



ENGLISH FOR ACADEMICS (EFA) PROGRAMME

CEFR LEVEL B1 and above

Tashkent 2019

ENGLISH FOR ACADEMICS (EFA) PROGRAMME

Partners:

- ~ Ministry of higher and secondary specialised education of the republic of Uzbekistan
- ~ Head Scientific Methodological Centre
- ~ “El-yurt Umidi” Foundation
- ~ British Council Uzbekistan
- ~ Republican Scientific-Practical Centre for Development of Innovative Methods in Teaching Foreign Languages under Uzbek State World Languages University

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TEACHERS' NOTES (B1 and above)

SESSION 1 ORIENTATION TO THE COURSE

By the end of the session, participants will

- know each other better and establish a positive atmosphere in the group
- become familiar with the course content and its objectives

!You can use other ice-breaking activities in Session 1, but keep in mind the objectives of the session.

Lead-in 'Name Adjectives'

Time: 15 minutes

Materials: none

Procedure:

- Invite participants to introduce themselves with the help of ice-breaker activity 'Name adjectives'. Tell participants to say their names and add an adjective which starts with the initial letter of their names. Start first: e.g. "I'm Kamola and Kamola is kind". Explain that this activity is conducted in the form of a chain game, so the first participant should repeat your statement first and add his/her own adjective, e.g., "Kamola is kind. My name is Saida and Saida is smart". The second participant is expected to say, "Kamola is kind, Saida is smart, and I'm Feruza who is fabulous".
- If there are many participants in the group, you can 'break the chain' by telling participants to start a new chain by starting with their own name adjectives without repeating previously mentioned ones.

Some possible adjectives for trainers to use.

(In case participants have difficulties)

A	<i>Adventurous, ambitious, amusing, affectionate, adorable, active</i>
B	<i>Brave, bright, broad-minded, brilliant, beautiful, babyish</i>
C	<i>Calm, careful, charming, cute, cheerful, clever, competent</i>
D	<i>Dear, delightful, devoted, diligent, downright, direct</i>
E	<i>Emotional, easy-going, elegant, energetic, earnest, educated</i>
F	<i>Fabulous, faithful, famous, fantastic, forceful, friendly,</i>
G	<i>Glorious, glamorous, gregarious, generous, gentle, gleeful</i>
H	<i>Hard-working, handsome, harmonious, honest, hospitable, helpful</i>
I	<i>Ideal, imaginative, intelligent, impeccable, insistent</i>
J	<i>Jaunty, jealous, joyful, joyous</i>
K	<i>Kind, kindhearted, keen, knowledgeable</i>
L	<i>Lavish, loving, loyal, luminous, lucky</i>
M	<i>Majestic, magnificent, marvellous, modern, modest</i>
N	<i>Nice, natural, naïve, nifty</i>
O	<i>Obedient, original, outstanding, optimistic, outgoing</i>
P	<i>Polite, powerful, passionate, prestigious, practical</i>
Q	<i>Quick, qualified, quiet, quirky</i>
I	<i>Inventive, intuitive, impartial</i>
S	<i>Sincere, sympathetic, sociable, stable, stylish</i>
T	<i>Talkative, thoughtful, tidy</i>
U	<i>Unassuming, understanding, useful</i>
V	<i>Versatile, victorious, vigilant, vigorous</i>
W	<i>Warm, wealthy, wise, well-educated</i>
Y	<i>Young, yummy, youthful</i>
Z	<i>Zealous, zestful</i>

Activity 1 **Lie detector**

Time: 20 minutes

Materials: none

Procedure:

- Ask participants to write four statements about themselves. Tell them that one of the statements must be wrong.
- Ask participants to read aloud their statements one by one and tell others to act as lie-detectors and identify the statement which is not true about them. Invite participants to correct their false statements as well.
- Summarize the activity saying that it is good to know each other better and establish a positive learning atmosphere as in this course participants will be expected to collaborate with each other.

Activity 2 **Interviews**

Time: 25 minutes

Materials: Handouts 1 and 2

Procedure:

- Invite participants to try out an interview. Each participant gets a slip of paper with a label: an interviewer and an interviewee. (Handout 1 should be cut up beforehand).
- Tell participants that interviewers will ask questions (Handout 2) and interviewees answer their questions. Ask interviewers to interview at least two participants.
- Once participants have finished, ask interviewers to report on their findings.

Activity 3 **The Programme**

Time: 20 minutes

Materials: Handouts 3 and 4

Procedure:

- Tell participants that now they are going to get general information about the Programme. Distribute Handout 3 with questions and ask participants to fill in the second column of the table based on what they know about the programme or by making their predictions.
- As soon as they finish give out the EfA Programme with information about the course. Ask participants to read and fill in the third column of the table.
- Once they have finished invite participants to discuss the questions in the handout as a whole group.

Summary

Summarise the session by saying that the aim of this course is to prepare academics for training or studying abroad and to enable them to contribute internationally to research and academic exchange in their own field. State that upon completion of this course, participants are expected to meet the requirements of studying abroad in partnership universities and manage their own learning effectively.

ORIENTATION

Handout 2, Activity 2, Interviews

Questions for interviewers

1. Why are you attending this course?
2. How much time are you planning to spend on your language improvement?
3. How would you rate your own language proficiency?
4. What are your expectations from this course?
5. Is there any question you would like to be asked?

Interviewee 1 answers

Interviewee 2 answers

ORIENTATION COURSE

Handout 3, Activity 3, The Programme

Questions	What I know	What I have learned
1. What is the aim of EfA?		
2. How many modules are there in the EfA programme? What are they?		
3. How long is each module?		
4. What is the role of trainer in the course?		
5. What is the role of participants in the course?		

SESSION 2 ASSESSING YOURSELF

Lead in

Objectives:

- to help participants become aware of self-assessment
- to provide information on the assessment tools

Explain the following to the participants

There are many different assessment tools. They range from those in which you are totally free to give yourself whatever mark you feel is right to the ones in which you identify your abilities from carefully levelled grids. You may also use tests specifically designed to help you assess yourself.

Activity 1 Questionnaire

- Explain the following to the participants:

Self-assessment questionnaires usually help you think about:

- language areas and skills are you good at;
- areas of the language which are easy or difficult for you;
- the mark you would give yourself in a particular language area or skill.

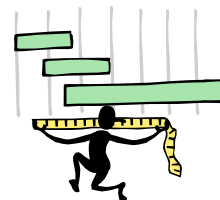


- Distribute Handout 1.
- Ask the participants to work individually and complete the questionnaire.
- Divide the participants in groups of three and let them share their ideas.
- Invite several participants to share their information.
- Explain the following to the participants:
 - The tasks in 'My Learning' questionnaire help you to draw out information that can be useful for you to identify your current level in your language learning in general.
 - You may over or underestimate your own abilities as you are the one who is deciding on marks and description of your abilities. To help you arrive at a better informed judgement you may want to look at some standards used by others and evaluate your progress by comparing your achievement so far against them. In such situations you may find some external references, such as Common European Framework of Reference for Languages (CEFR), helpful to look at.

Activity 2 CEFR self-assessment grid

- Explain the following to the participants:

You may find that the CEFR (Common European Framework of Reference for Languages) self-assessment grid provides a more detailed profile of what people can do at a particular level of language proficiency.



- Distribute Handout 2A and CEFR self-assessment grid.
- Let each participant do the task individually.
- Discuss the questions with the group.
- Explain the following to the participants:

You may have circled different levels for different skills to represent your present level of English. This is quite normal as different language skills usually develop at a different pace

depending on several factors (for example, how much effort you put in to develop a particular skill, how much you practise, etc).



The CEFR self-assessment grid can be helpful in identifying where you are at the present stage of your language learning as well as your progress in language learning. It can also be used by you to set your objectives.

- Refer the participants to Handout 2B and ask to do the task individually.
- Ask the participants if it is absolutely necessary for you to reach the same level in all skills.
- Explain the following to the participants:

The CEFR grid can help you to identify at what stage of your language learning you are now and at what stage you want to be in a particular time in the future. You may also be interested in the process of your learning – how it develops over shorter periods of time (over a few weeks), what language learning problems you face and how you overcome them. In such cases you may wish to look back at some stage of your learning and analyse it.

Activity 3 Samples (optional)

To make the best possible progress, learners need to make judgements about their learning based on self-assessment. There are other assessment tools that can add to their of their language proficiency such as DIALANG, the Cambridge ESOL/OUP Placement Test (QPT) and dozens of online tests. Say that they will practice some of them during Distance Module. If needed provide information about one of these kind of tests. E.g. *The Oxford Placement Test (QPT)*

The Oxford Placement Test (QPT)

- Explain the following to the participants:

The Oxford Placement Test is an computer-based test of English language proficiency. The test takes approximately 15-20 minutes to complete; during this time you answer 20-25 multiple choice questions. Depending on the answers you give, the level of the test adapts to your English language ability. You may follow the link to show the test and how it works: <https://www.oxfordenglishtesting.com/DefaultMR.aspx?id=3034&menuId=1>



What does it test?

This test is different from most other placement tests. Not only does it test grammar and vocabulary, it also tests how learners use that knowledge in order to understand the meaning in communication.

Two sections

The test has two sections: *Use of English* and *Listening*. It gives both an overall score and individual scores for each section.

Test British or American English

You can use the Oxford Online Placement Test to test British or American English, and choose a mix of accents in the *Listening* section. For the *Use of English* section, you choose whether to test your students in British or American English. In the *Listening* section, you

select a mix of accents for them to hear within the same test, or restrict them to either a British or American accent.

What results does the test provide?

- CEFR level (A0-C2)
- Score out of 120
- Separate scores for *Use of English* and *Listening*
- Time taken
- Language proficiency descriptors

Generally, the OPT is designed to help teachers make decisions about which class to place students/learners in, or whether a student/learner can join a particular course, such as examination class. However, at the Professional Development Centre the OPT can also be used to find out your strengths and weaknesses as a language learner and discuss possible ways of improving your language skills.

For further information about Oxford Placement Test visit
<https://www.oxfordenglishtesting.com/defaultmr.aspx?id=3048>

All the tools discussed above can help you to develop a better understanding of your own progress in language learning. It is important to get an external opinion about your language level and progress as well as to form your own judgement about the progress you are making.

Complete the following questionnaire to find out in more detail how you think about your own English. Tick (☑) an appropriate box.

My Learning

A. So far have you found your learning of English

- very difficult?
- quite difficult?
- quite easy?
- very easy

B. Which of these areas of English are easiest for you? Put them in order where 1= the easiest, 7=the most difficult.

- speaking ____
- listening ____
- writing ____
- reading ____
- grammar ____
- vocabulary ____
- pronunciation ____

C. Give yourself a mark out of five (1 – very weak, 2 – weak, 3 – average, 4 – good, 5 - excellent) for each of the areas above.

Don't worry about other people. Think how you feel about the different areas. If you feel satisfied, give yourself a high mark (4 or 5); if you don't give yourself a low mark.

Example: speaking 4, listening 5

- speaking ____
- listening ____
- writing ____
- reading ____
- grammar ____
- vocabulary ____
- pronunciation ____

D. Think about the marks you gave yourself in task **C**. Write answers to the following questions.

Why did you give those particular marks for each area?

How did you feel when giving yourself marks? Was it easy to give marks to yourself?

Adapted from *Michael Harris and Paul McCann (1994)*

Identify your current level in each skill according to the CEFR self-assessment grid. Circle the appropriate level in the table below for each skill. When you complete the task answer the questions below the table.

