmers usually only spray their fields once or twice per year but these new plants would be toxic all year round. Furthermore, it is possible that over time the pests may ¹⁰ *stop being killed by* the toxins and so the problem would be worse than ever. The toxins may also be poisonous to other plants and animals and this would upset the ¹¹ *way plants and animals live and grow together* and may lead to more animals becoming ¹² *at risk of extinction*.

4 PRONUNCIATION 9b Each of the words in the box below has a weak sound (ə) or schwa, e.g. *about*. Underline the schwa in each word, then listen and check your answers. Practise saying the words. There may be more than one schwa in each word.

adapt
agriculture
catastrophe
chemical
climate
disastrous
endangered
genetically
human
natural
vulnerable

Lesson 28

| | |
|---|--|
| Theme: Reaching for the skies: space, the planets (Topic-based vocabularies on this topic) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 3. to explore the role of Topic-based vocabularies on this topic 4. to understand how Reaching for the skies: space, the planets of collocations are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 4. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 5. be able to apply this ability to the analysis of Reaching for the skies: space, the planets 6. be able to demonstrate a working knowledge of different approaches to the description and analysis of Reaching for the skies: space, the planets |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

The realm of space and the planets captivates the human imagination and drives scientific inquiry. From the earliest observations of the night sky to the sophisticated explorations of today, our quest to understand the cosmos has expanded our knowledge and pushed the boundaries of human achievement. This article delves into the specialized vocabulary associated with space and planetary science, offering insights into the terminology that defines this fascinating field. The fascination with space and the planets transcends mere curiosity; it is a pursuit that drives scientific discovery, technological innovation, and our understanding of the universe. This article delves deeper into advanced concepts, exploration milestones, and the future of space science, enriching our comprehension of the cosmos and our place within it.

1. Space

Space refers to the vast, seemingly infinite expanse beyond Earth's atmosphere. It is characterized by a near-vacuum environment with extremely low pressure and density, where celestial bodies and phenomena exist. Key terms related to space include:

- **Astronomy:** The scientific study of celestial objects, space, and the universe as a whole.
- **Cosmos:** The universe seen as a well-ordered whole, including all of space and time.
- **Vacuum:** A region in space with no matter, characterized by the absence of atmospheric pressure.

- **Zero Gravity:** The condition in which objects appear to be weightless due to free-fall within a gravitational field.

2. *Celestial Bodies*

Celestial bodies are natural objects found in space. They include stars, planets, moons, asteroids, and comets. Understanding these terms is crucial for grasping the diversity of objects within our universe:

- **Star:** A massive, luminous sphere of plasma held together by gravity, such as the Sun.
- **Planet:** A celestial body that orbits a star and is large enough to have cleared its orbit of other debris. Examples include Earth and Mars.
- **Moon (or Satellite):** A natural or artificial object that orbits a planet. The Moon is Earth's only natural satellite.
- **Asteroid:** A small, rocky body that orbits the Sun, primarily found in the asteroid belt between Mars and Jupiter.
- **Comet:** A small solar system body composed of ice, dust, and rocky material that develops a glowing coma and tail when near the Sun.

3. *Planetary Science*

Planetary science focuses on the study of planets, including their formation, geology, and atmospheres. Key terms in this field include:

- **Orbit:** The curved path of a celestial body as it revolves around another object, such as a planet orbiting a star.
- **Rotation:** The spinning motion of a planet or moon around its axis, affecting day and night cycles.
- **Axial Tilt:** The angle between a planet's rotational axis and its orbital plane, influencing seasonal changes.
- **Eclipse:** An event where one celestial body moves into the shadow of another, causing partial or total obscuration. Types include solar and lunar eclipses.
- **Geology:** The study of the solid, rocky components of planets, including surface features, mineral composition, and geological processes.

4. *Space Exploration*

Space exploration involves the use of technology to investigate outer space. This field encompasses a range of terms related to spacecraft, missions, and discoveries:

- **Satellite:** An artificial object placed into orbit around Earth or another celestial body for purposes such as communication, weather monitoring, or scientific research.
- **Spacecraft:** A vehicle designed for travel or operation in outer space, including probes, rovers, and crewed spacecraft.
- **Space Shuttle:** A reusable spacecraft that was used by NASA to transport astronauts and cargo to and from space.
- **Probe:** An unmanned spacecraft sent to collect data from space or other celestial bodies, such as the Voyager probes.
- **Rover:** A robotic vehicle designed to explore the surface of a planet or moon, such as the Mars rovers Spirit and Curiosity.

5. *The Solar System*

The solar system consists of the Sun and the celestial bodies that orbit it, including planets, moons, asteroids, and comets. Important terms related to the solar system include:

- **Sun:** The star at the center of our solar system, providing light and heat to the planets and other objects.
- **Inner Planets:** The four terrestrial planets closest to the Sun—Mercury, Venus, Earth, and Mars—characterized by their rocky surfaces.
- **Outer Planets:** The four gas giants and ice giants—Jupiter, Saturn, Uranus, and Neptune—known for their massive sizes and ring systems.

- **Asteroid Belt:** A region between Mars and Jupiter where most asteroids in the solar system are found.
- **Kuiper Belt:** A region beyond Neptune's orbit populated by icy bodies and dwarf planets, such as Pluto.

6. Advanced Concepts

Advanced concepts in space and planetary science often involve specialized terminology related to theoretical and observational aspects:

- **Exoplanet:** A planet that orbits a star outside our solar system, detected through various methods such as transit photometry or radial velocity.
- **Black Hole:** A region of space where gravity is so strong that not even light can escape, formed from the collapse of massive stars.
- **Nebula:** A vast cloud of gas and dust in space, often a site of new star formation, such as the Orion Nebula.
- **Supernova:** A powerful explosion that occurs when a star reaches the end of its life cycle, leading to the release of its outer layers into space.

10 Reaching for the skies

Space, the planets

Space



1.1 Answer these questions.

- 1 Would you like to travel into space? (Why? / Why not?)
- 2 What do you imagine it would be like?
- 3 What problems do you think you would experience in space?

1.2 Complete the text below with suitable words from the box.

astronauts atmosphere commercial explorers
launch outer simulator weightlessness

If you have ever dreamed of travelling in space then our (1)..... space travel programme will make that dream a reality. Of course, passengers will need to prepare for this experience. However, unlike the months of training that (2)..... undergo, our passengers will be ready for (3)..... within two days. To prepare for a truly out-of-this-world experience, passengers will spend two days in our special training facility. There the passengers will be able to experience zero gravity in a special (4).....; this will allow the passengers to acclimatise. During the flight itself a rocket will propel the spacecraft into suborbital space in excess of 100,000 m above the Earth's (5)..... . This will allow the passengers to experience (6)..... . Our space (7)..... will be able to float around the cabin and view the Earth and (8)..... space for approximately ten minutes prior to re-entry and landing.

1.3 Read the text again and find words that match these definitions.

- | | |
|--|---|
| 1 an actual event | 5 drive something forwards |
| 2 go through an experience | 6 more than |
| 3 the force or pull from the Earth | 7 stay up in the air or in water |
| 4 get used to a change in conditions | 8 entering the Earth's atmosphere again |

1.4 Complete the sentences with words from the text. You will need to change the form of the words.

- 1 Some people believe that space e..... is a waste of money.
- 2 Climbing extremely high mountains is made all the more difficult because of the drop in a..... pressure.
- 3 Spacecrafts need to reach extremely high speeds in order to escape the g..... pull of the Earth.
- 4 Last year the astronauts u..... a series of mental and physical tests in order to qualify for the mission.
- 5 This computer program s..... extremes of weather so that pilots can experience difficult flying conditions.

The planets

Error warning!



Earth is the name of our planet and has a capital letter, but *the sun* does not. We say the *Earth* but not ~~our earth~~: *The **E**arth moves around the sun. We must take care of our planet. NOT ~~We must take care of our earth.~~*

- 2.1** Listen to someone talking about the problems of forming colonies on other planets. Complete the table with **NO MORE THAN TWO WORDS** from the talk.

| Planet | Physical features | Disadvantages |
|---------|--|--|
| Venus | • same size as 1..... | • has no 2..... • covered in 3..... • constant 4..... |
| Mercury | • smaller than all other planets except 5..... | • has greatest range of temperatures of any planet in the 6..... |
| Saturn | • has many 7..... and 8..... | • much too hot |

- 2.2** Listen again and complete the sentences below.

- Venus is unusual because it in the opposite direction to other planets.
- The of Venus has many craters caused by asteroids.
- Mercury has no substantial
- Mercury does not have any water so cannot life.
- The Voyager space has provided us with pictures of Saturn's moons.
- The of Saturn is mainly gas.

- 2.3** **WORD BUILDING** Complete the table.

| Noun | Adjective |
|------------|---------------|
| atmosphere | |
| | cosmic |
| | galactic |
| | gravitational |
| horizon | |
| | lunar |
| | meteoric |
| sun | |
| | stellar |
| | terrestrial |
| universe | |

- 2.4** Complete the sentences with suitable words from the table in 2.3.


- The moon appears much bigger when it is close to the
- The North Star is the brightest star in our
- Many scientists believe that dinosaurs became extinct when a hit the Earth.
- A eclipse occurs when the moon is hidden by the sun.
- Many people wonder if there is intelligent life elsewhere in the
- The teacher told us to draw a line across the page.
- The most successful products in the world are those that have a appeal.
- energy is becoming more common nowadays.



Vocabulary note

The suffix *-ic* tells us that a word is an adjective. How many adjectives in 2.3 end in *-ic*? Other common examples are: *economic, scenic, tragic*.

10 Reaching for the skies

- 3**  Read this news report and decide whether the following statements are true or false. Give a reason for each answer using one of the underlined words in the text. Then check the meaning of any of the underlined words you don't know and write them in your notebook.

In May 1973, the USA launched its first manned space station. The station, called Skylab, managed to carry three different crews of astronauts over a nine-month period, in spite of the fact that it lost a meteor shield on launch. In February 1974, the final crew returned to Earth and, for the next five and a half years, the Skylab continued to orbit the Earth, unmanned and unused. Its low orbit gradually pulled the 77-tonne Skylab down towards the Earth making a crash landing inevitable and causing a great deal of concern around the world. On 11 July 1979 the Skylab eventually crashed into the southern ocean off Esperance, Australia. Fortunately the debris fell in mostly uninhabited areas and locals scrambled to collect a souvenir. A 17 year-old from Esperance flew to America to claim a \$10,000 reward for being the first to deliver a piece of the station to a newspaper. The local council of Esperance issued the USA with a \$400 fine for littering. It has never been paid. There are currently approximately 8,000 pieces of space junk floating above our heads thanks to the satellites, space shuttles and space stations out there. One example is a screwdriver lost during a space shuttle mission in 1985 which has never been recovered.

| Statements | True/False | Reason |
|--|------------|--------------------|
| 1 In late 1974 there were people on board the space station. | | It was |
| 2 The Skylab may have floated in space for ever. | | A crash was |
| 3 Very few people lived in the area where it landed. | | The area was |

- 4** Complete the text using suitable words from this unit.


'Space belongs to whoever gets there first.' Do you agree with this statement?

Most of (1) p..... Earth has already been mapped and explored, so it is not surprising that explorers should turn their attention to other parts of the (2) u..... . The planets in our (3) s..... s..... have become the next frontier to be conquered.

We all remember the so-called (4) s..... race of the 1960s when the US and USSR were each determined to be the first to (5) l..... on the moon. However, I do not believe that planting a flag on the moon gives anyone the right to claim it as theirs.

With the increasing use of (6) s..... to monitor activities here on Earth, as well as the very real prospect of space tourism, now is a good time to ask who owns or, more importantly, who governs the vast area of space above us? In the relatively short time that man has been travelling in space we have already left sufficient (7) d..... behind to show that we are as careless in our space travels as on Earth. The broken shuttle parts have simply been left to (8) f..... in the atmosphere and cause a very real threat to everyone here on Earth.

Clearly space belongs to all of us. Although there is an international (9) s..... s....., this is currently only involved in research. I think we need to act quickly to establish a set of international laws that govern (10) o..... space.

- 5** **PRONUNCIATION**  ^{10b} Each of the following words has a weak sound (ə) or schwa, e.g. about. Underline the schwa in each word, then listen and check your answers. Practise saying the words. There may be more than one schwa in each word or phrase.

astronaut atmosphere commercial explorer exploration galaxy
horizon horizontal outer satellite solar system sustain universal

Lesson 29

| | |
|---|--|
| Theme: Design and innovation: building, engineering (Word formation) | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of word formation 2. to understand how word formation of collocations are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of design and innovation: building, engineering 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of design and innovation: building, engineering |
| The method and technology of Teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

The fields of building and engineering are driven by design and innovation, pushing the boundaries of what is possible in creating structures and technologies that shape our world. Understanding the role of word formation in these fields provides insight into how new concepts and solutions emerge. This article explores the dynamic vocabulary associated with design and innovation in building and engineering, focusing on how words are formed and their impact on the industry.

1. Foundations of Word Formation

Word formation in the context of building and engineering involves various processes that contribute to the development of specialized terminology. These processes include:

- **Affixation:** Adding prefixes or suffixes to base words to create new terms. For example, "engineer" becomes "engineering" with the suffix "-ing," indicating the process or field related to engineering.
- **Compounding:** Combining two or more words to form a new term. For instance, "building" and "design" combine to form "building design," referring to the process of designing structures.
- **Derivation:** Creating new words by altering the form of existing words. For example, "innovation" derives from "innovate," with the suffix "-ion" indicating the result or process of innovation.