Listening	A1	A2	B1	B2	C1	C2
Reading	A1	A2	B1	B2	C1	C2
Spoken Interaction	A1	A2	B1	B2	C1	C2
Spoken Production	A1	A2	B1	B2	C1	C2
Writing	A1	A2	B1	B2	C1	C2

- *Did you expect what you've found out about yourself? Why/ why not?*
- *How useful have you found this grid?*
- *Do you think it would be useful to use this grid throughout your language learning? Why/why not?*

Handout 2B

What level do you want to reach in each of the skills? Circle the most appropriate letter for each skill referring to the CEFR grid.

Listening	A1	A2	B1	B2	C1	C2
Reading	A1	A2	B1	B2	C1	C2
Spoken Interaction	A1	A2	B1	B2	C1	C2
Spoken Production	A1	A2	B1	B2	C1	C2
Writing	A1	A2	B1	B2	C1	C2

Discuss your ambitions with your peer and agree on a timeline and a study plan to achieve your goals.

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

SESSIONS 3 SETTING YOUR GOALS

Materials:

- *Encouraging Learner Autonomy (ELA Guide)*. British Council Uzbekistan. 2009

Time: 80 min

► Procedure:

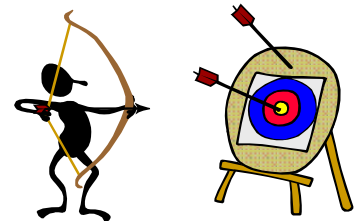
Lead in

Time: 20 min

Materials: none

► Procedure:

- Ask participants the following questions:
 - ~ *What do you mean when you say you want to learn English?*
 - ~ *What do you want to be able to do in the language?*
 - ~ *Do you need English in order to become more professional in your field or in order to make friends?*
 - ~ *Have you ever thought about what level of proficiency you want to reach in English?*
- Say that in this session they will work out the answers to these questions and have a clear plan for the future. This session will help them set their language learning goals and break them into manageable bits so that they can achieve them within some period of time and see the progress in their learning.
- If possible, display the following on the LCD projector:



“Excuse me, Sir,” Alice inquires. “Could you tell me which road to take?” Wisely, the caterpillar asks, “Where are you going?”

Somewhat dismayed, Alice responds, “Oh, I don’t know where I am going, Sir.” “Well,” replied the caterpillar, “if you don’t know where you are going, it really doesn’t matter which road you take.”

(Alice in Wonderland by Lewis Carroll)

- Summarise the activity by saying that it is true that if a person doesn’t know where to go, it is less likely that other people can show the direction. That’s why, you need to clarify your goal and identify the steps to take towards your goal.

Activity 1 Goal Setting

Time: 55 min

Materials: handout 1 and 2

► Procedure:

- Say that they will organise their goals. Distribute handout 1 and ask them to do self needs analysis and plan a clear direction. Say that they should think what they want achieve by the end of this learning journey.
- When they finish, ask some volunteers to read out their handout.
- Read the following quote: “A dream is just a dream. A goal is a dream with a plan and a deadline.” Harvey Mackay
- Distribute handout 2 and ask them to fill in it. When they finish
- Say that it is important to turn goal to a specific one. Introduce SMART. Say, The goal ‘Improve my spoken English in a month’ is not SMART. It is not *specific* because it doesn’t state to what extent the spoken English should be improved. It doesn’t indicate a specific level or score. You can’t break your spoken English into bits and achieve it step by step; therefore, it is not *measurable*. Although in some cases this goal is *achievable* (e.g. a person can improve spoken English in a month if she/he lives in English speaking country), most of the time a person living in non-English speaking country might be busy with work and unable to devote enough time to practice. Therefore, this goal is not achievable for the person who sets it. This goal is *realistic* because it doesn’t say to reach the goal by tomorrow, and it indicates a specific *time* - a month. Taking into account these SMART criteria, this goal could be changed into “increase my score in the IELTS “Speaking” component to 7.0 in four months“.
- Ask them to look back at handout 2 and reconsider their goals according to SMART criteria as it is done in the example.
- Ask them to set priorities i.e. say, once goals are set, it is essential to prioritise them (from the most important to least). Allocate 5-6 minutes for this step.
- Then ask them to rewrite their goals in Handout 3 based on SMART criteria.
- Summarise the session by stating the following: “When you have SMART goals, you need to discuss them with your language teacher or peer in the group and design a study plan that helps you achieve your goals. Good Luck!”

Activity 1, Handout 1

The following task will help you organise your goals. Fill in the worksheet to plan a clear direction for yourself, and you'll be on your way!

My Dream Goal is (e.g. *to become a BA student in Journalism at Oxford University*)

You have a clear goal in mind. Now it's time to break your goal into manageable bits.

My Goals in learning the English language

You have a goal, and you have an idea of what you need to do to get there. Now you can plan your path.

1. To reach my dream goal, I have to do the following (check any box that applies):

- Get a university degree
- Attend professional training courses/conferences
- Take the IELTS test
- Other: _____
- Other: _____

2. After the 4 months in this language course, I should have the level of:

- C2 (advanced level in English)
- C1 (upper-intermediate level in English)
- B 2 (intermediate level in English)
- B 1 (pre-intermediate level in English)
- A 2 (beginner)
- don't know (if so, see section Assessing Yourself and talk with an LC Counsellor)

3. I need to improve my:


- Listening
- Reading
- Grammar
- Speaking
- Writing
- Vocabulary

4. In order to have progress in English, I need to:

- Work on my English at least ____ times a week for ____ hours
- Attend the Learning Centre ____ times a week to: take part in the conversation club / meet with a study partner /

- Take a progress test ____ times a week / month
- Other: _____

Activity 1, Handout 2 Make Your Goals SMART

 Be **S.M.A.R.T.** when setting goals. Make sure your goals are:

S: SPECIFIC - Straightforward and clearly defined. Would it be understood / interpreted by others in the same way?

M: MEASURABLE - A goal where you can see change happen. Could this goal be broken down into smaller bits?

A: ACHIEVABLE - Don't set a goal that's far out of reach. Is there a specific point at/after which the goal can be thought as having been achieved?

R: REALISTIC - Make sure the goal is "do-able". Is the scope of this goal appropriate, given the available resources, possibilities, skills, time, etc.?

T: TIME-BOUND - Set a timeframe for the goal. Does this goal have a specific deadline?

My Dream Goal**My Goals in Learning English Language**

1.

2.

3.

4.

5.

My Daily Tasks

1.

2.

3.

4.

5.

► **STEP 1:** Reconsider your goals according to SMART criteria as it is done in this example.

GOALS	S.M.A.R.T. CRITERIA
Improve my math in three months	S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/>
(Improve my spoken English in a month)	S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/>

► **STEP 2:** Set priorities. Once goals are set, it is essential to prioritise them. For more see the section 'Planning' in 'Manage Your Time'.

PRIORITY	GOALS	S.M.A.R.T. CRITERIA	
1.	Get at least 85% in preliminary maths exam in 3 months	S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/>	2
2.	Increase my score in the IELTS "Speaking" component to 7.0 in four months	S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> R <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/>	1

Activity 2, Handout 3

Rewrite your goals in Handout 2 based on SMART criteria.

LANGUAGE GOALS	S.M.A.R.T. Criteria	PRIORITY
1. _____ _____	S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/>	<input type="checkbox"/>

SESSION 4 STARTING AND CONTINUING CONVERSATION

By the end of the session, participants will be able to

- introduce themselves and others in formal and informal situations
- start a conversation and keep it going

Time: 80 min

Materials: English for Academics (Book 1), Cambridge University Press

Guidance:

English for Academics (Book 1), Speaking Module, Unit 1:

1. Lesson 1, Activities 3-5, 7-8 pp. 94-96
2. Lesson 2, Activities 1-5, 7-8 pp. 97-98

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 5 SHOWING INTEREST AND REACTING TO NEWS

By the end of the session, participants will be able to show interest and react to news.

Time: 80 min

Materials: English for Academics (Book 1)

Guidance:

English for Academics (Book 1), Speaking Module, Unit 1, Lesson 3, Activities 1-5, pp. 99-100

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSIONS 6 MANAGING YOUR TIME

By the end of the session participants will have an opportunity to explore different ways of improving their time management skills

Materials: *Encouraging Learner Autonomy (ELA) Guide*. (2009) British Council Uzbekistan. Tashkent.

Lead-in

Time: 15 min

► **Procedure:**

- Write or say the following: **Time is gold**. Ask participants how they understand this saying. Invite several random answers.
- Now write or say the next phrase: **Time thieves**. Ask students how they understand it.

Suggested answer:

Things and people that make us waste our time.

- Make groups of four and ask participants to brainstorm possible time thieves. After they have finished ask them to share their ideas with the bigger group.

Activity 1

Objective: to help participants understand what procrastination is and recognize situations in their life when they procrastinate

Time: 20 min
Materials: handout 1

► Procedure:

- Participants stay in the same groups. Ask them if they know the meaning of the word **procrastination**. If they know it, ask them to say what it means. You can offer the following explanation.

Suggested answer:

Procrastination (Lat. Procrastinatus: pro- (forward) and crastinus (of tomorrow) is a type of avoidance behaviour which is characterised by putting off actions or tasks to a later time, which often causes negative consequences.

- Ask groups to discuss the reasons why people procrastinate.
- Give out handout 1 and ask them to read the text and compare their ideas with the reasons in the text. Ask participants to say whether they recognize any of these reasons as their own – invite volunteers to share this information.
- Summarise the activity saying that procrastination is a habit and breaking it is in your power.

Activity 2

Objective: to let participants discuss possible strategies to deal with procrastination

Time: 20 min
Materials: handout 2 (per pair)

► Procedure:

- Say that practically every person procrastinates sometimes. Ask participants to say what they do **not** to procrastinate. Invite very few random responses.
- Ask participants to work in groups and brainstorm some possible ways to cope with procrastination. After they have finished, invite a spokesperson from each group to tell the bigger group the key points of their discussion.
- Distribute handout 2. Ask participants to read the text and compare their ideas with the strategies in the text. Ask them the following question and invite random responses:

~ Which of the strategies from the handout can use next time when you are likely to procrastinate?

- You can summarise the activity saying how you yourself cope with procrastination, e.g. by doing tasks at the time when you are not tired, for example, in the morning.

Activity 3

Objective: to raise participants' awareness of ways to say "no"

Time: 25 min

Materials: handout 3

► Procedure:

- Say that one of the time thieves is the inability to say "no". Say that you are going to conduct a role play. Invite a volunteer to come out to the front and ask the rest of the group to observe what will be happening.
- Tell the volunteer that s/he has an important task to do and the deadline is tomorrow. However, only half of the task has been done and the most challenging part is still unfinished. S/he should listen to you and refuse to do what you'll be asking her/him.

NB The following step is an impromptu dialogue, so choose your interlocutor with care. The participant should be able to do what is required, i.e. **refuse to do what you ask her/him**.

- Take a couple of books into your hands. Say the following:

- Hello, N (*Use the participant's name*). It's so good that I've met you. You see, I need your help. I've got to take these books back to the library but I can't do it now, I'm so busy at the moment. Can you take them back for me?

(*Wait for the participant's reply.*)

- Oh, but it will take you just 20 minutes, maybe slightly more, perhaps 25. Surely you can do this for me. If you don't help me, they will fine me. I'll have to pay 10000 soums.

(*Wait for the participant's reply.*)


- I didn't expect that you would say 'no' to me. Colleagues should help each other. I'll never ask you again.

- Ask participants to discuss what they have just observed. In their groups they should try to answer the following questions:

~ What can you say about the way in which the participant (N) refused to do what the trainer asked?

~ Would you say "no" in the same manner or would you do it differently? (Remember: the task was to refuse to do a person a favour).

Answers to both questions will vary.

- Elicit responses from groups. Comment if necessary.
- Ask participants to discuss in groups possible strategies to say “no”.
- Distribute handout 3  and ask participants to read the text. After they have finished, ask them which of the recommendations they find the most useful and which might be difficult for them to follow.

NB The text on the handout can be adapted for A2 participants.

Summary: Summarise the session saying that a lot more information related to memory can be found in the LA guide. They will have a chance to familiarize themselves with it during the Distance module.

Handout 1, Activity 1

Why We Procrastinate

Difficult/Time-consuming/Unpleasant task – I cannot face the task right now. I need to get ready/ read more/ talk to smb/ have rest etc first. I will do it in an hour/ tomorrow/ next week, I still have plenty of time.

Mañana (tomorrow) factor - tomorrow I will be in a better shape/mood/ someone will help me with this. I will do it in an hour/ tomorrow/ next week, I still have plenty of time.

Work overload - I have lots of smaller but more urgent things to do, so I will start my report/ assignment/task once I finish them all.

Laziness - I don't feel like doing it now. I'd rather watch this programme/ football match, otherwise I won't be able to concentrate on the task.

Exhaustion - I had a difficult day/week, I am physically too tired to start working on the task/assignment/report.

Fear of failure - I am not sure if I will be able to produce a report by the end of the week, it's such a big job and I have so much to do.

Because it works - I will make it eventually, it worked last time. Last time I turned in the paper at the last moment and was even praised by my boss. I always work best under pressure.

Perfectionism - I am not ready with the report because I feel I have to polish it more.

Handout 2, Activity 2

Strategies for Coping with Procrastination

1. Eliminate distractions

Close all those social media tabs, put your phone on airplane mode (what can possibly happen if you miss a call or a message?) and try to study in a clean, uncluttered space. A mess around you = a mess in your head.

2. Use your strongest sensation to memorise things

Each student has their own learning style. Some people like to draw mind maps and use bright stickers, others prefer listening to audio/video and writing long paragraphs by hand. Don't follow what others claim to be effective – use trial and error methods to find out which technique works best for you. For example, if you have a photographic memory that captures everything with vision, it would be good if you read more and highlighted the most important bits with stickers or markers.

3. Set yourself deadlines

Working without specific time limits can be highly unproductive as you won't be able to track your progress and will likely panic if you feel like you're far behind. For maximum efficiency, separate your work into equal chunks. Don't bite more than you can swallow, rather approach your task realistically dividing it into smaller tasks. Also, don't give yourself too much time as the less time you'll have, the more focused you will be.

4. Work when you feel most alert and efficient

Listen to your body clock and notice when you yawn less and work faster and more efficiently. Don't torture yourself with Red Bulls and espressos, it's better to sleep for a couple more hours and stay alert for longer later.

5. Motivation is the key

Lastly, no external motivation will make you more motivated than seeing progress. Human beings are usually capable of much more than they can imagine. So instead of finding excuses to avoid studying or leaving work till the last minute, visualize a bigger picture. List 3 positive consequences of achieving your goal and always keep them in mind. The hardest part is *to start*, as you'll be waiting for the perfect moment and aligned stars.

Good luck with killing that procrastination fever!

Adapted from: <https://student-cribs.com/en/blog/66/8-Ways-to-Stop-Procrastinating-and-Start-Studying/>

Handout 3, Activity 3**Strategies to Help You Say “No”**

Saying “no” can be really hard. It can feel like you’re doing something wrong and that you should be saying “yes”.

But what about when you can’t do what you’re asked it? Or what about if you don’t have the time? Saying “yes” when you really want to say “no” is *not* good for you.

If you’ve ever struggled with saying “no”, try these six strategies.

1. PRIORITIZE

When you’re making a decision, prioritize. Remember that you cannot say “yes” to everything! Your resources of time and money are limited. Prioritize what’s important to you. If it’s not important, then say “no”. Otherwise, your acquaintances, people who don’t matter much to you, will take up your time and you won’t be able to say “yes” to the important things that do matter.

2. WEIGH THE PROS AND CONS

In any given situation, weigh the pros and cons of saying “yes” and saying “no”. It’s important to leave emotion out of your decision here. You should make your decision based on the factors affecting your decision – not how you feel about it. When you reach the conclusion and have reasons why it’s best for you to say “no”, commit to saying “no”. Be sure of your decision and your reasons why. And be honest with yourself about why you’re saying “no”. This will make saying “no” easier.

3. SET BOUNDARIES

You cannot please everyone all of the time, nor should you want to. Know your values and boundaries. Set them clearly. Don’t look to your peers for these things; set them yourself based on your personal belief system. Keep them in mind when you’re feeling pressured to say “yes”. If it’s not right for you, then saying “no” and maintaining your boundaries is important. This life skill of knowing your limits and / or when people are overstepping is incredibly important in your personal life and professional life..

4. THINK ABOUT YOURSELF

Women, especially mothers, think they have to be selfless all the time and that that’s a good thing. The best thing you can do for your relationships is to put yourself first. You have to know what’s best for you, and when you stick to it, your relationships will improve. This will make you stronger and a better partner, mother, friend, etc. For example, if you don’t have an emergency fund saved and your friends are going on a trip and inviting you to go with them, you have no reason to feel bad saying “no”; you should feel proud that you’re prioritizing your financial foundation over fun.

5. BE CAREFUL HOW YOU SAY “NO”

Most people are uncomfortable saying “no”. Just because it’s hard to say “no” doesn’t mean you should say “yes”. It just means that it’s hard. One way to manage this challenge is to have a plan out how you’re going to say “no” to someone (whether you’ll give reasons, etc.). Do not apologize for saying “no”. You’re not sorry for saying “no”; you didn’t do anything wrong.

Adapted from: <https://nataliebacon.com/strategies-to-help-you-say-no/>

SESSION 7 LANGUAGE FOR SOCIAL PURPOSES

By the end of the session, participants will be able to invite people, accept or decline invitations.

Time: 80 min

Materials: English for Academics (Book 1)

Guidance:

English for Academics (Book 1), Speaking Module, Unit 1, Lesson 4, Activities 1-9 pp. 101-102

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 8 LANGUAGE FOR SOCIAL PURPOSES

By the end of the session, participants will be able to

- pay and receive compliments
- thank people, apologise and say goodbye

Time: 80 min

Materials: English for Academics (Book 1)

Guidance:

English for Academics (Book 1), Speaking Module, Unit 1:

1. Lesson 5, Activities 1-5 pp. 103-104
2. Lesson 6, Activities 1-4 p 105, Activity 7, p 106

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 9 READING CLUB

By the end of the session, participants will be able to identify the main ideas in texts, e.g. a story on familiar subjects to discuss it in a group.

Time: 80 min

Materials: Handout  with 'The Three Questions' reading passage

► Procedure

- Ask participants to sit in a circle (there should be a table in the middle).

Pre-reading

- Ask participants three questions:
 1. Tell me how much I am worth.
 2. How long will it take for me to go around the world?
 3. What I am thinking now?
- Ask participants think silently about questions and then in pairs exchange thoughts.

Reading

- Tell participants that they are going to read and discuss Part 1 of the story. Distribute copies with Part 1 of the story. Allow 15 minutes to read it. Deal with possible queries related to vocabulary.
- After they have finished reading Part 1, ask participants in pairs to discuss possible answers to the three questions. Discuss possible answers as a whole group.
- Distribute Part 2 of the story and allow 10 minutes to participants to read it.
- After participants have finished reading, ask them to think individually of one question (based on the text) they would like to ask their peers. Help them to write grammatically correct questions on slips of paper.
- Collect all slips and put them on the table. Ask participants to take turns and take one slip with a question, read it and answer it. Others can add or correct the speaker if they don't quite agree with their answer.

Post-reading

- Prepare some questions which go beyond the text, e.g.
 1. What do you think the story teaches?
 2. Do you believe people should help others in any situation?
- Conclude by asking participants if they liked the story and the discussion.
- **NB** Do not forget to assign a new text (fiction or nonfiction) for next Reading Club meeting (See also Guidelines on conducting reading Club.)

READING CLUB

The Three Questions

Part 1

King John was the King of England. He did not like anyone else to look richer than himself. The Abbot of Canterbury was rich. He was enjoying luxurious life. The King did not like the Abbot. He was in great anger. He sent his soldiers to bring the Abbot. The soldiers brought him before the King. The King asked, "Who is greater? The King or an Abbot? Then how bold of you to enjoy much better than the king? You are plotting to become the King of England. It is a crime. Therefore you must die."

The Abbot was greatly frightened. He said very humbly. "Your Majesty, I have never used others' money for my use. Is it a crime to spend my own money for my needs?"

"Yes," replied the King. Then he added, "It is a crime to live grander than the King."

The Abbot trembled in fear.

The King continued. "But I shall give you a chance to get pardon. Answer my three questions correctly to my satisfaction."

Then he gave out the three questions.

1. Tell me how much I am worth.
2. How long will it take for me to go around the world?
3. What I am thinking now?

The Abbot listened. His confusion and fear increased rapidly. He could not speak. Finally he begged for time to answer. Three weeks were given. The Abbot left the palace in a dejected mood.

On the way, he went into Oxford University and Cambridge University. He met great professors and learned men. He asked them for answers to these three questions. They were not able to find the suitable answers. He was returning home safely. On the way he met his shepherd boy.

The shepherd asked the Abbot, "Why are you looking so sad, my master?"

"My dear shepherd, the King has set three questions for me. I have to find answers to his satisfaction, or else die for plotting against the King. The questions are difficult. I have only three days more," replied the Abbot.

The shepherd said, "My Lord, let me go in your place. I shall meet the King. I shall answer the three questions to his satisfaction." Then he added, "People say I look very much like you. Therefore permit me to wear your dress. The king will not be able to find out."

The Abbot agreed.

Immediately the shepherd put on the Abbot's dress. He exactly looked like the Abbot. He then went to meet the King.

Part 2

The King had not expected the Abbot so soon. He was not able to find the difference. He said, "I am happy, Abbot. You have kept your promises. Now are ready with the answers?"

The shepherd in the Abbot's dress replied, "Yes, Your Majesty. I shall try to answer to the best of my ability."

The King asked, "What am I worth? I am the King of England."

"Your Majesty," replied the shepherd, "according to the Bible, Jesus, the King of Heaven and Earth, was sold for thirty pence. Your worth must be one pence less. It should be twenty nine pence."

The King had a sense of humor. He started laughing. After some time, he gave out second question. "How soon can I ride around the world?"

The shepherd said, "Your Majesty, you must rise with the Sun, ride with it the whole night. In this way, you will be able to go round the world in twenty four hours."

Again the King had a merry laugh. Then he looks seriously at the shepherd. He said, "Tell me quickly. What am I thinking now?"

"Sire, you are thinking I am the Abbot. But I am not the Abbot. I am only his poor shepherd. I have come to ask pardon for the Abbot and for myself." Then he quickly removed the Abbot's dress. Now he looked like a shepherd. He knelt down before the King for pardon.

The King was not at all angry. He started laughing. And he laughed for a long time. Finally he said, "I am pleased with your intelligence. I shall make you the Abbot."

But the shepherd said, "Your Majesty. I cannot read and write. I cannot become an Abbot."

The King said, "Then you shall receive a pound a week as long as you live. Go home and tell the Abbot. I have forgiven him."

Taken from <http://www.english-for-students.com/The-Three-Questions.html>

SESSION 10 NETWORKING 1

By the end of the session, participants will be able to

- extract specific information from short conversations while networking
- recognise stress and rhythm in spoken language

Time: 80 min

Materials: English for Academics (Book 1)

Guidance:

English for Academics (Book 1), Listening Module, Unit 3:

1. Lesson 1, Activities 1-3 p 76, Activities 8-12, p 77
2. Lesson 2, Activities 1-5 p 78, Activities 7-11, pp. 78-79

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 11 NETWORKING 2

By the end of the session, participants will be able to

- identify key words in utterances
- to identify communicative functions of phrases while listening.