2. Key Terms in Building and Engineering

Understanding the terminology associated with building and engineering involves recognizing the meanings and uses of various terms. Here are some key examples:

- **Architectural:** Relating to the design and style of buildings. Derived from "architecture," this term often describes aspects of building design and planning.
- **Structural:** Pertaining to the framework or support system of a building. "Structure" combined with the suffix "-al" creates "structural," referring to elements that ensure stability and support.
- **Sustainable:** Emphasizing practices that are environmentally friendly and resource-efficient. Derived from "sustain," this term is increasingly used to describe green building practices and materials.
- **Engineering:** The application of scientific principles to design and build structures, machines, and systems. The term "engineering" is derived from "engineer," with the suffix "-ing" indicating the process or field of practice.
- **Innovation:** The introduction of new ideas, methods, or technologies. "Innovate" combined with the suffix "-ion" creates "innovation," referring to the act of introducing novel solutions in building and engineering.

3. Specialized Terms in Building Design

Building design involves a range of specialized vocabulary that reflects the complexities of creating functional and aesthetically pleasing structures:

- **Blueprint:** A detailed architectural plan or drawing of a building. Derived from the practice of creating blue-toned copies of architectural drawings, "blueprint" now broadly refers to any detailed plan or design.
- **Facade:** The front or exterior face of a building, often designed for aesthetic impact. This term comes from the French word "façade," meaning "face," and is used to describe the principal exterior of a structure.
- **Sustainability:** The practice of designing and constructing buildings in a way that minimizes environmental impact. Derived from "sustain" with the suffix "-ability," it emphasizes the ability to maintain ecological balance.
- **Ergonomics:** The study of designing equipment and systems to fit human needs and improve comfort. "Ergonomics" combines "ergon" (Greek for "work") with "-ics," referring to the science of work and its efficiency.

4. Advanced Engineering Concepts

Engineering incorporates advanced concepts and terminology that reflect ongoing innovation and technological progress:

- **Nanotechnology:** The manipulation of matter at an atomic or molecular scale. "Nano-" (from Greek, meaning "dwarf") combined with "technology" forms a term that describes technologies involving very small scales.
- **Automation:** The use of technology to perform tasks without human intervention. Derived from "automate" with the suffix "-ion," it refers to systems and processes that operate automatically.

- **Smart Systems:** Technologies that use sensors and data analytics to improve functionality and efficiency. "Smart" combined with "systems" describes advanced technologies integrated into buildings and infrastructure.
- **3D Printing:** The process of creating three-dimensional objects from digital models. "3D" (short for "three-dimensional") and "printing" refer to the technology used to manufacture complex structures and components layer by layer.

5. Innovations in Building and Engineering

The continual evolution of building and engineering practices introduces new terms and concepts that reflect emerging trends and technologies:

- **Green Building:** An approach to construction that emphasizes environmental responsibility and resource efficiency. "Green" refers to environmentally friendly practices, while "building" indicates the focus on construction.
- **Modular Construction:** A method of building where structures are assembled from prefabricated modules. "Modular" derives from "module," indicating standardized, interchangeable units used in construction.
- **Augmented Reality (AR):** Technology that overlays digital information onto the real world. "Augmented" (from "augment," meaning to enhance) and "reality" describe a technology that enhances perception through digital overlays.
- **Renewable Energy:** Energy derived from natural sources that are replenished on a human timescale, such as solar or wind power. "Renewable" combined with "energy" refers to sustainable energy sources that reduce reliance on fossil fuel.

The fields of building and engineering are continually evolving, driven by design and innovation. Understanding the specialized vocabulary associated with these fields enhances our ability to engage with and contribute to advancements in construction and technology. By exploring the processes of word formation and the meanings behind key terms, we gain deeper insight into how new concepts and solutions emerge, shaping the future of our built environment and technological landscape

11

Design and innovation

Building, engineering

Building

1.1 Which adjectives best describe your home?

- A old traditional modern
- B concrete brick steel timber
- C single-storey two-storey multi-storey / high rise



1.2 Complete the sentences using the words in brackets in the correct order.

- 1 It's a house. (brick, traditional)
- 2 I live in a apartment. (high-rise, lovely)
- 3 I'd rather live in a cottage. (small, country)

1.3 Now make a similar sentence about your own home.

I live in but I'd rather live in

Vocabulary note

If we use more than one adjective they are normally in the following order: opinion, size, age, shape, colour, origin, material, type: An **ugly, old, brown, plastic shopping** bag. However, more than four adjectives together can sound awkward. NOT *An ugly, big, old, rectangular, brown, Italian, plastic bag.*

2.1 11a Listen to three people describing their homes and complete the table below.

| | Type of building | Material(s) used | Favourite feature | Adjectives used to describe it |
|---|------------------|------------------|-------------------|--------------------------------|
| A | | | | |
| B | | | | |
| C | | | | |

2.2 11a Listen again and answer the questions. Include the words from the recording that give you your answers.

Speaker A

- 1 Where did the stone come from?
.....
- 2 What makes the ceilings ornate?
.....
- 3 Is the house large or small?
.....

Speaker B

- 1 Is the computer system new or old?
.....
- 2 What makes the apartment functional?
.....

- 3 Are the bedrooms large or small?
.....
- 4 Are the buildings around it tall?
.....

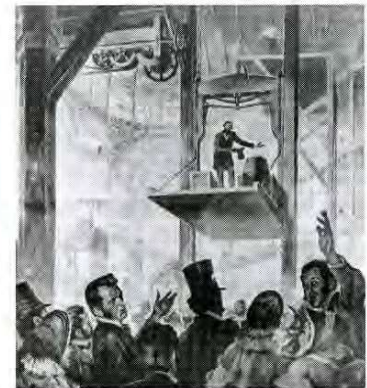
Speaker C

- 1 Is this house different from those around it?
.....
- 2 Which room does the speaker say is bright?
.....
- 3 What shape is the bottom of the staircase?
.....

Error warning!



We say that you *build a house / a hospital* etc., NOT ~~*build a building*~~. *Build up* is not used to talk about construction. It refers to increasing or developing something: *He went to the gym to **build up** his muscles. We are trying to **build up** a relationship with a company in Japan. I had to **build up** the confidence to apply for the manager's job.* NOT ~~*We need to build up a hospital.*~~



Engineering

3.1 Scan the article and underline these words.

invented hoisted hauling platforms storage steel lift shaft tension
trigger device internal frame construction skyscrapers landmarks

The elevator

Next time you are in a lift, look for the name of the people who made it. Chances are it will be the Otis Elevator Company. It was Elisha Otis who invented the gadget that made the modern passenger lift possible. The concept of elevation was already well established. Louis XV of France disliked stairs so much that he was regularly hoisted skywards in a 'flying chair' by several strong men hauling on ropes. In Otis's time, warehouses commonly used moving platforms to transport goods between floors. However, elevating anything further than one floor or weighing more than 70 kilograms would have been considered far too dangerous.

Otis worked for a bed manufacturer who was keen to expand his business but needed to find a way to move his beds to an upper floor for storage. The inventive Otis soon had a solution to the safety problem: a tough steel spring system that meshed with ratchets on either side of the lift shaft so that if the rope gave way the sudden loss of tension would trigger the device, stopping the lift from falling.

At the 1854 World Trade fair in New York, Otis unveiled his invention and orders began to pour in, including one from the United States Assay Office which at that time was constructing one of the first buildings with an internal steel frame to support the exterior walls. This was the same construction method that skyscrapers would use. If not for lifts, the towering landmarks which feature so prominently in today's architecture would have been impossible and the character of our cities would be entirely different.

3.2 Decide if the following statements are true or false. Write the words you have underlined that helped you.

- 1 Elisha Otis came up with the idea that made elevators safe for people. True (invented = came up with the idea)
- 2 Louis XV was lifted into the air by men pulling ropes.
- 3 Warehouses in Otis's time used boxes to move their goods to different levels.
- 4 Otis's boss wanted to move beds to a higher level for delivery.
- 5 Otis made his springs out of plastic.
- 6 The ratchets were located on the inside of the lift.
- 7 If a rope became slack this activated the contraption.
- 8 The US Assay Office building had its support structure on the outside.
- 9 The US Assay Office used a similar building technique to today's tall buildings.
- 10 The writer believes that skyscrapers can help you find your way around a city.

LESSON 30

| | |
|---|--|
| Theme: Text based activities for guessing meaning of vocabulary from context | |
| Time: 2 hours | The number of students: 13-15 |
| The form of the lesson | Practical |
| The aim of the lesson: | 1. to explore the role of synonyms and antonyms 2. to understand how synonyms and antonyms are shaped by gender, culture and society. |
| Pedagogical tasks: To introduce with the theme of the lesson ; To give information concerning the topic, making students warm-up. To work with the vocabulary of topic; To give definition to the terms; To get information from the texts; | The results of teaching activity: The student will: 1. be able to explain and demonstrate how language use is related to communicative goals and social contexts; 2. be able to apply this ability to the analysis of text based activities for guessing meaning of vocabulary from context; 3. be able to demonstrate a working knowledge of different approaches to the description and analysis of text based activities for guessing meaning of vocabulary from context; |
| The method and technology of teaching | Brainstorming, clustering, giving definitions, associations, yes/no question techniques |
| Teaching resources and materials | Books, visual aids, handouts, a chart, markers, paper, pencils, envelopes, scissors, crayons, glue, different colors of construction paper |
| The form of teaching | Pair work, group work, mini group work, individual Work |
| Conditions of teaching | Computer class, linguo phone class, projector (DVD, cassette recorder) |

Understanding vocabulary in context is a crucial skill for comprehending texts and expanding one's language proficiency. By analyzing the surrounding words and sentences, readers can often infer the meaning of unfamiliar terms. This article presents various text-based activities designed to help learners guess the meaning of vocabulary from context effectively. These activities can be used in educational settings or self-study to enhance vocabulary acquisition and reading comprehension.

1. Context Clues Exercise

Objective: To practice deducing the meaning of new words using contextual information.

Activity:

1. **Select a Passage:** Choose a short passage or excerpt from a book, article, or any reading material. Ensure it contains a few unfamiliar words.
2. **Identify Key Vocabulary:** Highlight or underline the target vocabulary words in the passage.
3. **Contextual Analysis:** Ask learners to read the sentences surrounding the target words and analyze any clues provided by the context. Look for definitions, synonyms, antonyms, or examples within the passage.
4. **Guess and Verify:** Have learners guess the meaning of the target words based on their analysis. After making their guesses, provide the correct definitions and discuss how the context helped in arriving at the meanings.

Example: Passage: "The scientist's **astounding** discovery of a new element revolutionized the field of chemistry. The breakthrough was so unexpected that it left everyone in awe."

- **Context Clues:** The word "revolutionized" and the phrase "left everyone in awe" suggest that the discovery was extraordinary.
- **Guess:** "Astounding" likely means "amazing" or "surprising."

2. *Word Map Activity*

Objective: To explore and visualize the meaning of new vocabulary through context and related concepts.

Activity:

1. **Choose Vocabulary:** Pick a list of unfamiliar words from a reading passage.
2. **Create Word Maps:** For each word, create a word map that includes:
 - **Definition:** An inferred meaning based on context.
 - **Synonyms:** Words with similar meanings.
 - **Antonyms:** Words with opposite meanings.
 - **Example Sentence:** A new sentence using the target word.
 - **Visuals:** Draw or find images that represent the word's meaning.
3. **Group Work:** Divide learners into groups and assign each group different words. Have them present their word maps and discuss the context clues used to infer the meanings.

Example:

- **Word:** "Meticulous"
- **Definition:** Careful and precise.
- **Synonyms:** Exact, detailed.
- **Antonyms:** Careless, sloppy.
- **Example Sentence:** "The artist's meticulous attention to detail resulted in a stunning painting."

3. *Cloze Test Activity*

Objective: To practice using context to fill in missing vocabulary words.

Activity:

1. **Prepare a Cloze Passage:** Create a passage with certain words removed and replaced with blanks. Ensure that the removed words are key vocabulary that learners need to guess.
2. **Provide Context:** Ensure that the context around each blank gives enough clues to infer the missing words.
3. **Fill in the Blanks:** Ask learners to read the passage and fill in the blanks with the most appropriate vocabulary words.
4. **Review and Discuss:** Review the completed passage, provide the correct answers, and discuss how the context helped in choosing the right words.

Example: Passage: “The engineer’s **innovative** approach to solving the problem led to a major breakthrough. His solution was so _____ that it transformed the industry.”

- **Context Clues:** The first sentence suggests a significant and creative solution.
- **Fill in the Blank:** “revolutionary”

4. Matching Definitions Activity

Objective: To match vocabulary words with their inferred definitions based on context.

Activity:

1. **Prepare a List:** Create a list of vocabulary words from a text along with their definitions, but shuffle them.
2. **Provide Contextual Sentences:** Give learners sentences from the text with the target words highlighted.
3. **Match Words to Definitions:** Ask learners to match each word with its correct definition based on the context provided in the sentences.
4. **Discuss:** Go over the correct matches and discuss how the context helped in determining the meanings.

Example:

- **Vocabulary Words:** “Eloquent,” “mundane,” “metamorphosis”
- **Definitions:** 1) Ordinary, dull. 2) Expressing ideas fluently and persuasively. 3) A transformation or change.
- **Sentences:**
 - “Her speech was so _____ that it moved everyone in the audience.”
 - “The caterpillar’s _____ into a butterfly is a fascinating process.”
 - “The tasks he performed daily were quite _____ and repetitive.”

5. Vocabulary in Context Quiz

Objective: To test understanding of vocabulary in context through multiple-choice questions.

Activity:

1. **Design a Quiz:** Create multiple-choice questions where each question presents a sentence with an underlined vocabulary word and provides several definition options.
2. **Provide Contextual Sentences:** Ensure the sentences offer enough context to make educated guesses about the meanings.
3. **Take the Quiz:** Have learners complete the quiz individually or in groups.
4. **Review Answers:** Go through the quiz, explain the correct answers, and discuss how the context helped in selecting the right definitions.