Time: 80 min

Materials: English for Academics (Book 1)

Guidance:

English for Academics (Book 1), Listening Module, Unit 3, Lesson 3, Activities 1- 11, pp. 80-81

English for Academics (Book 1), Listening Module, Unit 3, Lesson 4, Activities 1-11, pp. 82-83

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 12 IMPROVING PRONUNCIATION

By the end of the session, participants will be able to

- become aware of the importance of intonation, pitch and stress in the development of a clear pronunciation
- develop practical strategies to improve their pronunciation and fluency

Time: 80 min

Materials: *DUET*, Phonology & meaning, Sessions 1 and 2, British Council Tashkent; *English for Teachers*, Spoken language: pronunciation & fluency, Sessions 1 and 2, British Council Tashkent;


Procedure:

Activity 1 Common causes of confusion

Time: 15 min
Materials: Participants' notebooks

- Say that you will read out several sentences. Ask participants to listen to *five pairs of sentences and write down each pair using the appropriate punctuation to show difference in intonation.*
- When you finish reading ask them to compare their sentences with their pairs.
 1. 'Who?' said John. (*= *pause for participants to write it down*) / Who said 'John?'(*)
 2. 'A doctor!' called Mike. (*)/ A doctor called Mike. (*)
 3. Why? Don't you like it? (*)/ Why don't you like it? (*)
 4. Lemon, tea and sweets. (*)/ Lemon tea and sweets. (*)
 5. See you. Later I'll call you. (*) / See you later. I'll call you. (*)
- Summarise the activity by drawing participants' attention to the relationship between punctuation which can be shown by right intonation patterns (i.e. rising/falling tone and pauses) and oral speech.

Activity 2 Elision and weak forms


Time: 25 minutes
Materials: Video 5  (5 minutes), flipchart

- 😊 Ask participants to give examples of the use of elision and weak forms in their mother tongue.

Possible answers:

 - ~ Uzbek: *кетвомти* instead of *кетияпти*, *калейсиз?* instead of *кандай сиз?*
 - ~ Russian: *здрассте* instead of *здравствуйте*, *шйсьядеить* instead of *шестьдесят девять* in Russian)
- Ask about the possible origins of weak forms (e.g. *the principle of economy, careless speech*) and whether they should be seen as 'bad' language.
- Say that in all the languages there is a certain discrepancy between the written and spoken language and that it is regarded as normal within certain limits. Ask participants how it would feel if people pronounced such words as *кетияпти*, *здравствуйте* as they are written. Ask them to consider the use of '*I do not know*' and '*I will come soon*' instead of '*I don't know*' and '*I'll come soon*' in oral speech.
- 😊 Suggest that learners of a foreign language often over-pronounce such weak forms. Solicit a few guesses about the possible causes of this.

Possible answers:

 - ~ *Relying on written rather than oral learning materials.*
 - ~ *Lack of exposure to native speakers' speech.*
 - ~ *Wish to avoid mistakes and to sound 'right'.*
 - ~ *Desire to maintain high formal standards of the language.*
- Say that you would like participants to watch a video focusing on elision and some weak forms common in the English language.
-  Play Video 5 (5 minutes).
- 😊 Ask participants to give more examples of weak forms in English and check if they know how to pronounce them. Write the examples on the blackboard (e.g. cannot – can't: check if participants can distinguish between '*I can tell you*' and '*I can't tell you*' [ai

- kən tel ju:] and [ai kæn tel ju:]; you are – you're: check if participants can distinguish between 'You are right' and 'You're right' [ju: a: rait] and [jə: rait]).
- Say that it is also important to make it clear that native speakers use full, uncontracted forms in speech when they wish to emphasise a point or to avoid misunderstanding, e.g. 'I simply DO NOT understand what you mean.', or 'I WILL NOT tolerate this!'
 - 😊😊😊 Put participants in groups of three and give each group a sheet of flipchart paper. Ask them to brainstorm strategies that will help them 1) recognise elision, weak forms and contractions in speech, especially in native speakers' speech and 2) use them in their own speech. Suggest that they should consider: 1) their attitudes to the use of language and weak forms in particular and 2) practical steps that can help them understand and produce weak forms better.

Suggested answers:

- ~ *Attitudes: To recognise the difference between spoken and written English; to differentiate between standard spoken forms and careless speech; to appreciate weak forms as legitimate and authentic, not 'bad' English.*
- ~ *Practical steps: To listen to and watch authentic spoken English; to communicate with colleagues and native speakers asking for specific feedback on the use of weak forms; to try to use weak forms consciously.*

Activity 3 Pronunciation checklist

Time: 35 minutes

Materials: Video 3 , Handouts 1 

- 😊 Tell participants that one of the most useful starting points in working on own speaking and pronunciation is **recording** their speech (conversations with other students or with the teacher) on tape or video and then listening to the recordings. Ask participants the following question and elicit a few random answers:
 - ~ *What can you learn from listening to your own speech recorded on tape?*

Possible answers:

The mistakes they make; their use of intonation and stress; their accent; their manner of speech; their body language (video).

- Say that such reflection can help a learner to identify the strengths and weaknesses in their pronunciation and speaking to work on.
- 😊😊 As an example, tell participants that if the focus is intonation, this can be worked on through practicing simple dialogues in different situational contexts. Ask participants, in pairs, to practice one of the dialogues below with an appropriate intonation:

A

 - Let's go to the cinema. (*bored; if there's nothing else we can do...*)
 - All right. (*I don't want to, but if you insist...*)

B

 - Let's go... to the... cinema! (*first uncertain, and then a bright idea pops up*)
 - All right! (*wow, what a great idea*) etc.
- Say that as a home task and during Distance module participants are to record their speeches. To know the criteria they will work on Pronunciation checklist.
- Ask participants the following questions:
 - ~ Have you ever received feedback on your pronunciation?

- Invite participants to watch Tom, an English language consultant who worked for several years in Uzbekistan, talking about different aspects of pronunciation he has noticed in the speech of English language learners in the country.
- Check what participants understood from the video. Tell participants that you are going to give them a table with his comments.
- Distribute Handout (or show the table on the LCD projector)

Features	Tom, an English teacher, noticed following peculiarities of learners of English in Uzbekistan
Intonation	~ The intonation is often flat. ~ No rising intonation is used in Yes/No questions. ~ Falling tone is overused
Tone	The tone often sounds harsh, unfriendly
Mispronounced sounds	The following sounds are often mispronounced: ~ Throaty 'h' (like in шох, ҳа) ~ Rolling 'r' (like in пакета) ~ th – [t] / th – [s] / [v] vs. [w] ~ 'various' becomes 'where is'. ~ [ɔ] vs. [ɔ:]
Clear pronunciation	The pronunciation is often unclear
Word stress	Some words are mispronounced, e.g. <u>E</u> ducation or e <u>D</u> ucation vs. educ <u>A</u> tion (correct)

- Discuss Tom's comments with participants.
- Say that participants will have an opportunity to check whether they have any of the problems that Tom mentions in his comments.
- Divide participants into groups of three. Tell them that they are going to give three-minute- speeches on any topic (e.g. *football, favourite food, brandy clothes, books, etc.*) they want in turn. Meanwhile, other two group members will take notes in the same handout, which they will use to give feedback to each other on their pronunciation.
- When they finish, say that pronunciation really matters. Mispronunciation of words, wrong use of intonation can lead to miscommunication, confusion, especially in discussions and conferences. To avoid that, participants should identify their pronunciation problems and work on their improvement. Good pronunciation builds up confidence in speakers.

Activity 4 Strategies to improve pronunciation

- ~ Ask participants whether they know any strategies to improve pronunciation.
Possible answers:
 - ~ *Listening to the radio, Podcasts.*
 - ~ *Watching TV, films, Youtube.*
 - ~ *Practising with someone.*
 - ~ *Recording yourself speaking.*
 - ~ *Reading out loud.*
 - ~ *Getting feedback.*
- ~ Say that these are very important strategies that can help to improve pronunciation dramatically.

Homework

Ask participants to do the following activities at home:

Skillful: Listening and Speaking (Level 2):

1. The *schwa* on page 13, Activities 1-2 on page 14
2. *Linking vowel sounds* and Activities 1-2 on page 24
3. *Intonation in tag questions* and Activities 1-2 on page 34

SPEAKING: IMPROVING PRONUNCIATION**Handout, My pronunciation**

Features	Tom, an English teacher, noticed following peculiarities of learners of English in Uzbekistan	Participant 1	Participant 2
Intonation	~ The intonation is often flat. ~ No rising intonation is used in Yes/No questions. ~ Falling tone is overused		
Tone	The tone often sounds harsh, unfriendly		
Mispronounced sounds	The following sounds are often mispronounced: ~ Throaty 'h' (like in шo х , ҳ a) ~ Rolling 'r' (like in pa к ета) ~ th – [t] / th – [s] / [v] vs. [w] ~ 'various' becomes 'where is'. ~ [ɔ] vs. [ɔ:]		
Clear pronunciation	The pronunciation is often unclear		
Word stress	Some words are mispronounced, e.g. E ducation or e D ucation vs. educ A tion (correct)		

SESSIONS 13-14 TELEPHONING

By the end of the session, participants will be able to

- function effectively via phone (e.g. answering the phone, explaining smb isn't available, calling back, checking deliverables etc.)
- make effective small talk on the phone

Time: 160 min

Materials:

- Workplace English, Book 1
- Workplace English, Book 2

Guidance:

1. Workplace English, Book 1, Units 13-16, pp. 54-69
2. Workplace English, Book 2, Unit 12, pp.52-55

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 15 TROUBLESHOOTING 1

By the end of the session, participants will be able to

- use a variety of clues to predict the content of listening
- recognize the communicative functions of utterances according to situations, participants and goals

Time: 80 min

Materials: English for Academics (Book 1)

Guidance:

English for Academics Book 1, Listening Module, Unit 2

1. Lesson 1, Activities 1 – 3 and 5 – 8, pp. 67-68
2. Lesson 2, Activities 1 – 3 and 6 – 8, pp. 70-71

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 16 TROUBLESHOOTING 2

By the end of the session, participants will be able to

- extract specific and detailed information
- infer the meaning of unknown words in a listening text

Time: 80 min

Materials: English for Academics Book 1

Guidance:

English for Academics Book 1, Listening Module, Unit 2

1. Lesson 3, Activities 1, 3, 4, 5, 8, pp. 72-73
2. Lesson 4, Activities 1 – 6, pp. 74-75

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 17 WHAT MAKES A GOOD PRESENTATION

By the end of the session, participants will be able to identify their strength and weaknesses as a presenter

Time: 80 min

Materials:

- English for Academics (Book 1)
- Headway Academic Skills: Listening & Speaking (Level 3)

Guidance:

1. English for Academics (Book 1), Speaking Module, Unit 2, Lesson 1, Activities 1-19, pp. 107-111
2. Headway Academic Skills: L & Sp (Level 3), Unit 2, Activities 1-5, pp.16-17

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 18 LEARNING WITH OTHERS

Objectives:

- to help participants become aware of the peer learning
- to help participants work on providing feedback

Lead in

- Explain the following to the participants:

Is there a way of making the best use of the people around you as you learn English? Progress in language learning is usually considered as an individual achievement. However, since we use the language to communicate with others, it is also important to cooperate with other people to learn the language more efficiently. So you can benefit from working with other people who are also learning English - your peers. The following task can help you think of the ways you can work with others in order to develop your English.



Activity 1 I can...

- Distribute Handout 1.
- Ask participants to work individually.
- Let the participants share their ideas in pairs.

- Explain the following to the participants:

Now that you have completed the table you can see how working with others can help you develop your English. The session will tell you more about the ways you can work with other learners of English both in and outside the Professional Development Centre.

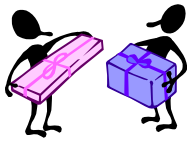
NB Tell the participant that they can find additional material on *Working with Others* (pp.243-270) in the following book:

📖 Cottrell, S. (2013). *The Study Skills Handbook*. New York: Palgrave Macmillan.

Activity 2 Working with a peer

- Distribute Handout 2A.
- Ask participants to work individually.

- Let the participants read Yasmina’s reflection.
- Ask the participants to share their ideas on providing feedback to each other.
- Explain the following to the participants:



After each mini-discussion, Yasmina and her friend gave each other feedback on how they performed. Feedback you receive is comments you get that help you see how you are progressing.

- Refer the participants to Handout 2B.
- Give them some time to read and analyse the information.
- Invite the participants to share their ideas on providing constructive feedback.
- After the discussion, refer the participants to Handout 2C.
- Ask them to do the task in pairs.
- Check the answers with the group.

ANSWER KEY

	Rules						
	A	b	c	d	e	f	g
Feedback A						✓	
Feedback B			✓		✓	✓	

Feedback A: the only rule that is possibly followed is ‘being sincere’.

Feedback B: the person who is giving it starts by pointing out what is good in the performance of the receiver of the feedback. The purpose of the suggestions about ‘giving two or more examples’ is explained which makes the changes realistic and easy to understand and follow for the receiver of the feedback. And finally, it is the language used to give feedback that helps the person who is giving feedback to be polite and sincere.

- Refer the participants to Handout 2D.
- Give them some time to read and analyse the information.
- Discuss the ideas with the group.
- Now ask the participants to practice giving and receiving feedback.
- Refer them to Handout 2E and ask to work in pairs.
- Monitor the discussion.
- Invite several participants to share their feelings.
- Explain the following to the participants:

Working with your peer gives you more opportunities to develop your language. The exchange of feedback can be beneficial for both you and your peer if you follow the simple rules for giving constructive feedback and use appropriate language.

Activity 3 Clubs and Groups

- Explain the following information to the participants:

Working with your peer you receive help and support in language learning from one person – your peer. The Professional Development Centre provides a friendly learning environment for practising communication skills through the Discussion and Readers’ Clubs.

Joining the Discussion or the Readers’ Club at the Professional Development Centre can be one of the ways for you to enrich your learning with support from other learners of English. People involved in these Clubs work towards similar goals in learning – they are also learning English, they also are facing or have already faced the difficulties in learning the language that you have



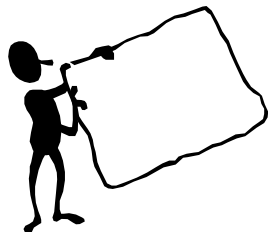
probably experienced.

This means that you may benefit from their experiences of overcoming the difficulties in developing language skills, or dealing with problems related to language learning. The purpose of your participation in these clubs is to develop your language. Remembering this will help you overcome your shyness if you feel uncomfortable as a newcomer. Practise speaking as much as possible in order to make the best use of the clubs.

- Ask the participants to work in pairs.
- Let them come up with a number of ground rules.

ANSWER KEY

In the clubs there are usually ground rules developed by their members to create a comfortable and friendly learning environment. Some of these rules can include:



- don't interrupt each other
- respect each others' ideas and opinions
- don't be afraid to express your opinion
- keep to the point
- respect the working atmosphere (e.g. switch off your mobile phone, this will help you and others to concentrate)

- Remind the participants about the following:
- The clubs and groups, whose work is organised in the Professional Development Centre, may be one source of learning from the experiences of people just like you – learners of English. If you decide to join them, check whether there are ground rules, which you will be expected to follow in order to make the best use of your participation in the activities.
- Explain that for a better understanding of how the participants can benefit from learning with others, they can find additional information on *How Well Do I Contribute To Seminars and Groups?* and *Study Support Networks* (pp. 243-270) in the following book:

📖 Cottrell, S. (2013). *The Study Skills Handbook*. New York: Palgrave Macmillan.

Activity 4 Outside the Learning Centre

- Explain the following information to the participants:
Outside the Professional Development Centre you can do almost the same activities as those mentioned above with your friends in order to make your learning more effective. But in addition to pair and group discussions you may enjoy communication with your peers via modern means of technology:
 - using SMS (e.g. for practising spelling: your peer sends you one or several words, you read them and re-write them not looking at the original text and send them back to your peer)
 - e-mailing each other to discuss some topics
 - reading and discussing articles from printed or electronic newspapers, magazines and journals (you can visit www.times.com, www.guardian.com and many other websites for articles)
 - using instant messengers such as Telegram to have a chat with your peer on different topics (e.g. a book you have read or a film you have watched)
 - seeking for advice in forums specifically designed for learners of English.

Some forums you can find in:

<http://www.forums.english4today.com/forum/>

<http://www.englishclub.com/>

<http://eslblogs.englishclub.com/>

<http://www.englishbaby.com/forum>

- Write the websites on the board.
- Ask the participants to go back to Handout 1 and see what they wrote.
- Let them add anything they believe relevant after having this session.

- Summarise the session by saying the following:
 - As you can see, in the Professional Development Centre or outside it, there are many ways you can work with your peers in pairs or in groups.
 - With your peer you can give and receive feedback on the areas and skills you want to improve.
 - You can also brainstorm ideas for speaking and writing exam tasks, do these tasks and evaluate/check each other's responses.
 - You can join the clubs, such as the Readers' Club, in the PDC in order to be involved in the various activities together with other learners: discussing articles, TV programmes, films or songs.
 - You can share your learning strategies with each other.
 - You can practise public speaking skills to cope with your anxiety.
 - You can e-mail each other or have a chat using messengers to discuss a film, song, book, article in addition to the activities you are already doing in the PDC.

Handout 1

Put a tick (✓) in the box in the left-hand column if you think you can develop each language skill by working with your partner; put a tick (✓) in the right-hand column if such skills can be developed while working in groups. Please indicate for each tick the ways of developing a skill as shown in the example. You can use a blank row in the bottom of the table to write about other areas related to your language learning (for example, pronunciation or vocabulary) that you can develop with other learners of English.

I can develop	with a partner	in groups
Listening	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input checked="" type="checkbox"/> <i>doing reading exercises together and then exchanging opinions</i>	<input checked="" type="checkbox"/> <i>discussing books and articles</i>
Writing	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Handout 2A

In your journey towards better English you can receive the help of other learners of English and help them yourself.

Read Yasmina's experience of working with her friend to develop her English.

I found very useful tasks and activities for developing reading, writing and listening skills in various books in the Learning Centre. For speaking, I followed the advice given by the Learning Centre Counsellor: I asked my friend to work together. Twice a week we had so-called mini-discussions. After each discussion we gave comments to each other on how much we talked about the topic, how convincing our examples were, which words or phrases we used incorrectly. We didn't simply point out the mistakes and problems in our speech, but suggested ways for improvement. As a result I became more confident in speaking, developed an ability to express myself more fluently and learned to use a wider range of words. I think I can use a similar way of working with my friend to prepare for IELTS which I'm planning to take in the near future.

My friend also sees lots of benefits in working together to develop her speaking. She says that she became more accurate in her speech and learned how to correct her mistakes.

Handout 2B

While *receiving feedback* you should keep the following points in mind, because they will help you listen more effectively to what your peer is commenting about:

- listen attentively and take notes of the comments about your performance
- don't be defensive; remember – it is you who asked for feedback!
- don't perceive mistakes as failures but as stepping stones in your learning
- ask questions to clarify anything you do not understand
- thank your peer for constructive comments
- think about the feedback you've received and plan your further actions

Yasmina's case reflects one of the ground rules for working with others in language learning – *giving constructive feedback*, which means telling someone how well someone is doing and suggesting how that person could improve.

To make sure that the person giving feedback is focusing on the points that his/her peer wants to receive feedback on, it is useful to agree on the criteria. For example, if you and your peers want to give feedback on each other's speaking you may wish to decide that the criteria for giving feedback can include

- **task fulfilment** (how close you keep to the topic and answer the questions asked);
- **fluency** (how smoothly you speak and how many pauses you allow yourself in your talk);
- **accuracy** (how correctly you use English (grammar, vocabulary, pronunciation) in speech.

In order to make sure that you are *giving constructive feedback* it is important to follow some rules such as: giving feedback only if you are invited to do so:

- agreeing on the criteria for giving feedback
- pointing out what is good and being precise and concrete about your peer's performance
- giving clear examples of your peer's performance
- suggesting realistic changes
- being sincere and polite
- suggesting alternative solutions instead of only pointing at problems

Handout 2C

Below are two pieces of feedback given to Yasmina. Which of the above rules are followed in each of them? In the table below tick (✓) the boxes for the rule(s) that are followed in each of these pieces of feedback.

	Rules						
	a	b	c	d	e	f	g
Feedback A							
Feedback B							

Feedback A: *You are not giving enough examples to support your point of view while you talk. The person listening to you will not understand your point unless you do this – give clear examples! Also, you are not using proper phrases for giving examples. Before the only example you gave there should have been something like 'for instance...' or 'as an example let's consider ...'*

Feedback B: *I liked the way you supported your point with an example from your own experience. It shows that the topic you discussed is relevant to you. I have a feeling that if you give one or two more examples your listener will have a better understanding of the position you hold when discussing the topic. And also, to help your listener follow your speech you can use some phrases which help to indicate that you are going to provide examples. How about using phrases like 'for instance...' or 'as an example let's consider ...' next time when you want to support your point with an example?*

Handout 2D

To invite your peer to reflect on his/her performance and to suggest changes you can use such questions and statements as:

- How did you like your writing/speaking?
- What do you think can be improved? How?
- What would you have done differently? Why?
- What would your next step be? Why?
- What I believe you could do is using _____ and _____.
- Providing definitions is an excellent idea but try to explain these in your own words and see if it suits you better?

In order to make your feedback more constructive it is useful to develop the *language for giving feedback*. You may wish to use some phrases that mirror rules for giving feedback that we discussed earlier. Some of these phrases can be similar to the following:

For giving <i>positive</i> feedback	For giving <i>negative</i> feedback
<ul style="list-style-type: none">• I thought what you've just said was interesting. I especially like• That's a good piece of writing. What I found interesting is how you managed to combine your point of view and the quotations you used....	<ul style="list-style-type: none">• It looks to me that your argument lacks support. Why don't you provide an example here?• I don't think I understand what you meant here. Why don't you paraphrase this sentence...?



All of the issues discussed so far in this session are relevant if you have a peer. You might want to ask a fellow learner from the Professional Development Centre if they are interested to work together.

Alternatively, you can ask the head of PDC to put up an advert to find you a *study buddy* on the Information Board in the Professional Development Centre.

Handout 2E

This task will help you practise giving and receiving feedback.

1. Agree with your peer on

- a topic for the discussion (example: Should students do homework?). It can be useful to think of some questions that would lead your discussion (example: What are the benefits that students can gain from doing homework? What activities can students do instead of doing their homework? How beneficial are these activities?)
- the criteria for giving feedback

2. Have a discussion.

3. Exchange feedback on each other's performance. Remember to

- follow the rules of giving and receiving feedback
- use language for giving feedback

4. When you finish, answer the following questions:

- a. How did you feel while giving/receiving feedback?
- b. What will you do differently next time you give or receive feedback?

SESSION 19 QUESTIONS AND ANSWERS (Q & A) SESSIONS 1

By the end of the session, participants will be able to ask a presenter different types of questions.