Example:

- **Question:** “The engineer’s solution was highly **innovative**. What does ‘innovative’ most likely mean?”
 - A) Old-fashioned
 - B) Creative and new
 - C) Unremarkable
 - D) Difficult

Here are the answers to the test questions provided in the various text-based activities for guessing the meaning of vocabulary from context:

1. Context Clues Exercise

Example Passage: Passage: "The scientist's **astounding** discovery of a new element revolutionized the field of chemistry. The breakthrough was so unexpected that it left everyone in awe."

- **Context Clues:** The word "revolutionized" and the phrase "left everyone in awe" suggest that the discovery was extraordinary.
- **Guess:** "Astounding" means "amazing" or "surprising."

Answer:

- **Meaning of "Astounding":** Amazing or surprising.

2. Word Map Activity

Example:

- **Word:** "Meticulous"
- **Definition:** Careful and precise.
- **Synonyms:** Exact, detailed.
- **Antonyms:** Careless, sloppy.
- **Example Sentence:** "The artist's meticulous attention to detail resulted in a stunning painting."

Answer:

- **Meaning of "Meticulous":** Careful and precise.

3. Cloze Test Activity

Example Passage: Passage: "The engineer's **innovative** approach to solving the problem led to a major breakthrough. His solution was so _____ that it transformed the industry."

- **Context Clues:** The first sentence suggests a significant and creative solution.
- **Fill in the Blank:** "revolutionary"

Answer:

- **Blank:** "revolutionary"

4. Matching Definitions Activity

Example:

- **Vocabulary Words:** "Eloquent," "mundane," "metamorphosis"
- **Definitions:** 1) Ordinary, dull. 2) Expressing ideas fluently and persuasively. 3) A transformation or change.
- **Sentences:**
 - "Her speech was so _____ that it moved everyone in the audience."
 - "The caterpillar's _____ into a butterfly is a fascinating process."
 - "The tasks he performed daily were quite _____ and repetitive."

Answers:

- **"Eloquent":** 2) Expressing ideas fluently and persuasively.
- **"Metamorphosis":** 3) A transformation or change.
- **"Mundane":** 1) Ordinary, dull.

5. Vocabulary in Context Quiz

Example:

- **Question:** “The engineer’s solution was highly **innovative**. What does ‘innovative’ most likely mean?”
 - A) Old-fashioned
 - B) Creative and new
 - C) Unremarkable
 - D) Difficult

Answer:

- **Meaning of "Innovative":** B) Creative and new.

By working through these activities and checking the answers, learners can reinforce their understanding of vocabulary and the context clues that help in discerning meanings.

Text-based activities that focus on guessing the meaning of vocabulary from context not only enhance vocabulary acquisition but also improve reading comprehension skills. By engaging in these exercises, learners develop a deeper understanding of how context influences word meanings and become more adept at interpreting and using new vocabulary effectively. These activities are adaptable for various learning environments and can be tailored to suit different levels of proficiency.

What do you need to learn?

- 1 How many words are there in English? At least:
a) 10,000 b) 100,000 c) 250,000 d) 500,000
- 2 Winston Churchill was famous for his particularly large vocabulary. How many words did he use in his writing?
a) 10,000 b) 60,000 c) 100,000 d) 120,000
- 3 How many words does the average native English speaker use in his/her everyday speech?
a) 2,500 b) 5,000 c) 7,500 d) 10,000
- 4 How many words make up 45% of everything written in English?
a) 50 b) 250 c) 1,000 d) 2,500

To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself. Clearly you need to spend most time learning this last group. In the text below mark the words you'd like to be able to use.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

You probably marked many words that you would like to be able to use. Unless you are studying linguistics, however, you probably need only to understand, rather than to use, the verb 'coin' as used in the context above.

What does knowing a new word mean?

- It is not enough just to know the meaning of a word. You also need to know:
 - a) what words it is usually associated with
 - b) whether it has any particular grammatical characteristics
 - c) how it is pronounced
- Try to learn new words not in isolation but in phrases.
- Write down adjectives together with nouns they are often associated with and vice versa, e.g. *royal family*; *rich vocabulary*.
- Write down verbs with the structure and nouns associated with them, e.g. *to add to our knowledge of the subject*; *to express an opinion*.
- Write down nouns in phrases, e.g. *in contact with*; *a train set*; *shades of opinion*.
- Write down words with their prepositions, e.g. *at a high level*; *thanks to your help*.
- Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- Make a note of any special pronunciation problems with the words you're learning.

- How could you record the following?
a) chilly b) dissuade c) king d) up to the ears e) independent f) get married
- What would you record beside the following words?
a) scissors b) weather c) teach d) advice e) lose f) trousers
- What might you note beside the following words?
a) comb b) catastrophe c) photograph/photographer

Can you learn just by reading or listening to English?

You will certainly help yourself to learn English vocabulary not only by studying with this book but also by reading and listening to English. Give each of the items on the lists below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. *Example: newspapers 3*

newspapers TV (cable / subtitled) cinema magazines video
radio (e.g. BBC World Service) academic or professional literature fiction
simplified readers (with or without cassettes)
music or other cassettes talking to native speakers

What should you do when you come across new words?

When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expressions that interest you.

Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

When you read or listen to English it is sometimes possible to guess the meaning of a word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form.

Before you read the text below, check whether you know what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 metres in length and have a lifespan of more than 150 years. Smaller tortoises from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.



Which of the marked words can you perhaps guess from the context or from the way the word is formed? Guess and then check whether you were correct by using a dictionary. Some words are impossible to guess from context or the structure of the word. In such cases, ask someone or go to a dictionary for help.

How are you going to plan your vocabulary learning?

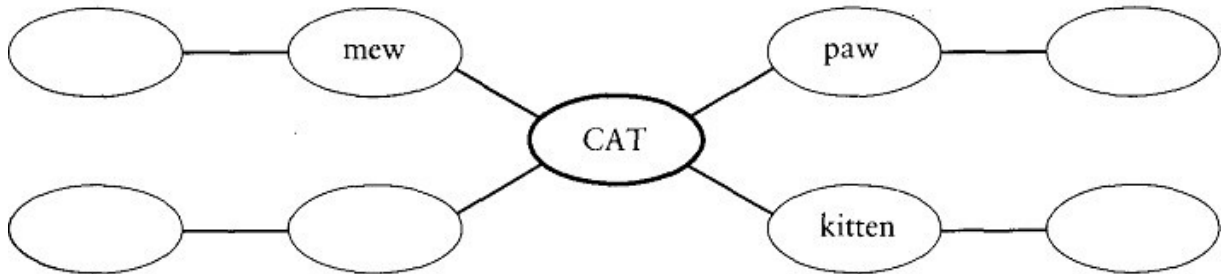
- How many words and expressions do you intend to learn each week?
a) 5 b) 10 c) 15 d) more than 15
- Where and when are you going to learn them?
a) on your way to school or work b) before dinner c) in bed d) other
- How often are you going to revise your work?
a) once a week b) once a month c) before a test d) once a year

Help yourself to learn by learning associated words together

Learn words with associated meanings together.

Learning words together that are associated in meaning is a popular and useful way of organising your vocabulary study.

1 Complete this network for the word CAT. Add as many other bubbles as you like.



If possible, compare your network with those done by other students. Add any of their ideas that you like to your network.

Learn words with a grammatical association together.

2 Here are some groups of words, each of which has a grammatical connection. Can you see what the connection is? What other words could you add to these groups?

- a) child tooth ox b) cut split burst c) information furniture food

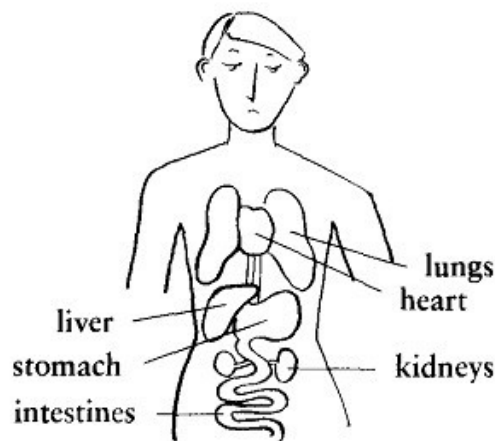
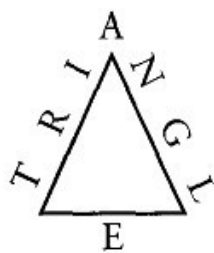
Learn together words based on the same root.

3 Can you add any words or expressions to these two groups?

- a) price priceless overpriced
b) handy single-handed give me a hand

Pictures and diagrams can help you learn

Here are some ways in which pictures might help you to remember vocabulary.

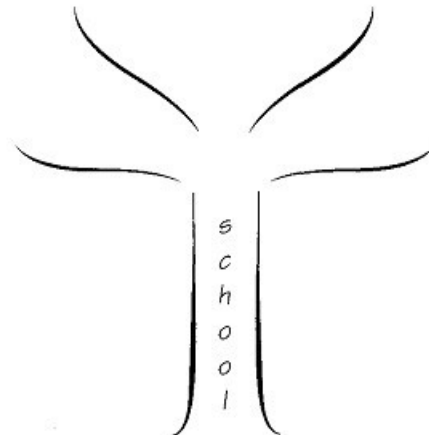
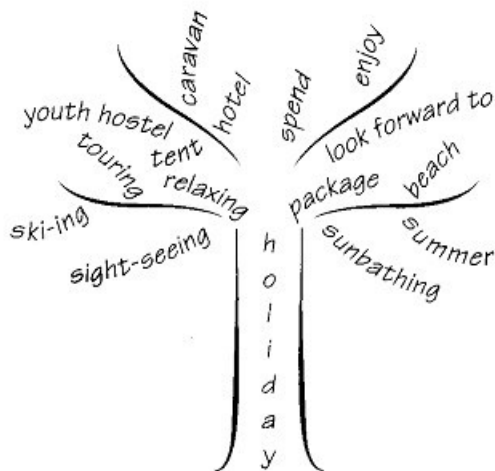


Can you draw any pictures that would help you remember the following vocabulary?

- a circle to look a gift horse in the mouth screwdriver

Word trees can be useful.

1 Look at the word tree for holiday. Now complete a tree for school.



Word forks are good ways of learning adjectives and verbs.

2 Look at the complete word forks below. Finish the others.

| | | | | | | | |
|-----------|------|---------|--------|-------------|------|--------|--------|
| original | | shoot | | magnificent | | kick | |
| brilliant | | edit | | brehtaking | | hit | |
| unusual | idea | direct | a film | superb | view | bounce | a ball |
| great | | star in | | | | | |
| excellent | | review | | | | | |

Matrices can also clarify collocations.

This book will sometimes use matrices to help to clarify word associations. Look at the following example of a matrix:

| | | | | | |
|----------|-------|-------------|---------|---------|---------|
| | a car | a motorbike | a train | a horse | a plane |
| to fly | | | | | + |
| to drive | + | | + | | |
| to ride | | + | | + | |

3 Now complete the following sentences.

- She has always wanted to have the chance to a train.
- Russian women are not allowed to passenger aircraft.
- a motorbike can be very dangerous.

You will do more practice with these and other ways of writing down vocabulary in Unit 3.

Organising a vocabulary notebook

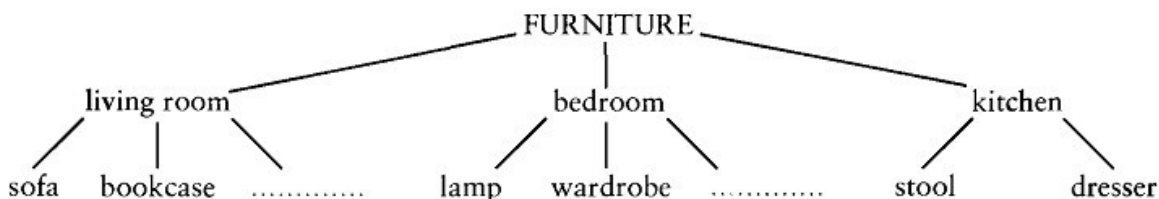
There is no one correct way to organise a vocabulary notebook, but it is a good idea to think about possible ways of doing so. Here are some possibilities and examples.

Organising words by meaning

This book divides vocabulary into a large number of different topics, probably far too many for a notebook, but you could try dividing your book into different broad sections, with sections for words for feelings, words to describe places, words for movement, words for thinking, etc. In this way you can build families of words related in meaning.

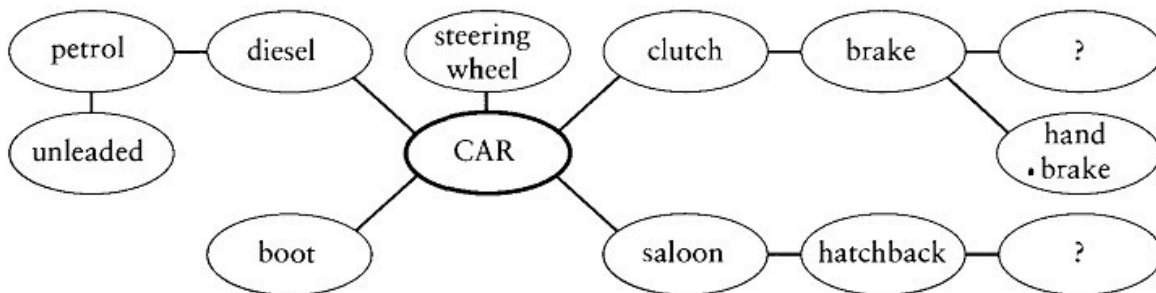
Using various types of diagrams

Words that can be grouped under a heading or a more general word can be drawn as a tree-diagram. (See also Unit 2.)



The dotted lines mean that you can add more words to the tree as you meet them.