Time: 80 min

Materials: English for Academics Book 2

Guidance:

English for Academics Book 2, Module 1, Unit 2, Lesson 1, Activities 1, 2, 3, 5, 7, 8, 10, 12, 13,14 pp. 23-26

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSION 20 Q&A SESSIONS 2

By the end of the session, participants will be able to

- respond to questions and comments using various strategies
- paraphrase questions and summarise a speaker's ideas

Time: 80 min

Materials: English for Academics Book 2

Guidance:

English for Academics Book 2, Module 1, Unit 2, Lesson 2, Activities 1 – 6, 8 – 10, pp. 27-29

NB Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

SESSIONS 27 INCREASING YOUR MEMORY POWER

Objectives:

- to give participants an opportunity to think about the role of memory in learning
- to familiarise participants with some memory techniques and ways to improve concentration and memory

Time: 80 min

Material:

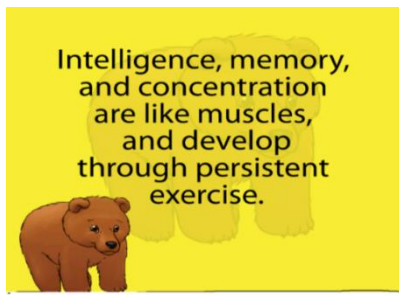
Encouraging Learner Autonomy (ELA) Guide. (2009) British Council Uzbekistan. Tashkent.

Lead-in

Time: 10 min

► Procedure:

- Display on the screen or write down on the board the following quote:



- Divide participants into groups of 4. Ask them to discuss the following questions:
 - ~ How good do you think your memory is?
 - ~ What is it easier for you to remember: telephone numbers, poems, people's appearance and names, addresses, etc?
- Ask participants for random answers without commenting on them.


Activity 1

Objective: to give participants an opportunity to test their memory of random words

Time: 15 min

Materials: handout 1

► Procedure:

- Participants stay in the same groups. Ask them to think about and discuss the following question:
 - ~ How does memory relate to learning?
- Ask groups to nominate a spokesperson who will report back the key points of the discussion. To summarise the answers say that **learning** and **memory** are closely related concepts. **Learning** is the acquisition of skills or knowledge, while **memory** is the expression of what has been acquired.
- Give out handout 1  and ask them to do the task individually.
- After they have finished, ask them to compare their lists.
- Ask participants to think about the words they remembered. Ask them if these were mainly colours, place names or acronyms. Could they remember words the spelling of which is quite difficult, e.g. 'thorough'?
- Ask participants if they know what the acronyms in the task stand for.

Answer key

UFO – unidentified flying object **BBC** – British Broadcasting Corporation

NASA - National Aeronautics and Space Administration



Activity 2

Objective: to introduce and let participants practise a mnemonics technique

Time: 25 min


Materials: handout 2

► Procedure:

- Participants stay in the same groups. Distribute handout 2  and ask them to read the information on it. Deal with possible questions and/or listen to participants' comments on the material.
- Tell participants that there are different memory techniques – mnemonics – that can be helpful if they need to remember information faster and have it stay in the long-term memory.
- Say that one of these techniques is acronyms which are particularly useful when it's necessary to remember words in a particular order. Adding to the acronyms in Activity 1 you can also provide more examples, e.g. LASER (Light Amplification by Stimulated Emission of Radiation) or CALL (Computer Assisted Language Learning). Say that there is a simple acronym to remember before which words commas could be used: FANBOYS – For (meaning 'because'), And, Nor, But, Or, Yet, So.
- Say that very often learners of English find it difficult to decide in which order to put adjectives describing a person or an object. To remember the appropriate order an acronym was created. Distribute handout 3  and ask them to do the first example. When they have finished check the answer.

Answer key

1. My beautiful new brown woolen winter coat.

- Say that there is a mnemonic technique – acronym – that can help them remember the order easily: OSASHCOMP - Opinion / Size / Age / Shape / Colour / Origin / Material/ Purpose. Tell them that now they should do all the examples on handout 3 .

Answer key:

2. The most efficient modern team-building activity.
3. A cheap big square plastic table.
4. Several dazzling small ancient Chinese gold coins.
5. A pair of comfortable old black leather riding boots.

- **(Optional for B1)** Ask participants to write down several acronyms that they know. Ask them to do this individually and when they have finished let them share their answers in their groups.
- Summarise the activity by saying that although acronyms can be very useful memory aids, they do have some disadvantages –they do not help comprehension. In other words, memorization does not necessarily mean understanding. A second problem with acronyms is that they can be difficult to form.

Activity 3

Objective: to introduce and let participants practise other mnemonics techniques

Time: 20 min
Materials: handout 4

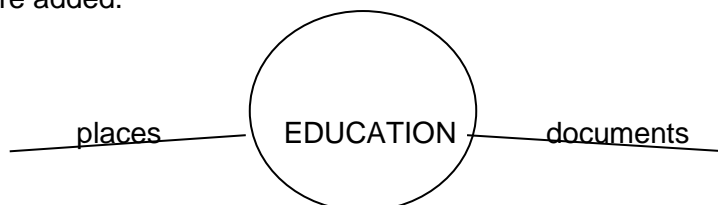
► Procedure:

- Say that there is a good method to remember information by breaking it into small meaningful bits and trying to memorise them one by one. This technique is called *grouping*.
- Give out handout 4. Ask participants to look at the list of the names of sports and think into what groups they can be divided.

Suggested answer:

Three groups;
a) Winter sports b) Athletics c) Sports using a ball;
Swimming doesn't fit any category

- Now ask participants to write down the names of sports without looking back at the list. When they have finished, ask them to compare their list with the original one. Ask the following question:
 - ~ Did the grouping into three categories help you to remember the names?
- Elicit random responses. You may want to add that when there is some kind of system it is usually easier to remember information.
- Say that there are many ways to help our memory. These include diagrams, tables, mind maps etc. Say that in this session they will use a mind map which can help memorise information not only because it is visual, but also because they will play an active role in creating the mind map.
- Write the word EDUCATION in the middle of the board and draw a circle around it. Ask participants what they think of when they see or hear the word EDUCATION. Hopefully, participants will name place where one can receive education, types of education, documents one gets and so on. Draw lines and label them to indicate these subdivisions.
- Suggest that participants draw together with you in their notebooks. Going deeper and guided by you, participants can draw more lines and add new words and phrases. Accept all reasonable ideas. Below is a part of a diagram which will be bigger as more ideas are added.



Possible ideas:

Places: schools, universities, colleges, courses, language centres

Types of education: primary, secondary, higher

Modes: face-to-face, distance, blended, flipped classroom, home-based learning

Documents: diploma, school-leaving certificate, academic degree certificate


Academic status: Bachelor of Arts, Master of Arts, PhD (Doctor of Philosophy)

Activity 4

Objective: to let participants explore the means of improving their concentration and memory

Time: 10 min

Materials: handout 5

- Ask participants what means they know of and use that help to strengthen their memory power. Listen to random answers and comment on them if necessary.
- Say that to memorise information better and faster a person needs to be concentrated, thus, memory and concentration are closely connected to each other. Give out handout 5  and ask participants to read the text. Deal with possible queries.

NB If you run out of time, participants could read the text outside the classroom.

Summary: Summarise the session saying that a lot more information related to time management can be found in the LA guide. They will have a chance to familiarize themselves with it during the Distance module.

Handout 1, Activity 1

hole puncher	accommodation	Rome	sofa	thorough	light blue	
dictionary	Monaco	thirty-five	UFO	ocean	miracle	
BBC	elegant	commitment	dry	dig out	velvet	armchair
pineapple	knitwear	humour	action	thirty	life	
masterpiece	artwork	Paris	silky	Nepal	stubborn	hand
holiday	book	NASA	doctor	necessary	imagination	pink

✂-----

Handout 2, Activity 2

Stages of human memory

1 Sensory perception	The creation of the memory begins when you see, hear or touch something. This stage usually lasts for a few seconds.
2 Short-term memory	After that first flicker, the sensation is stored in short-term memory. Short-term memory has a fairly limited capacity; it can hold about seven items for no more than 20 or 30 seconds at a time. You may be able to increase this capacity somewhat by using various memory strategies.
3 Long-term memory	Important information is gradually transferred from short-term memory into long-term memory. The more the information is repeated or used, the more likely it is to end up in long-term memory, or to be "retained." People tend to more easily store material on subjects that they already know something about, since the information has more meaning to them. That's why someone who has an average memory may be able to remember a greater depth of information about one particular subject.

Adapted from: <https://science.howstuffworks.com/life/inside-the-mind/human-brain/human-memory2.htm>

✂-----

Handout 3, Activity 2

Put these adjectives in the correct order.