A bubble-network is also useful, since you can make it grow in whatever direction you want it to. (See Unit 2.)



Organising by word-class

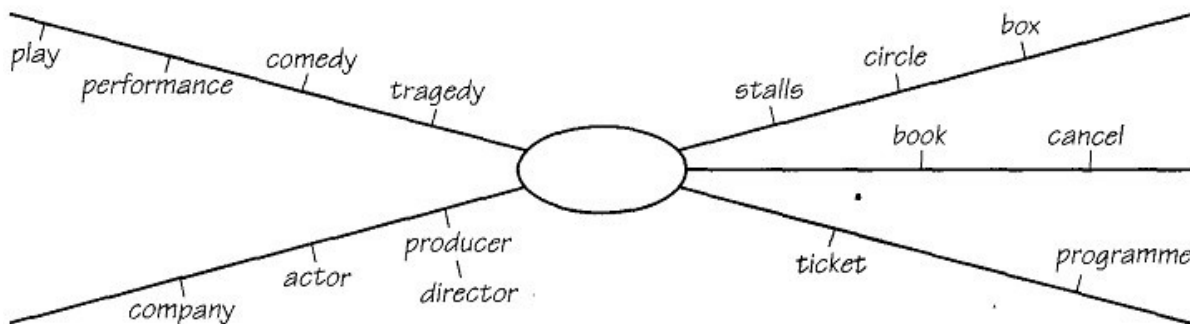
A Spanish learner of English, Angeles, gave us an interview on how she marks word-class in her personal notebook. This is what she said:

"What I have just started doing is to write them depending on if they are verbs or nouns or adjectives or phrases. If they are phrases I write them in red and also the definition. If they are verbs, in black, and blue if they are nouns... And if I write the Spanish translation I write it in another colour, so it's easy to see... I draw some pictures too."

When you meet a synonym or an antonym of a word you already have in your book, enter it next to that word with a few notes:

urban ≠ rural stop = cease (more formal)

Here is a word-map, a variation on the bubble-network. What word do you think should go in the middle of the diagram?



One learner we interviewed said he tested himself regularly with his notebook, covering up the word and trying to guess it from the translation he had written or from any other notes he had made. This was his system:

- 1 If the notes and/or translation were clear but he could not get the word, he made a small red mark in the margin. If any word got three red marks, then it needed extra attention and a special effort to learn it.
- 2 If the notes and/or translation could not help him guess what the word might be, then the word got a blue mark. A blue mark meant 'Write more information about this word!'

What is your testing system? Try to make one if you have not got one, or ask other people what they do. Try your system out and decide whether it needs improving.

Making tables for word-classes is a good idea, since you can fill in the gaps over time. What do you think this learner will put in the remaining gaps in the table?

| <i>noun</i> | <i>verb</i> | <i>adjective</i> | <i>person</i> |
|-------------|-------------|------------------|---------------|
| production | produce | ..... | producer |
| industry | ..... | industrial | ..... |
| export | ..... | ..... | ..... |

Questions 26–35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** most

B more

C best

D better

Answer:

| | | | | |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0 | A | B | C | D |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Tom Cruise

Tom Cruise is one of the (0) successful actors in cinema history. However, life hasn't always been that easy for him. As a young boy, Tom was shy and had (26) in finding friends, although he really enjoyed (27) part in school plays.

(28) he had finished High School, Tom went to New York to look for work. He found employment as a porter, and at the same time he (29) drama classes. In 1980, the film director Franco Zeffirelli (30) Tom his first part in a film. Ten years later, he had become (31) successful that he was one of the highest-paid actors in Hollywood, (32) millions of dollars for (33) film.

Today, Tom (34) appears in films and is as (35) as ever with his thousands of fans from all around the world.



- | | | | | |
|----|--------------------|--------------------|--------------------|---------------------|
| 26 | A worry | B problem | C fear | D difficulty |
| 27 | A making | B holding | C taking | D finding |
| 28 | A While | B During | C After | D Until |
| 29 | A prepared | B waited | C attended | D happened |
| 30 | A suggested | B offered | C tried | D advised |
| 31 | A so | B such | C too | D very |
| 32 | A paying | B earning | C winning | D reaching |
| 33 | A another | B all | C each | D some |
| 34 | A yet | B ever | C already | D still |
| 35 | A popular | B favourite | C preferred | D approved |

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** keep **B** stay **C** hold **D** rest

Answer:

| | | | | |
|---|----------|----------|----------|----------|
| 0 | A | B | C | D |
| | █ | □ | □ | □ |

ZOOS

People began to (0) animals in zoos (26) 3,000 years ago, when the rulers of China opened an enormous zoo called the Gardens of Intelligence. In many of the early zoos, animals (27) taught to perform for the visitors. This no longer (28) and it is accepted that the purpose of zoos is for people to see animals behaving naturally.

Today, most cities have a zoo or wildlife park. However, not (29) approves of zoos. People who think that zoos are a good idea say they (30) us with the opportunity to (31) about the natural world and be close to wild animals. Both of (32) would not be possible (33) zoos. On the other hand, some people disapprove of zoos because they (34) it is wrong to put animals in cages, and argue that in zoos which are not (35) properly, animals live in dirty conditions and eat unsuitable food.

- | | | | | |
|----|------------|-------------|------------|-----------|
| 26 | A above | B over | C more | D beyond |
| 27 | A are | B have | C were | D had |
| 28 | A appears | B becomes | C develops | D happens |
| 29 | A somebody | B everybody | C nobody | D anybody |
| 30 | A produce | B bring | C provide | D make |
| 31 | A discover | B learn | C find | D realise |
| 32 | A that | B what | C whose | D these |
| 33 | A without | B instead | C except | D unless |
| 34 | A hope | B expect | C imagine | D believe |
| 35 | A ordered | B managed | C decided | D aimed |

GLOSSARIY

Adjective - Adjectives are words that give additional information about the noun. They can be used before a noun or after a verb.

Before a noun: *Stubborn teenagers will not heed sensible advice.*

After a verb: *Teenagers can be stubborn.*

Adverb - Adverbs give additional information about verbs, adjectives and other adverbs. They tell how,

when and where something happens, e.g. *he walked slowly; I'll see you tomorrow; the dog ran away, he arrived extremely late, the animal grew increasingly restless.* The final two examples show adverbial phrases.

Adverbial clause - An adverbial clause is a subordinate or dependent clause that provides optional information about time, place, condition, concession, reason, purpose or result.

Time: After studying so hard during the week, all students want to do on the weekend is relax.

Concession: Children may still get hurt, even if the climbing equipment is removed.

Condition: If the cage is too small, the animals cannot move around.

Reason: The ban should be lifted because it discriminates against teenagers.

Accent: the ways in which words are pronounced. Accent can vary according to the region or social class of a speaker.

Adjacency pairs: parallel expressions used across the boundaries of individual speaking turns. They are usually ritualistic and formulaic socially. For example: 'How are you?'/ 'Fine thanks'

Anaphoric reference – A word that refers back to a word earlier in the sentence or text

Back-channel features: words, phrases and non-verbal utterances [e.g. 'I see', 'oh', 'uh huh', 'really'] used by a listener to give feedback to a speaker that the message is being followed and understood

Brackets - Round brackets, or parentheses, enclose information or comment within an otherwise complete sentence. Brackets are used for adding information, giving explanations, clarification, providing examples, and afterthoughts, comments and asides.

Colons - Colons are normally used to signal the following:

a list: *The children do the same things every day: climb, jump, play on the swings and build build sandcastles.*

an explanation: *One consequence is inevitable: people will get hurt.*

a subtitle: *School Safety: Can Cameras Combat Crime?*

Commas - Commas are used within sentences to separate information into readable units and guide the

reader as to the relationship between phrases and clauses. Commas act as markers to help the reader voice the meaning of long sentences, e.g. when a sentence begins with a phrase or a subordinate clause, the comma indicates where the main clause begins. Commas are also used to separate items in a list.

Contraction: a reduced form often marked by an apostrophe in writing – e.g. can't = cannot; she'll = she will. See also ELISION

Cohesive devices – Features of discourse that help texts hang together.

Grammatical Cohesion – Connections such as: Reference, Substitution and Ellipsis.

Cataphoric reference – A word that refers forward to a word later in the sentence or text.

Content and organization – How the ideas are placed in order, how the paragraphs divided. What types of cohesive devices are used/

Cohesion is about linking ideas or concepts and controlling threads and relationships over the whole text. Cohesion in a text is achieved through use of various devices.

Conjunctions – Devices which are used to show logical relationships between and with sentences and also between paragraphs. However, firstly, if, for example...

Consistency of Register – Using the distinctive lexis from the same group of people, usually sharing the same occupation.

Connectives (signal words or discourse markers)

Connectives are used to link ideas to one another across paragraphs and sentences to show logical

relationships of time, cause and effect, comparison or addition. They can be placed at various positions within a sentence.

The logical relationships can be grouped as follows:

– **Temporal** (to indicate time or sequence ideas)

first, second, next, meanwhile, till, while, then, later, previously, finally, to conclude

– **Causal** (to show cause and effect)

because, for, so, consequently, due to, hence, since, accordingly

– **Additive** (to add information)

also, moreover, above all, equally, besides, furthermore, as well as, or, nor, additionally

– **Comparative**

rather, elsewhere, instead, alternatively, on the other hand

– **Conditional/concessive** (to make conditions or concessions)

yet, still, although, unless, however, otherwise, still, despite, nevertheless

– **Clarifying**

in fact, for example, in support of this, to refute

Conjunctions are a form of connective and are used to join ideas within one sentence. They are placed at the beginning of a clause. Some conjunctions are and, but, by, or, if, since, although, though.

Ellipsis - Ellipsis is the omission of words that repeat what has gone before; these items are simply understood.

The project will be innovative. To be involved will be exciting. In the second sentence, *in the project* is ellipsed.

Details of context – Context > Genre / Text type > Function of the text > Style / Register > Language chosen > Text.

Discourse Marker – In spoken language, language items used to either indicate some kind of change of direction in the discourse.

Discourse Analysis – A field of study focused on stretches of authentic language produced in context and used for real communication, rather than decontextualised single sentences.

Deixis / deictics: words such as ‘this’, ‘that’, ‘here’, ‘there’ which refer backwards or forwards or outside a text – a sort of verbal pointing. Very much a context dependent feature of talk.

Dialect: the distinctive grammar and vocabulary which is associated with a regional or social use of a language.

Discourse markers: words and phrases which are used to signal the relationship and connections between utterances and to signpost that what is said can be followed by the listener or reader. E.g. ‘first’, ‘on the other hand’, ‘now’, ‘what’s more’, ‘so anyway’, etc.

Elision: the omission or slurring [eliding] of one or more sounds or syllables – e.g. gonna = going to; wannabe = want to be; wassup = what is up

Ellipsis: the omission of part of a grammatical structure. For example, in the dialogue: “You going to the party?” / “Might be.” – the verb ‘are’ and the pronoun ‘I’ are missed out. The resulting ellipsis conveys a more casual and informal tone.

Exophoric reference – A reference to something outside the discourse

Ellipsis – A device to shorten words or phrases by omitting them.

Emphasis

- Punctuation (e.g. underlining, bolding, exclamation mark, capitalisation, quotation marks)
- Overstatement
- Understatement
- Repetition for effect
- Single words
- Words or phrases at the beginning or end of successive clauses or statements e.g. *the grasslands of Africa and the grasslands of Taronga zoo ...*
- Repetitions and parallel constructions in threes (e.g. tricolon, lists) to build to a culmination.
- Anecdote (see Figurative language, below)

Emphatic statements - Emphatic statements are forcible statements that are used to give emphasis.

- *I should see no point in how it may be cruel.*
- *It will never be the same.*

Figurative language

Figurative language refers to the techniques of language which help construct images in the reader’s mind and includes alliteration, imagery, similes and metaphors, personification, idioms and word play (pun). Anecdote may also be used to illustrate or emphasise an issue (e.g. see the script *The lion’s glorious hair*).

False start: this is when the speaker begins an utterance, then stops and either repeats or reformulates it. Sometimes called selfcorrection. See also REPAIRS

Fillers: items which do not carry conventional meaning but which are inserted in speech to allow time to think, to create a pause or to hold a turn in conversation. Examples are ‘er’, ‘um’, ‘ah’. Also called voiced pause.

Features of written discourse – Purpose / Content and organization / Status / Style / Grammar / Lexis / Layout

Grammar – Particular tenses / structures used.

Grice’s Maxims: Grice proposed 4 basic conversational ‘rules’ [maxims] as criteria for successful conversation: quantity [don’t say too much or too little]; relevance [keep to the point]; manner [speak in a clear, coherent and orderly way]; quality [be truthful]

Hedge: words and phrases which soften or weaken the force with which something is said – e.g. ‘perhaps’, ‘maybe’, ‘sort of’, ‘possibly’, ‘I think’.

Humour, irony and sarcasm

Humour is shown where the amusing or comical is expressed.

Irony occurs when the literal meaning is the opposite of that intended. It may be expressed as an understatement, be used in a playful manner or to ridicule.

Sarcasm is scornful or derisory comment. It may be employed through irony (to ridicule).

Hyperbole - Hyperbole is a figure of speech in which statements are exaggerated. It may be used to evoke strong feelings or to create a strong impression, but is rarely meant to be taken literally.

Imperative mood - The imperative mood is present in statements of high modality that are used to express direct requests and commands, either positively or negatively, for the effect of excluding argument. It addresses either the second person (you) or first person plural (we), e.g. *Don’t let it happen again!* or *We must stop caging animals now!*

Idiolect: an individually distinctive style of speaking

Interactional talk: language in conversation used for interpersonal reasons and/or socialising

Hyphen - The hyphen is a small dash that is used to:

- link two words to form a single word: *one-way street; like-minded friend; button-like nose.*
- clarify meaning and avoid ambiguity: *Man-eating tiger seen at zoo; Her grandmother owned a walking-stick.*
- avoid letter collision: *shell-like; re-establish, co-worker.*

Lexis – The kinds of words that are used e.g. adjectives, any fixed lexical expression for the genre.

Layout – How the text look on the page.

Lexical cohesion – Connections such as repetition, consistency of register and parallelism.

Modality - Modality covers expressions of how the world might be and should be and includes expressions of necessity, permissibility and probability, and negations of these.

- Modal verbs of permissibility and probability: would/wouldn't, should/shouldn't, could/couldn't, may/may not, might/might not
- Modal verbs with high modality (necessity): must, will, need to, have to
- Modal adjectives: possible, probable, certain
- Modal adverbs: possibly, probably, certainly
- Modal nouns: possibility, probability, certainty

Metaphor - A metaphor is a figure of speech where one thing is said to be another. They do not use *like* or *as*, e.g. *The work done by volunteers is the glue that holds a community together. My fingers are ice*

Non-fluency features: typical and normal characteristics of spoken language that interrupt the 'flow' of talk. Some examples: hesitations, false starts, fillers, repetitions [though can be used for emphasis], overlaps and interruptions.

Noun - Nouns are known as naming words. There are two main classifications of nouns: common nouns and proper nouns. Common nouns name people, places or things and are said to be either

concrete (e.g. *boy, city, sheep, chair, family, sunshine*), collective (*flock, army, crowd, band*) or abstract (*hope, frustration, liberty*). Proper nouns name specific people, places or things and should always start with a capital letter, e.g. *James, Canberra, Dubbo Zoo*.

Overview of Persuasive Rhetorical Discourse

Following the classical philosophers, persuasive rhetorical discourse is constituted by:

- the selection of ideas (invention)
- the arrangement of the ideas into arguments or proofs (disposition)
- the choice of language (style)

Ethos, Logos and Pathos are the means by which persuasion to a point of view on an issue can occur.

Ethos: persuading by appealing to the readers' values

Logos: persuading by the means of logical reasoning

Pathos: persuading by appealing to the reader's emotion

The following table lists some features of arguments that draw on Ethos, Logos and Pathos.

| Ethos - appeal to values | Logos - appeal to reason | Pathos - appeal to emotion |
|---------------------------------|---------------------------------|-----------------------------------|
| Value of relationships | Dispassionate language | Emphatic statements |
| Appeal to truth | Objective author stance | Emotive language |
| Duty of care | Citing of a relevant authority | Direct appeal to the reader |
| Creation of a just society | Objective view of opposition | Appeal to spurious authority |
| Community responsibility | Qualified measured statements | Disparagement of opposition |

Persuasive Devices

Authoritative statement

Statements that are irrefutable in the context of the argument e.g. *Dogs love human attention*.

Conditional mood

The conditional mood is recognised by subordinate clauses beginning with words or phrases such

as *if, unless, as long as, even if, even though, on the condition that*.

Direct address of the reader

A direct address of the reader, recognised by the use of *you/us/we*, has the effect of drawing the reader to identify with the writer's position.

– *You may have noticed that over the last couple of years the issue of animals ...*

– *We need them to supply us with food.*

Rhetorical questions

Rhetorical questions implicitly contain their own answer.

– *This is a lion in captivity. Is this cruel?*

Value statements

– *I believe that if an animal is in a good habitat but treated unfairly it is wrong.*

– *Animals can be kept in small cages for weeks and starved, forced to live upon unethical conditions.*

Preposition - Prepositions (from the Latin meaning *placed before*) express a time or space relationship between two people or things. They are words such as *below, for, down, above, to, near, under, since, between, with, before, after, into, from, beside, without, out, during, past, over, until, through, off, on, across, by, in, around, onto*. Prepositions are always followed by a noun or pronoun.

Prepositional phrases, e.g. *in the wild; with tears in her eyes*, can be used as a device to enhance description.

Pronoun - A pronoun stands in place of a noun or noun group. A pronoun refers to something that has been named and has already been written about, e.g. *The harbour is a popular place. It is mostly used by fishermen*. Pronouns work only if they are not ambiguous (that is, there is a clear line of reference) and are not used too repetitively. Examples of common pronouns are:

I, you, she, it, we, they, mine, ours, yourself, himself *You can't keep all the apples yourself!*
this, that, these, those *These are mine.*

each, any, some, all, much, many *Some will be given to Peter.*

who, which, what, whose, whom *Who is visiting tomorrow?*

Punctuation - Punctuation is used to aid the smooth reading of a text.

Points of ellipsis - Points of ellipsis (...) are used to indicate the omission of text, suspense or a time lapse.

Parallelism – Related to the repetition of form, style, rhythm or sound. Used to reinforce a message. Speech: I have a dream.

Purpose – What the point of the text is. Advice, persuade, inform etc..

Paralinguistic features: related to body language – it is the use of gestures, facial expressions + other non-verbal elements [such as laughter] to add meaning to the speakers message beyond the words being spoken

Personal opinion

– *I think it is cruel to put animals in cages.*

– *In my opinion only certain animals should be locked up.*

Phatic talk: conversational utterances that have no concrete purpose other than to establish or maintain personal relationships. It's related to small talk – and follows traditional patterns, with stock responses and formulaic expressions: 'How are you?' / 'Fine'; 'Cold, isn't it?' / 'Freezing'

Pragmatics: an approach to discourse analysis which focuses less on structures and more on contexts and purposes of people talking to each other. Crystal: 'Pragmatics studies the factors that govern our choice of language in social interaction and the effects of our choice on others.'

Prosodic features: includes features such as stress, rhythm, pitch, tempo and intonation – which are used by speakers to mark out key meanings in a message. Essentially, how something is said.

Repairs: an alteration that is suggested or made by a speaker, the addressee, or audience in order to correct or clarify a previous conversational contribution.

Quotation marks - Quotation marks (or inverted commas) identify words that are spoken by a character (direct speech) or written words that belong to people other than the writer. There is an increasing trend for single quotation marks ('...') to be used in place of double quotation marks although this is a matter of style.

Repetition – Key words are used continuously throughout the text, especially when we wish to emphasise something.

Reference statements - Reference statements are those where a source is cited. They may lend authority to an argument. In the context of the NAPLAN writing test, allowances are made for the test conditions where students do not have access to research material.

Referring words - Referring words maintain continuity and avoid repetition.

- **Noun-pronoun chains:** *You should not put animals in cages because they would want to be in the wild with their family.*

- **Articles (e.g. a, an, the):** *My idea of a perfect zoo is the one in Dubbo*

- **Demonstratives (e.g. this, that, there, these):** *That bicycle was very expensive. John had owned mice before but this mouse was different.*

- **Quantifying determiners (e.g. every, much, many, most, numbers):** *There is much interest being shown. Many children went to the zoo. The rule applies to every person. I have one car.*

Semicolons - Semicolons are used to separate two independent clauses containing different though related pieces of information: the use of a semicolon strengthens the link between ideas, e.g. *the installation of closed circuit television cameras will make teachers and students more self*

conscious; schools will no longer be a comfortable place. This could be written as two separate sentences. The use of a comma in this example would make the sentence incorrect.

Semicolons are also used to separate complex items in a list, e.g. *In the event of a fire, all students must: leave the building immediately; not attempt to take any materials with them; assemble in the main quadrangle with their roll class.*

Using semicolons with conjunctive adverbs

A semicolon should be used to join two independent clauses when the second clause begins with a conjunctive adverb that relates to (ties in with) the idea of the first clause or it is of equal emphasis. The conjunctive adverb and the clause that follows must stand alone, i.e. it can be written as one sentence.

A full stop is used where more emphasis is required for the second clause. In the following examples, both versions are correct.

We would like to go Morocco for the holidays; accordingly, we will have to apply for visas.

We would like to go Morocco for the holidays. Accordingly, we will have to apply for visas.

They wanted to go to the concert; however, it was impossible to get a ticket.

They wanted to go to the concert. However, it was impossible to get a ticket.

Some conjunctive adverbs are: *accordingly, furthermore, moreover, nevertheless similarly, however, therefore, otherwise, instead namely, still, finally, consequently, indeed, certainly.*

Substitution - Substitution refers to words that replace noun groups or verb groups: such, one:
There was a lot of swearing and abuse. Such language is simply not acceptable.

SENTENCES - A sentence is a group of words that makes complete sense. It is marked in writing by beginning with a capital letter and ending with a full stop, question mark or exclamation mark. There are four functions for sentences:

Making statements: *The girl shot a goal.*

Asking questions: *Did the girl shoot a goal?*

Uttering commands: *Shoot the goal!*

Voicing exclamations: *What a great goal!*

SENTENCE AND CLAUSE TYPES

Simple sentence

A simple sentence is one that contains a single clause. Birds should be let free.

Compound sentence

In compound sentences there are two or more clauses which are coordinated, or linked, so that each clause has equal status. Clauses in compound sentences are usually joined by the conjunctions *and, but, or, and so* and *then*.

Birds should be released and allowed back in the wild.

Complex sentence

A complex sentence contains embedded and/or subordinate clauses. The feature of embedded clauses is that the clause is part of the structure of another clause and therefore does not have a coordinating relationship with the main clause.

Subordinating clause: When the birds are let free, they will be able to catch their own food.

Embedded clause: When the birds that have been locked up are let free, they will be able to catch their own food.

Adjectival clause

An adjectival (or relative) is a clause that gives additional information about a noun or noun group. It is embedded if the information it provides is located within the subject or object of another clause. An adjectival clause generally (but not always) begins with a relative pronoun such as *who, which* or *that*.

Subject: The play equipment that children love is not necessarily the safest equipment in the playground.

Object: Children love playing with equipment which allows them to use their imagination.

Noun clause

A noun clause is a clause that acts as the subject or object of another clause.

Subject: What he had been ordered to do weighed heavily on his mind.

Object: Some studies show that crimes committed by teenagers are rising.

Subject with adjectival clause: Conserving endangered animal species that are threatened by habitat destruction should be the priority of all zoos.

Simile - A simile is a figure of speech which compares one thing with another by using *like* or *as*, e.g. *Without the business that teenagers bring, the shopping centre would be like a wasteland.* The

two things being compared must be different, e.g. the example *The distant building looked like a castle* would not be a simile if the building was in fact a castle.

Substitution – A device used to avoid repetition or shorten phrases. Determiners are often used for this.

Status – The relationship the writer has with his or her audience.

Style – Informal, neutral or formal

Sociolect: a social dialect or variety of speech used by a particular group, such as working-class or upper-class speech

Tag question: strings of words normally added to a declarative sentence to turn the statement into a question. E.g. “It’s a bit expensive round here, isn’t it?”

Transactional talk: language to get things done or to transmit content or information [used when the participants are exchanging goods and/or services]

Turn taking: a turn is a time during which a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them. The principal unit of description in conversational structure.

Utterance: an utterance is a complete unit of talk, bounded by the speaker's silence.

Vague language: statements that sound imprecise and unassertive. E.g. – ‘and so on’, ‘or whatever’, ‘thingummy’, ‘whatsit’

Verb - Verbs are the basis of any message communicated. They are the engine of the sentence or clause and provide movement or action, or a sense of what is happening. Different types of verbs are used, depending on the purpose of the text. The writing could feature:

– action verbs (‘doing’ words): *The animals are fed every day.*

– saying verbs: *I have explained why animals should not be kept in cages; scientists report better outcomes for the animals in open sanctuaries.*

– thinking verbs: *I believe that ... , I agree with ..., I think my idea is ... , it is thought that*

– relational verbs: *We have the right. They will not be free.*

Extended verb groups indicate many sentence features, such as tense and modality, e.g. *They have*

been working on it for a long time. (tense); *Animals should not be kept in captivity.* (modality).

Word associations (or lexical cohesion)

– **Repetition:** *They have to work for dinner ... they have to work for visitors.*

– **Synonyms:** *The weather had been hot. It was another boiling day.*

– **Antonyms:** *Wild animals should not be kept in captivity. They need open spaces.*

– **Word sets: class and sub-class, or whole and part clusters of words:** *Wild animals/lions, tigers, hippos; food/eggs, meat.*

– **Collocation:** words which typically go together, making the text flow well. *cages/bars/locked; river/bank/water.*

Written genre – A term which is used to distinguish one piece of writing with another. Conforms to the expectations of the reader.

ILOVALAR

MUSTAQIL ISHLARNI TASHKIL ETISHNING SHAKLI VA MAZMUNI

Asosiy o'rganilayotgan chet til fanidan mustaqil ishlar talabalarining mustaqil ishlashlarini shakllantiradi, rivojlantiradi. Talabalar mustaqil ishlar orqali til ko'nikmalari: tinglash va gapirish, o'qish, yozishni rivojlantirish hamda so'z boyliklarini oshirish, adabiyot bilan ishlash, konspekt qilish, mavzularni ma'ruza qilish, presentastiyalar tayyorlash va taqdimot o'tkazish, referat yozish, rejalar tuzish malakalariga ega bo'ladi. Mustaqil ishlar amaliy mashg'ulotlaridan tashqari holatda bajariladi.

Talabalarining mustaqil ishlarni bajarish bo'yicha to'plagan ballari har bir fan bo'yicha auditoriya o'quv ishlariga berilgan reyting ballariga qo'shib hisoblanadi.