brown / winter / beautiful / wollen / new

1. My _____ coat.
~~~~~

*modern / team-building / efficient*

2. The most \_\_\_\_\_ activities.

*big / cheap / plastic / square*

3. A \_\_\_\_\_ table.

*ancient / Chinese / dazzling / gold / small*

4. Several \_\_\_\_\_ coins.

*leather / old / riding / comfortable / black*

5. A pair of \_\_\_\_\_ boots.

✂ - - - - -

### Handout 4, Activity 3

Read the following list of sports. Into how many groups can you divide these sports? What are these groups? Is there a sport that doesn't fit any category?

- Skiing      Basketball      Tennis      Cricket      Curling      Long Jump
- Bobsledding      100-Metre sprint      Hockey      Baseball      Ice Skating
- Golf      Swimming      High Jump      Volleyball      Soccer      Rugby

## Handout 5, Activity 4

To improve your concentration takes a little time and effort, but it can be worth it. Build healthy habits into your daily routine.

- **Proper sleep.** Unless you are getting sufficient restful sleep, you are not going to be as mentally focused as you could be.
- **Peppermint Tea.** Research suggests the scent of peppermint tea can boost alertness and mood. Drink a cup of peppermint tea for a quick pick-me-up.
- **Vitamins and other supplements.** There are several brain enhancement supplements and other vitamins for memory that may improve your concentration.
- **Eat healthier.** Your brain needs the proper nutrients to allow you to focus, and your blood sugar needs to be properly regulated (the brain consumes glucose, a sugar, as its primary fuel).

In addition to building the habits described above into your daily routine, also adjust your environment and your current mental state to improve your concentration when studying.

- **Try the color red.** To improve focus, look at **red**. A study by the University of British Columbia explains how color affects the brain. They discovered that red improves concentration and memory (while blue improves creativity). Researchers found that a small splash of color is all you need to benefit from the effect.

### Try these ideas:

- Put red paper in a picture frame on your desk.
- Set small red items on your desk.
- Add red to your outfit, such as a red shirt, red tie, or red scarf.
- Change your computer's desktop background to red.
- **Try green light.** Red not working? Try green. A different study showed that green light improves concentration. Install a green light bulb in the study lamp at your desk.
- **Practice Your Listening Skills.** Conversations are a great time to strengthen your powers of concentration. Focus on what the *other person* is saying.
- **Learn poems.** Back in the days before there were computers and no televisions or radios, people entertained themselves and each other by memorizing and reciting poetry. Even if now you've got the Google calendars and electronic document files that help you remember dates and facts and figures, it's still important to get a trained memory, and memorising poems is a good way to do this.
- **Remove distractions.** Turn off the ringer on your phone and take other steps to prevent interruptions. Don't study with the television on or with talk radio playing. Some studies have shown that soft instrumental music (no vocals) can help.
- **Deepen your breathing.** The brain is not always in a state of readiness to remember new material, but it turns out you can change this by *deepening your breathing*. When it's time to study or remember something new, switch your breathing to slower and deeper. Deep breathing can improve your concentration.
- **Take a break every two hours.** Your mental energy will begin to decline after a long period of study. So every two hours or so, take a ten minute break. Walk around, eat a light snack, or just stare at the wall to relax your mind.

## SESSIONS 22-23 E-MAIL WRITING

By the end of the sessions, participants will

- write a formal business e-mail
- explain what they want in written correspondence
- reply to a follow up e-mail
- follow the rules of formal email etiquette

**Time:** 160 min

**Materials:**

- Headway Academic skills: Reading & Writing (Level 2)
- English for Academics (Book 1)
- English Workplace (Book 2)

**Guidance:**

1. Headway Academic skills: Reading & Writing (Level 2), Writing tasks 1-3, p. 31
2. English for Academics (Book 1), Writing Module, Unit 1, Lesson 1, Activities 1-10, pp. 132-134
3. English Workplace (Book 2), Module 2, Unit 11, pp. 48-50

**NB** As a home assignment, ask participants to send you an email. Highlight what issue they should focus in their email.

## SESSION 24 READING CLUB

By the end of the session, participants will be able to

- identify the main ideas in texts, e.g. a story
- improve their language skills (reading, speaking) by being involved in the group discussion

**Guidance:**

1. See Guidelines on conducting reading Club and Session 9 for more information.
2. Do not forget to assign a new text (fiction or nonfiction) for the next Reading Club meeting.

## SESSION 25 DEVELOPING PRESENTATION SKILLS

By the end of the session, participants will be able to

- use a stock of phrases for presentations.
- produce better presentation slides in English
- use visuals effectively

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Speaking Module, Unit 2

1. Lesson 2, Activities 1-15, pp. 111-114
2. Lesson 3, Activities 1-10, pp. 117-120
3. Lesson 4, Activities 1-3, pp. 121-122

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

### SESSION 26 IN THE AUDIENCE

By the end of the session, the participants will be able to

- use a variety of strategies for listening to a presentation
- extract gist and specific information from oral presentations

**Time:** 80 minutes

**Materials:** English for Academics (Book 1)

#### Guidance

English for Academics (Book 1), Listening Module, Unit 4

1. Lesson 1, Activities 2–11, pp. 84–85
2. Lesson 2, Activities 1, 2, 6, 9, 10, pp. 87–88

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

### SESSION 27 IN THE AUDIENCE 2

By the end of the session, participants will be able to

- improve their listening skills in listening to the gist and specific information from oral presentations
- use strategies to improve their listening skills

**Time:** 80 min

**Materials:** English for Academics (Book 1)

#### Guidance

English for Academics (Book 1), Listening Module, Unit 4,

1. Lesson 3, Activities 3–8, pp. 89–90
2. Lesson 4, Activities 2–9, pp. 91–92

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

### SESSION 28 A ROUND TABLE DISCUSSION: PRESENTING ARGUMENTS

By the end of the session, participants will be able to

- construct valid arguments
- use appropriate language to present arguments

**Time:** 80 min

**Materials:** English for Academics (Book 2)

#### Guidance

English for Academics (Book 2), Module 1, Unit 3, Lesson 1, Activities 2–15, pp. 33–36.

## SESSION 29 A ROUND TABLE DISCUSSION: EVALUATING ARGUMENTS

By the end of the session, participants will be able to

- construct valid arguments
- evaluate and respond to arguments
- use appropriate language to participate in a round-table discussion

**Time:** 80 min

**Materials:** English for Academics (Book 2)

### Guidance

English for Academics (Book 2), Module 1, Unit 3

1. Lesson 2, Activities 2–15, pp. 37–40
2. Lesson 3, Activities 1–10, pp. 41–42

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

## SESSION 30 A ROUND-TABLE DISCUSSION

**NB** In this session participants will be involved in Round table discussion based on what they know about effective discussion.

**Time:** 80 min

**Materials:** English for Academics Book 2

### Guidance:

1. English for Academics Book 2, Module 1, Unit 3, Lesson 3, Activity 12, p. 43
2. A 30-minute round table discussion (See *Guidelines on conducting effective round table discussion*)

## SESSION 31 PRESENTATION PREPARATION

**NB** In this session participants will get ready for presentations which they will conduct in Sessions 23–24.

By the end of the session, participants will be able to use a variety of strategies to prepare a good presentation and explore features of a constructive feedback.

**Time:** 80 min

### Materials:

- flipchart, markers, board, a computer (participants' own laptops), LCD projector

### Guidance:

- 😊 Remind participants that they are going to give individual presentations in Sessions 23–24 the following day and that their presentations should last about 8 minutes. Tell participants that they can use materials provided to create their visuals and equipment which they can use for their presentations.
- 😊😊😊 Allocate 25 minutes for letting participants work on their presentations, practise their speech. If needed, help participants with their queries.

- Say that presenters will be given feedback by their groupmates. Introduce *Feedback Form* from English for Academics Book 1, page 130. Ask participants to look through the items and discuss what they mean in groups of three.
- Remind participants that they need to finalise their preparations at home.

## SESSIONS 32 –33 PARTICIPANTS' PRESENTATIONS

By the end of the sessions, participants will be able to

- improve their presentation skills
- give their short presentations in front of their colleagues
- reflect on their presentation giving experience

**Time:** 160 min (2 sessions)

### **Materials:**

- flipchart, markers, board, a computer (participants' own laptops), LCD projector
- slips of paper with numbers in them reflecting the order, in which participants will give their presentations,
- *Feedback Form*, English for Academics (Book 1), page 130 (one per observer)

### **Procedure:**

- Remind participants that they will provide an 8-minute presentation on the prepared topic. For this, ask participants to draw out slips of paper with a number, which will identify the order in which they will give their presentations. Participants draw slips of paper with the number of their presentation.
- Say that after the presentations participants will have an opportunity to give each other feedback. Divide participants into groups of four people to identify people who will give each other feedback. Distribute *Feedback Form* to take notes for final Feedback giving activity.
- Invite participants to give presentations in turn.
- When all participants have given their presentation, ask them to read the following questions written on the board and reflect individually (or with their partner whom they conducted their presentation with):
  - ~ How do you feel now after your presentation?
  - ~ What were your objectives? Did you achieve them?
  - ~ What did you like most?
  - ~ How do you think your audience felt during your presentation?
  - ~ Do you think the fact that you were observed by your peers is useful? Scary? Unhelpful?
  - ~ What would you change if you were to conduct the same presentation again?
  - ~
- Encourage two or three peers to share their thoughts with the whole group.
- Allocate enough time for Feedback giving in Session 24. When all participants have given their presentations, ask groups to get together to give each other their detailed feedback on the performance of their peers based on their notes in the Feedback Form.
- Summarise the session by thanking everybody for their participation in delivering presentations and providing feedback to each other. Say that they will continue improving their presentation skills during Distance module.

## SESSIONS 34 WRITING CV

### Objectives:

- to help participants become aware of the CV writing requirements
- to help participants write their own CV

### Lead in

Explain the following to the participants:

If you are looking for a job, then it is very important that you know how to offer yourself in the best way to an employer. This can be achieved with the help of curriculum vitae.

### Activity 1 What is a CV?

- Write the following questions on the board:
  - What is a CV?
  - When is CV required?
  - What is the purpose of a CV?
  - How can a CV be useful?
  - Who can be interested in your CV?
- Ask the participants to discuss them in pairs.

### Possible answers:

*A curriculum vitae (CV) is a document which summarises or lists relevant work experience, skills and education, with the aim of obtaining an interview for employment or a scholarship. That is why a CV should be orientated towards what a person has accomplished so far. A CV is normally used when people seek employment or search/apply for scholarships.*

*People seeking employment usually use a CV for applying for advertised job vacancies. However, applying to potential employers when no vacancy has been advertised is also possible and even recommended. In certain occupational areas jobs are rarely advertised, for instance in advertising and public relations, and this may be the most likely route to finding work. You can send an e-mail with your CV or leave its printable version at the reception or helpdesk of the company/organisation you are applying to.*

A CV can help you obtain an interview by:

- providing information about your skills, knowledge, attributes (what you can say about yourself and how you characterise yourself, professionally and personally) and your experience
- persuading a potential employer that you can benefit them

The CV plays a central role in getting you from where you are to where you want to be:

- it accompanies or helps in the completion of an application form
- it is usually accompanied by a covering letter
- it leads to the all-important interview/meeting

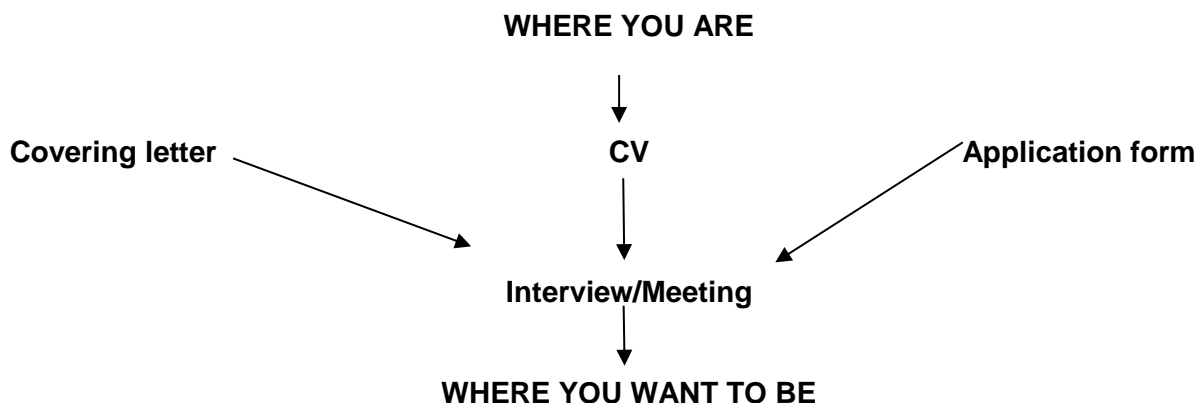


Table is taken from McGee, P. (2006) *How To Write A CV That Works*. How To Books, 3<sup>rd</sup> edition, Oxford.

### Activity 2 CV format and structure

- Explain the following to the participants:

There is no limit and there are no definite rules on this but, in general, a new graduate's CV or that of someone with a limited career history should cover no more than two sides of A4 paper. (See Sample 1)

Naturally, the length of your CV depends on your career history. Obviously, a professor's CV will have more pages than a recent graduate's.

- Ask participants to note down what information is usually included into the CV.
- Discuss the ideas with the group.

### Possible answer:

- |                     |                             |
|---------------------|-----------------------------|
| a. Name             | h. Education                |
| b. Address          | i. Professional development |
| c. Telephone number | j. Publication              |
| d. Email            | k. Membership               |
| e. Date of birth    | l. Other skills             |
| f. Personal Profile | m. Interests                |
| g. Employment       | n. Additional information   |

- Discuss the main requirements for each section of the CV.

### Possible answer:

Start off with your name, address and contact details clearly listed at the top of the page. (See Sample 1)

Follow this with a profile of yourself which should include an outline of your skills, experience and career goals (*e.g. I am looking for a position as training manager in a progressive multinational company where I can maximise the use of my communication and teaching skills and where I will be continually challenged and stretched*).

Then, you should to include a section on your career history, starting from the most recent post, with brief descriptions of your responsibilities and achievements. They are followed by education, other skills, interests and additional information.