Diskurs tahlili modulidan talabalar mustaqil ta'limining mazmuni va hajmi

| No | Mustaqil ta'lim Mazmuni | Mustaqil ta'limga oid topshiriq turi | Bajarish vaqti | Hajmi (soatda) |
|----|---|--------------------------------------|----------------|----------------|
| 1 | Analaysing text: Rhyme and theme | Handouts | 1 JN davomida | 4 |
| 2 | Analaysing text: Register words | Handouts | 2 JN davomida | 4 |
| 3 | Analaysing text: Cohesion and coherence | Handouts | 3 JN davomida | 4 |
| 4 | Analaysing text: types of discourse Markers | Handouts | 4 JN davomida | 4 |
| | JAMI: | | | 16 |
| 1 | Analaysing text: | Handouts | 1 JN davomida | 4 |
| 2 | Spoken discourse | Handouts | 2 JN davomida | 4 |
| 3 | Analaysing text: Cohesion and coherence | Handouts | 3 JN davomida | 2 |
| 4 | Types of discourse markers | Mini-lecture | 4 JN davomida | 2 |
| | JAMI: | | | 12 |

Kommunikativ leksika modulidan talabalar mustaqil ta'limining mazmuni va hajmi

| No | Mustaqil ta'lim Mazmuni | Mustaqil ta'limga oid topshiriq turi | Hajmi (soatda) |
|----|-------------------------------------|--------------------------------------|----------------|
| 1 | Collocations: BE and HAVE | Handouts | 4 |
| 2 | Collocations: DO and MAKE | Handouts | 4 |
| 3 | Collocations: KEEP and LOSE | Handouts | 6 |
| 4 | Collocations: SET and BREAKE | Handouts | 6 |
| 5 | Socializing in different situations | Flyer tayyorlash. | 6 |
| 6 | How to prepare for job interview | Poster tayyorlash | 6 |
| | JAMI: | | 32 |

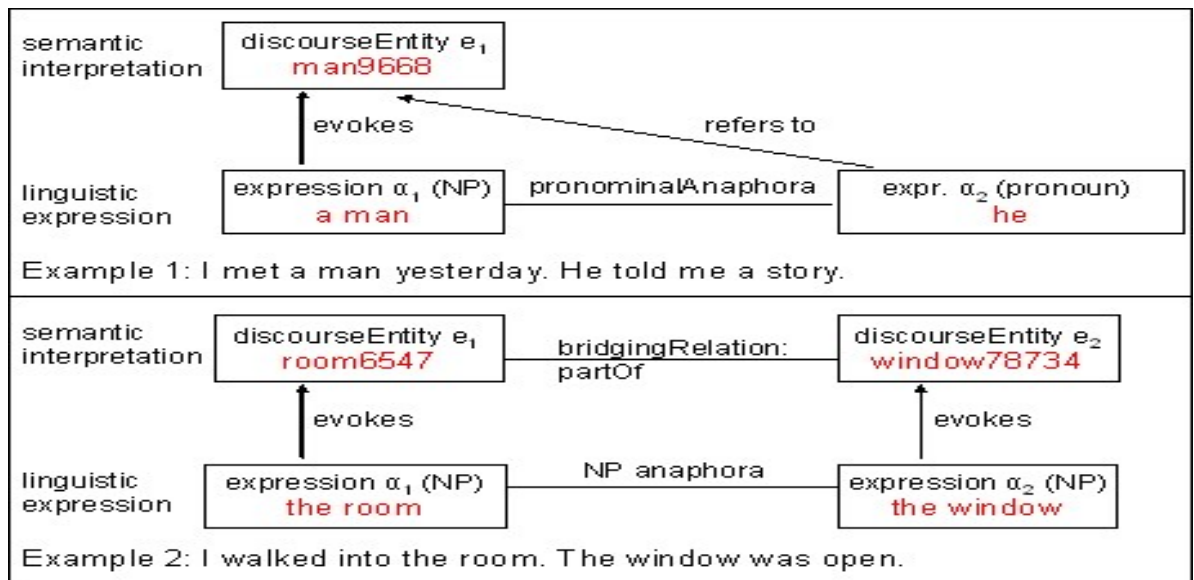
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|---|-------------------------|--|-----------|
| 1 | Phrasal verbs: type 1 | Handouts | 4 |
| 2 | Phrasal verbs: type 2-3 | Handouts | 4 |
| 3 | Phrasal verbs: type 4 | Handouts | 6 |
| 4 | Types of dictionary | Mini-lecture | 6 |
| 5 | Presentations and talks | PPT tayyorlash | 6 |
| 6 | Making polite requests | O'quv adabiyotlar yordamida mustaqil o'zlashtirish | 4 |
| | JAMI: | | 30 |

TARQATMA MATERIALLAR VA KEYSLAR TO'PLAMI

Lesson 1. What is discourse analysis?

- Discourse analysis is also called *discourse linguistics* and *discourse studies*, or *text analysis*. pragmatics is more concerned with meaning, discourse is more concerned with the formal and information structure.
- **Discourse analysis** is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.
- (1) a. Pick up a handful of soil in your garden. Ordinary, unexciting earth. Yet it is one of Nature's miracles, and one of her most complex products. Your success as a gardener will largely depend upon its condition, so take the first bold step in gardening—get to know your soil. (text)
- b. Fertilizers put back what the rain and plants take away. Plastic pots are not just substitutes for clay ones. Pears are a little more temperamental than apples. Supporting and training are not quite the same thing. (nontext)
- **tasks in discourse analysis** is to explore the linguistic features which characterize discourses.
- **The goal of discourse analysis** is to examine how the reader or user of a discourse recognizes that the words/phrases/sentences in a discourse must be co-interpreted—that parts of a discourse are dependent on others.
- **One of the most important features of discourse** is that they have *cohesion*. Besides, some other topics of discourse analysis include *information structure*, *coherence*, *discourse markers*, *conversational analysis*.



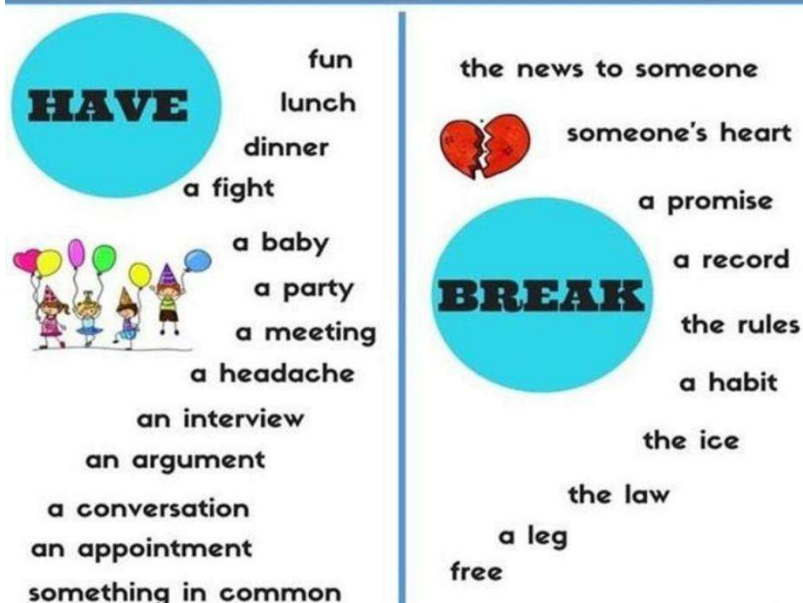


Lesson 2. Text analysis

Text and Discourse

- Text as a unit of the highest level manifests itself as discourse in verbal communication. Therefore actual text in use may be defined as discourse.
- Discourses are formed by sequence of utterances. It is obvious that many utterances taken by themselves are ambiguous. They can become clear only within a discourse.

Collocations with HAVE & BREAK



Cohesion

1. A: I'm going camping next week. Do you have a two person tent I could borrow?

2. B: Sure. I have a two-person backpacking tent.

3. A: The last trip I was on there was a huge storm.

4. A: It poured for two hours.

5. A: I had a tent, but I got soaked anyway.

6. B: What kind of tent was it?

7. A: A tube tent.

8. B: Tube tents don't stand up well in a real storm.

9. A: True.

10.B: Where are you going on this trip?

11.A: Up in the Minarets.

12.B: Do you need any other equipment?

13.A: No.

14.B: Okay. I'll bring the tent tomorrow.

The function

- The major function of cohesion is text formation
- Distinguishes a text from something, which is not a text.

Two ways to establish cohesion in a text:

1-Grammatical cohesion.

2-Lexical cohesion: the cohesive effect, achieved by the selection of vocabulary (repetition, synonymy, hyponymy (SUPERORDINATE-SUBORDINATE), metonymy (PART-WHOLE), antonymy.

- Lexical cohesion COMPLEMENTS grammatical cohesion

Cohesion in English

- The various kinds of cohesion had been outlined by MAK Halliday in his writings on stylistics and the concept was developed by Ruqaiya Hasan in her University of Edinburgh doctoral thesis.
- Cohesive relations are relations between two or more elements in a text that are independent of the structure: for example between a personal pronoun and an antecedent proper name, such as John ...he. A semantic relation of this kind may be set up either within a sentence with the consequence that when it crosses a sentence boundary it has the effect of making the two sentences cohere with one another.
- The major function of cohesion is text formation. As defined: text is a unified whole of linguistic items, this unity of text as a semantic whole is source for the concept of cohesion.
- .



Introduction:

- Cohesion and coherence are terms used in discourse analysis and text linguistics to describe the properties of written texts.
- Advertising language tends not to use clear markers of cohesion, but is interpreted as being coherent.

What is Anaphora?

- Reference to an entity that has been previously introduced in the discourse.

Discourse

- Anaphora
 - John arrived late. He always does **that**.
 - My car didn't start this morning. There was some problem with the engine fan.
- Discourse relations:
 - My car didn't start this morning **BECAUSE** there was some problem with the engine fan.

NLE

21

His father, Nick Begich, **won an election** posthumously, only they didn't know for sure that **it** was posthumous because **his plane** just disappeared. **It** still hasn't turned up. **It's** why locators are now required in all US planes.

Reference: the process of mentioning mental entities (referents) in discourse by means of referential expressions

The Victorian house that Ms. Johnson is inspecting has been deemed unsafe by town officials. But she asks a workman to bring the bricks from the lawn to give her a boost through an open first-floor window. Once inside, she spends nearly four hours measuring and diagramming each room in the 100-year-old house, gathering enough information to estimate what it would cost to rebuild it. She snaps photos of the buckled floors and the plaster that has fallen away from the walls.

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Syntactic anaphora?

- Reference and referential choice are fundamentally discourse-based, cognitively-driven processes
- Is there something like syntactic anaphora?
 - A mother and her child NP
 - I gave John his ticket Clause
 - I promised John to give him his ticket Closely connected clauses
- To account for such syntactic usages, one can still employ a full-scale cognitively based explanation
- But it may be sometimes more economical to account for syntactic usages with the help of simple and automatic rules
- Including in terms of formal control from the antecedent
- Antecedent functions as a placeholder, formal representative of the usual cognitive controller
- Syntactic anaphora is grammaticalization or routinization of the more general process of discourse-based reduced reference

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Lesson 4. Ellipsis and substitution

Ellipsis , Substitution ,and Reference

- Halliday & Hassan define *ellipsis* in relation to another important cohesive device, i.e. *substitution*, since they embody the same fundamental relation between parts of the text. **Ellipsis is substitution by zero.**
- a. This is a fine hall you have here. I'm proud to be lecturing in it (R).
- b. This is a fine hall you have here. I've never lectured in a finer one (S).
- c. This is a fine hall you have here. I've never lectured in a finer (E).

3

Ellipsis: Anaphoric , Cataphoric , and Exophoric

- Ellipsis is normally an **anaphoric** relation.
- Ellipsis is also **cataphoric**:
- *Because Alice won't (dust the furniture); Mary has to dust the furniture.*
- Occasionally the presupposition in an elliptical structure may be it **exophoric** .
✓ If a housewife on seeing the milkman approach calls out
✓ *Two please!*
She is using exophoric ellipsis ;it is the context of situation that provides the information needed to interpret this (p.144).

4

| Conjunctions | Examples |
|--|---|
| 'And' is used to join words or sentences that show a similar idea. | a) I have a pencil and an eraser. b) Patricia and Siti are neighbours. |
| 'But' is used to join two ideas that are opposites. | a) Param is poor but he is happy. b) He fell into the drain but was not hurt. |
| 'Because' is used to show reason. | a) I did not go swimming because it was raining. b) We could not sleep because it was too hot. |
| 'So' is used to show result. | a) It was raining, so the game was cancelled. b) She studied hard, so she passed the test. |
| 'Or' is used to show a choice. | a) Do you prefer tea or coffee? b) You can order pizza or fried chicken. |
| 'If' is used to show condition. | a) I will not go if Cindy goes. b) If you see Darus, tell him that Mrs Tan wants to see him. |
| 'Although' is used to show two opposite statements. | a) Although she was sick, she still went to school. b) Although he is tired, he continues working. |

| <u>ADDITION</u> | <u>COMPARISON</u> | <u>CONTRAST</u> | <u>TIME</u> |
|---|--|---|--|
| further furthermore moreover in addition additionally then also too besides again equally important first, second finally, last | similarly comparable in the same way likewise as with equally just as ... so too a similar x another x like | however nevertheless on the other hand on the contrary even so notwithstanding alternatively at the same time though otherwise instead nonetheless conversely | meanwhile presently at last finally immediately thereafter at that time subsequently eventually currently in the meantime in the past |
| <u>RESULT</u> | <u>SUMMARY</u> | <u>EXAMPLE</u> | <u>PLACE</u> |
| hence therefore accordingly consequently thus thereupon as a result in consequence so then | in short on the whole in other words to be sure clearly anyway on the whole in sum after all in general it seems in brief | for example for instance that is such as as revealed by illustrated by specifically in particular for one thing this can be seen in an instance of this | there here beyond nearby next to at that point opposite to adjacent to on the other side in the front in the back |

Approaches to the Study of the Synonymy (2)

- ▣ **Discourse analysis:** Synonymy enhances one of the most essential qualities of discourse – lexical cohesion (Cutting 2002):
 - When we arrived in the **New World**, there was no instruction manual teaching us how to deal with the conditions. ...Learning from our mistakes not only allowed us to survive, but also helped us to grow into a powerful and hugely **successful country**. ...Trying, failing, learning from our mistakes, and coming back stronger than ever is an essential part of the American archetype (Rapaille 2006: 134-135).

Re-thinking Synonymy, Helsinki 2010

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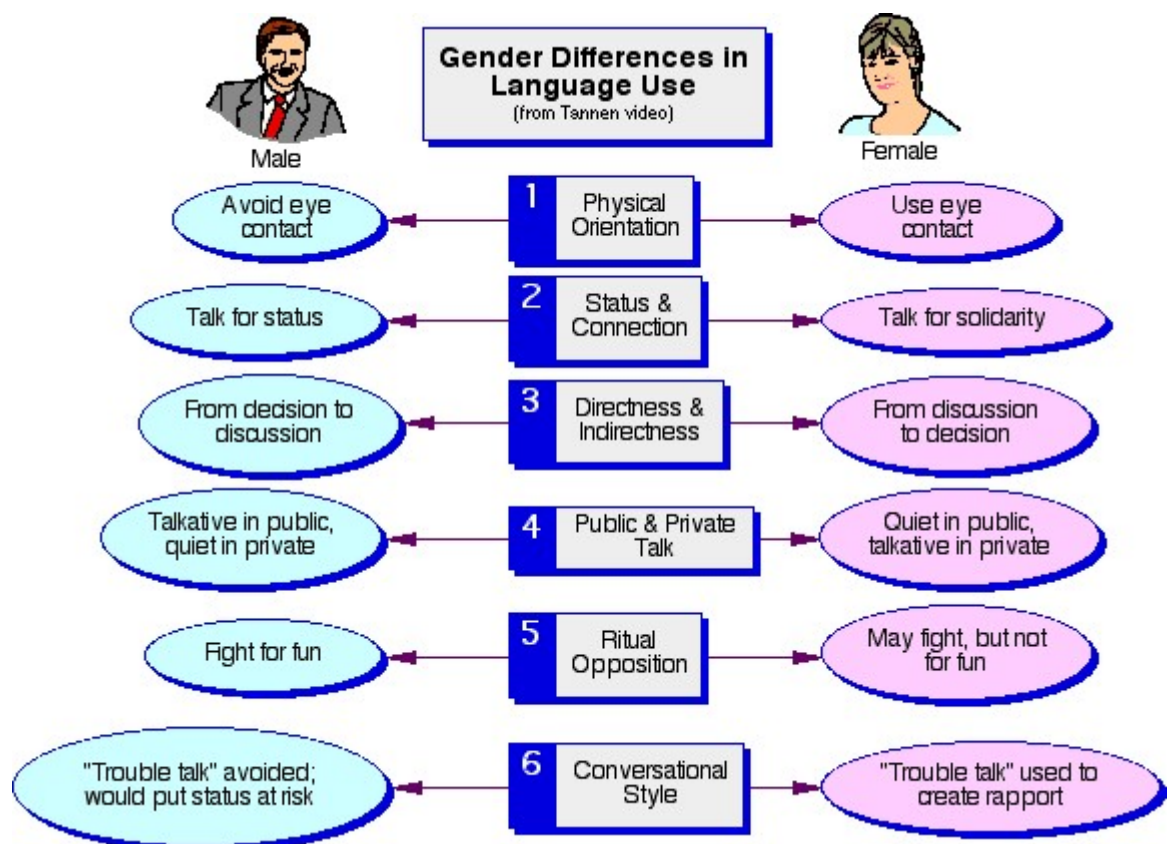
LEXICAL COHESION

- Lexical Cohesion is a linguistic device which helps to create unity of text and discourse.
- Lexical cohesion deals with the meaning in text. "This is the cohesive effect achieved by the selection of vocabulary" (Halliday and Hasan, 1976).

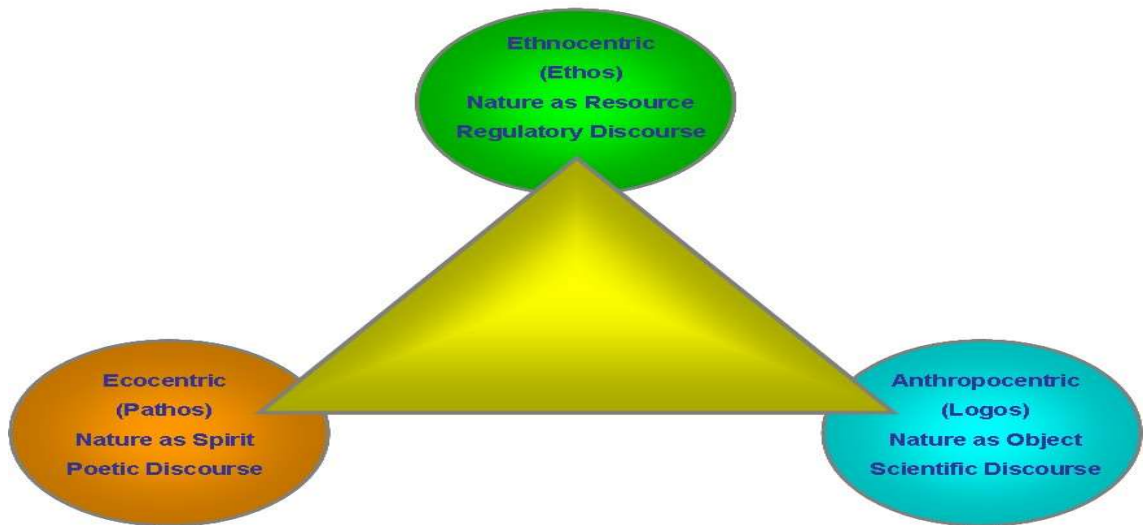
Table 1: Types of discourse analysis (DA) viewed in terms of the three primary contextual parameters of field, tenor and mode

| Contextual parameter | contextual system in focus | example of special-purpose approaches to DA |
|----------------------|--|---|
| tenor | power (status): control, dominance, inequality | Critical Linguistics (CL); Critical Discourse Analysis (CDA) |
| | familiarity: inclusion, solidarity | Positive Discourse Analysis (PDA) |
| | institutional role: professional roles | professional DA |
| mode | turn: dialogic | CA (Conversation Analysis) |
| | "modality": multimodal | MDA (multimodal Discourse Analysis) |
| field | socio-semiotic process: recreating | stylistics, literary analysis, narrative analysis |
| | socio-semiotic process: (various) | media discourse analysis, medical discourse analysis, academic discourse analysis |

| Medium I | Medium II(?) or Interaction Type(?) | Super-genre or Function | Genres or Sub-genres |
|------------------|-------------------------------------|-------------------------------|--|
| SPOKEN (300) | Dialogue (180) | Private (100) | face-to-face conversations (90) phone calls (10) |
| | | Public (80) | classroom lessons (20) broadcast discussions (20) broadcast interviews (10) parliamentary debates (10) legal cross-examinations (10) business transactions (10) |
| | Monologue (100) | Unscripted (70) | spontaneous commentaries (20) unscripted speeches (30) demonstrations (10) legal presentations (10) |
| | | Scripted (30) | broadcast talks (20) non-broadcast speeches (10) |
| | Mixed (20) | | broadcast news (20) |
| WRITTEN (200) | Non-Printed (50) | Non-professional writing (20) | student essays (10) student examination scripts (10) |
| | | Correspondence (30) | social letters (15) business letters (15) |
| | Printed (150) | Academic writing (40) | humanities (10) social sciences (10) natural sciences (10) technology (10) |
| | | Non-academic writing (40) | humanities (10) social sciences (10) natural sciences (10) technology (10) |
| | | Reportage (20) | press news reports (20) |
| | | Instructional writing (20) | administrative/regulatory (10) skills/hobbies (10) |
| | | Persuasive writing (10) | press editorials (10) |
| | | Creative writing (20) | novels/stories (20) |



A Rhetorical model for environmental discourse



American English



Apartment
Candy
Cookie
Angry
Diaper
Elevator
French fries
Garbage/Trash
Gas
Movie
Sidewalk
Sneakers
Vacation

British English



Flat
Sweets
Biscuit
Mad
Nappy
Lift
Chips
Rubbish
Petrol
Film
Pavement
Trainers
Holiday(s)

TESTLAR

1. The analysis of discourse is seen to have been necessarily identified identically serving as the analysis of language in
a. use b. usage c. both a, and b d. either a, or b
2. Discourse analysis is said to have been assigned to describe the linguistic ...
a. forms b. forms and functions c. forms, functions and purposes
d. forms, functions, purposes and procedures
3. Discourse analysis is assigned to describe the linguistic forms as have been associated with ...
a. purposes b. functions c. both a, and b d. either a, or b
4. Discourse analysis is seen to have been scholastically capitalized on in the characterization of linguistic forms independent of ... which those forms are designed to serve in human affairs.
a. purposes b. functions c. both a, and b d. neither a, nor b
5. Discourse analysts are seen to have been reported primarily engaging themselves with the assignment of ...
a. investigating what language is used for determining
b. the formal properties of a language
c. both a, and b
d. neither a, or b
6. Brown and Yule (1983/9:1) are seen to have claimed that the approach is more well documented.
a. formal b. functional c. interactional d. transactional
7. Attempts to provide a general set of labels for the principal functions of language are seen to have often resulted in ... terminology.
a. vague b. confusing c. both a, and b d. neither a, nor b
8. A natural language utterance is seen to have been justifiably qualified to fulfill no more than ... function(s).
a. one b. two c. three d. None of the above
9. The function which language serves in the expression of 'content' is seen to have been inherently rendered ...
a. interactional b. instrumental c. transactional d. interpersonal
10. The function manipulated in expressing social relations and personal attitudes is documented to have been rendered ... in category.
a. ideational b. referential c. descriptive d. None of the above
11. The dichotomy of *transactional/interactional* is seen to have been distinguished generally standing in correspondence to Halliday's (1970b) functional dichotomy of ...
a. emotive/referential b. ideational/interpersonal
c. expressive/representative d. social-expressive/descriptive
12. Jakobson (1960) is reported to have technically introduced the functional dichotomy of ...
a. referential / emotive b. ideational /interpersonal
c. representative /expressive d. descriptive / social-expressive
13. Linguists and linguistic philosophers are reported to have nonetheless generally assumed that the most important function of language is ...
a. to communicate information b. to perform communicative functions
c. both a, and b d. either a, or b
14. Lyons (1977:32) is denied to have observed that the notions of communication is readily used of ...
a. feelings b. feelings and attitudes
c. feelings, attitudes and moods d. None of the above

15. Lyons (1977:32) is said to have primarily shown deep interest in
- the intentional transmission of factual or propositional meaning
 - the notion of communication readily used of feelings, moods and attitudes
 - both a, and b
 - neither a, nor b

Answers: 1. a 2. c 3. c 4. d 5. a 6. a 7. b 8. d 9. c 10. d 11. b 12. a 13. a 14. c 15. a

**Continuous assessment on discourse analysis
(for the 2nd year students)**

I

1. Choose the right form of turn taking of the following sentence:

I have something to say (on this point).

- Interrupting
- accepting the turn when offered it
- speaking first
- signalling that you are going to continue

2. Find the right example for offering other people the chance to speak in turn taking.

- How did you get out of that?
- I'm still thinking about what I want to say.
- No, it's okay. I've forgotten what I was going to say.
- Sorry. What were you saying?
- Or am I just talking nonsense?

3. Cataphoric reference is ...

- a word that refers back to a word earlier in the sentence or text
- a word that refers forward to a word later in the sentence or text.
- a reference to something outside the discourse
- a key word which is used continuously throughout the text, especially when we wish to emphasis something.

4. Choose the right expressions in the gaps:

Woman: You must talk to our daughter! I think she's fallen in love with Mr Zhang, who has no job and no money!

Man: Mr Zhang is a bad choice, but _____ . She's too young to fall in love with anybody!

- I don't agree that...
- I admit that...
- That doesn't make sense.
- That's beside the point.

5. What is substitution?

- It is a language to get things done or to transmit content or information.
- It is a device used to avoid repetition or shorten phrases.
- It is an alteration that is suggested or made by a speaker, the addressee, or audience in order to correct or clarify a previous conversational contribution.
- all are correct

6. What is false start in conversation?

- It is about linking ideas or concepts and controlling threads and relationships over the whole text.
- a feature of discourse that helps texts hang together.
- This is when the speaker begins an utterance, then stops and either repeats or reformulates it.
- It is an item which doesn't carry conventional meaning but which is inserted in speech to allow time to think, to create a pause or to hold a turn in conversation.

7. Choose the right answer: They are key words which are used continuously throughout the text, especially when we wish to emphasis something.

- ellipsis
- reference
- repetition
- substitution

8. What is turn taking?

- a) It is a language to get things done or to transmit content or information
- b) It is an approach to discourse analysis which focuses less on structures and more on contexts and purposes of people talking to each other.
- c) It is using the distinctive lexis from the same group of people, usually sharing the same occupation.
- d) It is a time during which a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them.

9. Choose the right expressions in the gaps:

Woman: You must talk to our daughter! I think she's fallen in love with Mr Zhang, who has no job and no money!

Man: _____ she's fallen in love. They're just good friends!

- a. I don't agree that...
- b. I admit that...
- c. That doesn't make sense.
- d. That's beside the point.

10. Find the right turn taking instruction for the following sentence:

Although you probably know more about this than me,...

- a) stopping other people interrupting
- b) speaking first
- c) signalling that you are going to continue speak
- d) offering other people the chance to speak

11. Find the right turn taking instruction for the following sentence:

You might think that is all there is to say on the matter, but

- a) getting the other person to speak first
- b) asking for more details
- c) changing your mind about interrupting continue
- d) signalling that you are going to continue

12. Find the right turn taking instruction for the following sentence:

I know you're dying to jump in, but...

- a) turning down the chance to speak
- b) changing your mind about interrupting
- c) signalling that you are going to continue
- d) stopping other people interrupting

13. Choose the right ending: Paralinguistic features

d) typical and normal characteristics of spoken language that interrupt the 'flow' of talk. Some examples: hesitations, false starts, fillers, repetitions [though can be used for emphasis], overlaps and interruptions.

b) an approach to discourse analysis which focuses less on structures and more on contexts and purposes of people talking to each other.

c) includes features such as stress, rhythm, pitch, tempo and intonation – which are used by speakers to mark out key meanings in a message.

d) related to body language – it is the use of gestures, facial expressions + other non-verbal elements [such as laughter] to add meaning to the speakers message beyond the words being spoken.

14. Choose the right expressions in the gaps:

Woman: You must talk to our daughter! I think she's fallen in love with Mr Zhang, who has no job and no money!

Man: _____. She told me yesterday that she wants to find a rich businessman to marry.

- a. I don't agree that...
- b. I admit that...
- c. That doesn't make sense.
- d. That's beside the point.

15. Choose the right answer: ... is a lexical relation where 'two or more different (written) forms have the same pronunciation'

- a) homophony
- b) homography
- c) homonymy
- d) polysemy

16. Find examples for homonyms.

a) The words like *bare/bear, meat/meet, flour/flower, pail/pale, right/write, sew/so* and *to/too/two* are **homonyms**.

b) *a windy day*, but *a long and windy road*; *a live concert*, but *where do you live?*; *a lead pipe*, but *a lead singer*. These are called **homonyms**.

c) *bat* (flying creature) – *bat* (used in sports)

mole (on skin) – *mole* (small animal)

race (contest of speed) – *race* (ethnic group), etc. are called **homonyms**.

d) *foot* (of person, of bed, of mountain) or *run* (person does, water does, colors do) are examples for **homonyms**

17. Choose the right expressions in the gaps:

Woman: You must talk to our daughter! I think she's fallen in love with Mr Zhang, who has no job and no money!

Man: _____ Mr Zhang is poor, but he's a very nice man.

a. I don't agree that...

b. I admit that...

c. That doesn't make sense.

d. That's beside the point.

18. What type of interview is described here?

The objective of this interview is to ask for advice and learn more about a particular career field, employer or particular job.

a) *screening or telephone interview*

b) *informational interview*

c) *individual interview*

d) *task oriented or testing interview*

19. What kind of interview is *task oriented or testing interview*?

a) It is a very cost effective way to screen candidates. These can last anywhere from 10 to 30 minutes. You should prepare for it like an open book exam. It is recommended that you have in front of you your resume, the job description, a list of references, some prepared answers to challenging questions and perhaps something about the company.

b) It is typically a one-on-one exchange at the organizations offices. In order to best prepare you will want to know the length of the interview which can usually range from 30 to 90 minutes.

c) It's an efficient way to interview candidates and allows for different interpretations or perceptions of the same answer. Be sure to make eye contact with everyone, no matter who asked the question.

d) This is a problem-solving interview where you will be given some exercises to demonstrate your creative and analytical abilities. A company may ask you to take a short test to evaluate your technical knowledge and skills.

20. Choose the right word to have best phrase: achieving ...

a) ideas

b) information

c) objectives

d) initiation

21. Choose the right answer: A series of promotions towards more senior positions.

a) *career ladder*

b) *career prospects*

c) *career plan*

d) *career move*

22. Choose the answer: If you have reached the interview stage, your CV and letter of application must have been ...!

a) effective

b) important

c) significant

d) impressive

23. Choose the answer: Make a list of the skills, experience, and interests you can ... the organization in the interview.

a) show

b) present

c) offer

d) demonstrate

24. Choose the right answer: Chances of future success in your career

a) *career ladder*

b) *career prospects*

c) *career plan*

d) *career move*

25. Choose the right continuation: In initiation-response-evaluation process ...

a) The teacher's role is to ask questions in order to pursue the desired answer but only a few students are actively involved.

b) The teacher gives either directive or informative statements. The students do not respond verbally, however, they understand the statements as instructions by following them physically.

c) It is a more complex structure with less-well defined rules. The teacher asks referential questions or thinking questions and the students are encouraged to give longer answers through their thinking.

d) It is more or less like probing questions where the teacher challenges the student in order to have him to justify his reason.

26. Choose the right answer: What structures has classroom discourse or language?

- a) initiation-response-evaluation, spoken (speaking and listening), written language (reading and writing)
- b) initiation-response-evaluation, instructions, probing questions and argumentation.
- c) graphic representation (diagrams, pictures, graphs), the 'active' mode (performing, demonstrating and physical involvement), probing questions and argumentation.
- d) initiation-response-evaluation, instructions, verbal and non-verbal forms, classroom environment.

27. Choose the right words following proper instructions

Today I am going to tell you how to make the best sandwich in the world. ..., you must roast a chicken and slice it into thick pieces. ... toast your favourite bread (two slices). ... you need to put mayonnaise and mustard on the toast and then the chicken slices. ... you are going to add your vegetables. Tomatoes, lettuce onions, cucumbers etc. ... put a couple slices of cheese on the sandwich and then close it with the other piece of toast.

- a) First. Next. Then, After that, Finally
- b) Next, First, After that, Finally, Then
- c) First, Then, After that , Next , Finally
- d) First, After that, Then, Next, Finally

28. Choose the right answer: Some words have different meanings and are spelled differently but they sound identical. They are ...

- a) homographs
- b) homonyms
- c) homophones
- d) a and c

29. Find the right answer in which English sounds is different from the spelling of the words.

- a) pea, bee, scenic, believe, perceive, subpoena
- b) measure, resume, social.
- c) busy, butter, bury
- d) product , pro'duce, pro'duction, repro'duction

30. Choose the words which have most important syllable that is “stressed” more than the others.

- a) imPORTant, communiCAtion, YESTerday, toMORrow, PHOtograph, phoTOGraphy
- b) IMportant, communicaTION, yesterDAY, tomorROW, PHOtograph, phoTOGraphy
- c) imPORTant, COMMunication, YESTerday, TOMorrow, phoTOGraph, PHOTOgraphy
- d) imPORTant, communiCAtion, YESTerday, TOMorrow, photoGRAPH, PHOTOgraphy

31. Choose the right turn taking language of the following sentence:

I haven't quite finished my point yet.

- a) accepting the turn when offered it
- b) stopping other people interrupting
- c) interrupting
- d) signalling that you are going to continue

32. Choose the right answer: The differences between male and female communication styles are related to power and social status.

- a) True
- b) False

33. Choose the right answer: Muted group theorists suggest that women talk more than do men, especially in public situations.

- a) True
- b) False

34. Choose the right answer: It helps in the process of arranging thought, linking one idea to another. It often gives access to information or alternative ideas that help understanding, as in discussion, in listening to someone else or in reading a book.

- a) argumentation
- b) communication
- c) discussion
- d) persuasion

35. Choose the right word to have best phrase: showing ...

- a) ideas
- b) deadlines
- c) initiative
- d) budgets

II

Assignment 1. Task on written discourse analysis

Text type: fiction

Focus: referencing

Look at the text and read it. Answer the questions below.

The¹ schoolmaster was leaving the² village, and everybody³ seemed sorry. The⁴ miller at Cresscombe lent him⁵ the small white tilted cart and horse to carry his goods to the city of his destination, about twenty miles off, such⁶ a vehicle proving of quite sufficient size for the departing teacher's effects.

1. How many schoolmasters were there in the village? How do you know?
2. Does the reader already know which village is meant here?
3. Who does this refer to?
4. How many millers were there at Cresscombe? How do you know?
5. Who does this refer to?
6. A vehicle like what?
7. Which of these references are anaphoric and which are exophoric?

Assignment 2. Task on spoken discourse analysis

Text type: conversation at a travel agent's

Focus: conversational moves

Based on the task from McCarthy M (1991) *Discourse Analysis for Language Teachers*. CUP. p.173

Read the script and answer the questions below.

1. Can you put the moves of this discourse into an order that produces a coherent conversation?
2. The conversation takes place at a travel agent's. What clues do you use to establish the correct order?
3. Are there any moves that are easier to place than others; and if so, why?
'you haven't no, no.'
'No ... in Littlewoods is it?'
'I'm awfully sorry, we haven't ... um I don't know where you can try for Bath actually.'
'Can I help you?'
'Okay thanks.'
'Yeah they're inside there now.'
'Um have you by any chance got anything on Bath?'
'Um I don't really know ... you could try perhaps Pickfords in Littlewoods, they might be able to help you.'
4. Think of a typical encounter with a stranger in the street (e.g. asking the way, asking for change). What is the minimum number of moves necessary to complete a polite exchange in a language that you know other than English?

III

Task 1. Read the following text. Connect some parts of sentences in order that they have a right coherence. (Coherence is a state or situation in which all the parts or ideas fit together well so that they form a united whole.)

Bobby was a Skye Terrier roaming the streets of Edinburgh in the 1850s until he met John Grey. Grey worked as a night watchman in the Edinburgh police and Bobby kept him company. The winters in Edinburgh can be very cold and one day Grey fell sick with tuberculosis. This was a fatal disease back in the 1800s and on 15 February 1858, Grey died.

Bobby followed him to his grave at Greyfriars Kirkyard in the old part of Edinburgh and he did not leave the grave except for when he was hungry or very cold.

People started to notice the dog in the churchyard and they started worrying about Bobby because the City of Edinburgh had decided that ownerless dogs should be shot. However, the city council bought him a licence and he could keep on watching his master's grave. Bobby survived his master by 14 years, and when he died in 1872 he was buried just inside the gate of the churchyard. He could not be buried together with his master, since church ground is sacred.

Task 2. Choose the correct discourse markers or conjunctions for each sentence - each is only used once. Explain why you chose these (in 50 words)

Moreover / on the other hand / at least / however / besides / firstly / whereas / then / actually / though

However / namely / in addition / otherwise / even though

1. I had a terrible day at work and lost my umbrella too. ... I spoke to that nice guy who works in the coffee shop at last!
2. Television turns people into lazy couch potatoes. ..., there are some educational programmes on.
3. ..., I would like to welcome you all to the conference today.
4. ... the film was a little boring, we still had a nice evening out..
5. I've always known Caroline as a mean person. ..., she lent me \$10 yesterday without me having to ask twice!
6. I got up at 9 o'clock yesterday and had a cold shower. ..., I had breakfast and left for work.
7. My brother works in a large office ... I work on my own at home.
8. Why do you think I don't want to go out tonight. ..., I would be delighted to get out of the house.
9. You should go to university as it gives you a chance to meet so many new people. ..., it gives you the chance to get important qualifications and get a better job.
10. I don't want to go to the football game. Football bores me and I don't want to pay \$40 for a ticket. ..., look at the weather! All that rain!
11. Polls show that Tony Blair is the most popular Prime Minister this century. ..., there are even members of his own party who are uneasy with his approach.
12. The two main Channel Islands, ... Jersey and Guernsey, are much closer to France than to England.
13. In order to try to reduce car use in the inner cities, the government has announced new restrictions on company parking spaces and ..., a new tax on individual car use.
14. Essays must be handed in by the deadline, ... they will not be marked.

15. ... it has been shown that fractures can occur at even relatively low pressures, the use of the material should not be completely discounted.

Task 2. In each sentence there are two synonyms. Find and underline them.

For ex.: This law is far from perfect. We need to change parts of it to make it fair.

Unfortunately, it's difficult to amend a law.

1. That woman's remarks are always rude! Why can't she keep her comments to herself?

2. Don't expend too much energy on that game or you won't have enough left to use on homework.

3. You shouldn't make a big deal about Sam's errors when you haven't even corrected your own mistakes!

4. I'll create a new account for you if you make a list of features you want it to have.

5. Carefully observe the behavior of John's sister Ashley. If you study her actions, you'll understand why John says she's weird.

6. Jordan is a very smart girl. She's intelligent enough to solve puzzles that some adults can't handle.

7. The smell of your shoes is a most unpleasant odor.

8. The smell of that flower is a very pleasant fragrance.

Task 4. Choose the right answer:

1. It was the most beautiful thing he had ever seen. The yellow Ferrari was parked in the yard wrapped in a bow. (This is an example of a:

1. Exophoric reference 2. Anaphoric reference

3. Cataphoric reference 4. Opaque compound

2. Larry had never been to China. He had always wanted to go there. (This sentence contains:

1. Two cataphoric references

2. one anaphoric and one cataphoric references

3. Two anaphoric references

4. None of the other answers are correct.

3. Ellipsis when:

1. You write a lot

2. You add something to a text to give extra information.

3. You cut something in a text that you know people will understand

4. You don't use the right word to say what you want to say.

4. Joe and Wendy went to the concert. But _____ liked it very much, although the audience gave a standing ovation

1. none 3. both

2. nobody 4. neither

5. The school children went to meet the prime minister when he came to their school.

_____ was given a souvenir of the occasion.

1. Each 3. Everyone

2. All of them 4. All

6. As explained in the _____ chapter, history often repeats itself.

1. former 3. later

2. previous 4. above

7. Some people agreed with the war. _____ were in total disagreement.
1. Other
 2. Only
 3. Others
 4. other ones
8. True or False: An exophoric reference is a reference in the text to something outside the text.
1. false
 2. True
9. A cataphoric reference refers:
1. Backward
 2. Inside
 3. Outside
 4. Forward
10. an anaphoric reference refers
1. Backward
 2. Inside
 3. Forward
 4. Outside