### Name

Start with your first name and family name (surname). There is no need to include your patronymic, unless the CV is in your native language, as it will only confuse the reader. The family name should come at the end.

*Example: Akmal Alimov*

As some names can be unusual, it helps to put your family name in capital letters, so that it can be easily identified (i.e. it applies to cases when you are aiming for a position in a foreign company where local names may seem to be unfamiliar or difficult)

*Example: Akmal ALIMOV*

### Address

Always use your full address and postcode: start with your flat number, then the number of the building, street name, district, postcode, city, country.

*Example: 1/25, A.Kasimov St., Mirabad District, 100000, Tashkent, Uzbekistan*

### Telephone number

Give all telephone numbers that you can be reached at because an interested employer might want to call you. It is useful to include country codes for international applications. Only use a work number if you really don't mind being called at work.





*Example: (+998) 71 – XXX-XX-XX—where +998 is the country code for Uzbekistan, 71 is a city code for Tashkent, and XXX-XX-XX your telephone number.*

### E-mail (Electronic mail)

Include your email address if you have one. Make sure this is up to date and avoid using any funny names (e.g. *princessnigora@yahoo.co.uk* or *akmal-is-superhero@yahoo.co.uk*).

Provide an email address which looks professional if you want the potential employer to treat you as a serious and respectable person.

*Example: akmalalimov@yahoo.co.uk*

### Date of birth

Use your date of birth rather than putting your age since you will then have to change it every time you get a year older.

*Example: 15 July 1973 looks clearer than 15.07.73 or 15/7/73*

### Personal Profile

Your Personal Profile Statement defines the basic direction of your career. It helps you to focus on what matters most to you (e.g. *I am interested in a job that would allow me to work in a team and develop professionally*).

This should also be a short summary of your experience, skills and abilities, and these should be summarised in two to three lines of text. (See 'CV Samples', Sample 3, p.10) List only the attributes (that is the words) that characterise you, which will be of interest to your next employer.

*Example: excellent interpersonal and communication skills with the knowledge of IT (Information Technology).*

It should also indicate that you are interested in applying for the position. Phrases like *I am interested in, I am keen on/to* might be of help to express this.

Please note that employers usually list essential and desirable criteria in job advertisements. It is important to remember that you will need to meet the essential criteria to be considered for a position.

*Example: if the company is looking for a candidate with 5 years of working experience, it means that this requirement is a 'must' to fulfil a certain type of work and candidates who do not meet this criterion won't be short-listed for an interview.*

However, it is not necessary for you to have all of the factors mentioned in the desirable criteria. Your chances of being called for an interview will be increased, of course, if you can prove you have both essential and desirable criteria. You may write only a few lines but they must spark the reader's interest.

*Example: if you like working in a team, you could say you're a good team-worker and an effective communicator; or if desirable criteria are to be outgoing and enjoy riding a bicycle, (because at weekends the company's staff enjoy riding their bicycles together) it does not necessarily mean that you must enjoy it and that this must be true of you.*

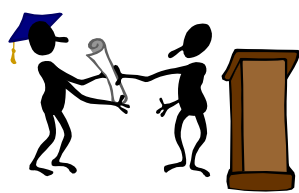
### Work experience

You need to include all the starting and finishing dates of all the different jobs you have done. Start with your most recent job, list them all and end up with your first employment. The reason for this is so that the job in which you had the most responsibility, normally your last, comes first. (See 'CV Samples')

If you are applying for a scholarship and you need to include your CV, then it is recommended that, for each job, you list the tasks you undertook, but most importantly describe significant achievements and how you made a difference. This will help scholarship grant givers to have a clearer picture of your personality and show what you were responsible for.



## Education



In this section of a CV a person is normally supposed to outline his or her educational history, e.g. school, college, institute or university, degree (Bachelor's Degree (BA), Master's Degree (MA)) and graduation year. If you studied abroad or completed an intensive summer course, do not hesitate to list those too (See 'CV Samples').

If you have graduated from the university with high results, i.e., excellent marks/results, then you need to reflect this in your CV too.

*Example: Bachelor's/Master's Degree / Diploma with Distinction.*

You should normally list your educational achievements in reverse order, with the most recent first.

## Other skills



The Skills section should not be too detailed. It should list any skills that you have learnt that you would like your employer to know about, e.g. computer skills (which programmes you are able to operate, like Microsoft Word, Excel), foreign language skills (indicate level, i.e. basic, fluent), typing speed (e.g. 120 words per minute), driving licence (category B). Also, list any other skills that you believe make you a valuable candidate, such as leadership skills, good team-playing, or strong analytical skills.

## Interests

Your interests can help show that you have a well-rounded personality and do not live for work alone. Any interests that you have or have had in the past which are out of the ordinary will help you stand out. Try to put some physical activities, as well as some cultural ones, to show that you lead an active and interesting life.

*Example: One of the candidates for a position of Marketing Specialist for a big international trading company informed the Board of Chairmen that he was extremely interested in mountaineering. It so much impressed the employers that the candidate was short-listed for an interview and consequently was offered a job. Later they explained that his love of taking risks and responsibility were crucial in fulfilling this job where he was supposed to be responsible for many employees and decisions. Also, his being ambitious was pivotal for them in making this decision because in the future he would be expected to promote the company easily and confidently.*



Try to avoid the most obvious interests, which all people share, such as reading, socialising and watching TV — these won't be as impressive.

## Additional information

You can include relevant information in relation to interpersonal skills (communication skills, mediation), hobbies and interests or achievements. Remember, this information should only be included if appropriate. Do not use it just because you feel an employer will be impressed if you have a long list of achievements and be prepared to support your comments. This can include:

- Achievements - awards won, representing your country at sport, positions of responsibility. (e.g. representing the university sports team and winning the championship among other city universities)
- Hobbies and Interests - this is probably more important for school/college leavers than someone with more work experience. However, sometimes this



plays a decisive role when you are looking for a job opportunity. (e.g. jogging, camping, reading books, collecting old watches, etc.)

If you need to add anything else, such as a gap in your employment history for travel or family reasons, you could also explain this in this section after listing your interests.

### Activity 3 CV Dos and Don'ts

- Ask participants to work in pairs.
- Give them some time to discuss what rules should be followed.
- You may provide an example to help them:
  - update your CV whenever you have new experiences, qualifications or additional information to include  
OR
  - Do not invent information or lie — you may well have to prove your knowledge in an interview

### Activity 4 CV writing

#### Task A

- Distribute the Handout to each participant.
- Distribute Appendices to each pair.
- Ask each participant to follow the task.
- Give the participants some time to fill in the template using their personal information.
- Let them exchange their CV with a person sitting next to their right.
- Ask them to provide feedback to each other.

#### Task B

- Inform the participants that there is a lot of online material to help them improve their own CV.
- Provide the following links to the participants
  - <http://www.cvtips.com>
  - <http://cvwriting.net>
- Inform the participants that there are a lot of online tools to help them create their CV.
- Provide the following links to the participants:
  - <https://cvmkr.com/?lang=ru>
  - <https://zety.com/cv-maker#1>
  - <https://www.visualcv.com/>
- Summarise the session by saying that having a CV is important in every teacher's career.

### Handout 1 (You can display it on the LCD projector)



#### CV Writing Task

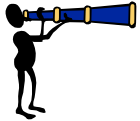
- a. Prepare your own CV using a blank copy of CV.
- b. Look at Appendix 1 and see if you could use some of the words from the table to maximize the effect. Add them to your CV.
- c. Look at the list of words in the first column (Words that can impress) in Appendix 2. Think which words you can use in your CV in relation to your work experience and write them down in the second column (*Example*).
- d. Now, look at the words that should be avoided in a CV and see if you have these words in your own CV and get rid of them.

*NB In the future Make sure you have multiple hard copies of your CV and an electronic version, so that you can introduce changes to it regularly.*

*You are now ready to present your CV to a potential employer, or send it together with your letter of application to conferences. Good luck!*

## Handout 2 CV Dos and Don'ts

Pay attention to the following Dos and Don'ts in a CV writing



### Do...

- keep it simple and clear — avoid putting the reader off with long words or sentences; all the information should be easy to understand
- keep it short — two pages maximum if possible.
- get to know your CV inside out — to enable you to talk positively about yourself in an interview
- update your CV whenever you have new experiences, qualifications or additional information to include

### Don't...

- use jargon (e.g. technical terms), or you risk confusing and losing the reader
- include someone else's information about themselves in your CV — it will always look fake
- invent information or lie — you may well have to prove your knowledge in an interview
- worry about boasting about your strengths — everybody else will be making themselves look extra good too
- send out the original of your CV if it is difficult for you to get copies. Good photocopies should be used for sending to employers and the original kept clean and safe

## CV Samples

Sample 1 (University Graduate with 1 year of working experience)

### CURRICULUM VITAE

NAME: Akmal Alimov  
ADDRESS: 11/86, A.Kodiriy St., Mirabad District, 100031, Tashkent, Uzbekistan  
TELEPHONE NUMBER: (+998 71) 123 45 67  
E-MAIL: [akmalalimov@yahoo.co.uk](mailto:akmalalimov@yahoo.co.uk)

DATE OF BIRTH: 27 August 1983  
A reliable, hard-working university graduate with some previous working experience, now seeking for opportunity of professional growth in international medical consultancy sphere.

EMPLOYMENT:  
2006-  
present

Medical State-run  
Polyclinic 1 in the  
Tashkent area

**Medical Consultant:**  
Providing consultancy services to public

EDUCATION:

|           |                                       |                                                                                                                                                 |
|-----------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 2001-2006 | Tashkent State<br>Medical Institute   | <b>Bachelor's Degree with Distinction</b><br>Specialised in treating acute and chronic illnesses                                                |
| 2000-2001 | Medical Courses<br>Ministry of Labour | <b>Course of First Medical Aid:</b><br>Training in techniques to provide primary medical aid, preventive care and health education for all ages |
| 1989-2000 | Secondary School №1                   | Secondary School Certificate of Completion                                                                                                      |

OTHER SKILLS:

I am an experienced specialist, and have a working knowledge of therapeutic work. I have a current, clean driving licence and have recently acquired basic keyboard skills.

ADDITIONAL INFORMATION:

I am a friendly, outgoing person, and am able to get on with people in all situations. I am reliable, trustworthy, punctual and meticulous. I have the ability to work well as part of a team, can deal competently with administrative duties and am keen to establish my career in a clerical or administrative capacity.

Sample 2 (Administrative Assistant/Secretary)

**CURRICULUM VITAE**

NAME: Malika Khamidova

ADDRESS: 16/12, Sebzar St., Yunus-Abad District, 100035, Tashkent, Uzbekistan

TELEPHONE NUMBER: (+998 71) 234 56 78

E-MAIL: [malikakhamidova@yahoo.co.uk](mailto:malikakhamidova@yahoo.co.uk)

DATE OF BIRTH: 21 April 1964

An outgoing, sociable and humorous Administrative Assistant/Secretary, now seeking a job opportunity with a further chance for promotion.

**EMPLOYMENT:**

Heathfield Enterprises Ltd, Tashkent

1993-present

**PA/Administrative Assistant to Head of Project Group**

International Airport, Tashkent

1991-1993

**Personal Secretary to Head of Department**

National University of Uzbekistan, Tashkent

1988-1991

**Department Secretary**

National University of Uzbekistan, Tashkent

1985-1988

**Temporary Secretarial/Clerical positions**

**EDUCATION:**

1982-1984 Courses for Secretaries "Hunar"

Secretarial Certificate

1975-1982 Secondary School 2

Certificate of Completion/Attestat

**OTHER SKILLS:**

I am responsible for the day-to-day running of a ten-person department, answerable for all secretarial staff administration, co-ordination of department work schedules, training and supervision of junior staff

**INTERESTS:**

Badminton, swimming. Member of the local Secretarial Society

**ADDITIONAL INFORMATION:**

A well-organised, reliable administrative assistant and secretary with extensive knowledge of good office practice, and a wealth of experience in both large and small companies. Hardworking and trustworthy, with the ability to remain good-humoured and unflappable under pressure.

Sample 3 (Product Manager)

**CURRICULUM VITAE**

NAME: Ulugbek Sultanov  
ADDRESS: 104/98, Lutfiy St., Uchtepa District, 100037,  
Tashkent, Uzbekistan  
TELEPHONE NUMBER: (+998 71) 345 67 89  
E-MAIL: [ulugbeksultanov@yahoo.co.uk](mailto:ulugbeksultanov@yahoo.co.uk)  
DATE OF BIRTH: 11 March 1959

An enthusiastic, highly motivated and creative manager with a proven track record of achieving corporate objectives through leadership, planning and organisational skills

**EMPLOYMENT:**

Ministry of Economics

1995 to present

Chief of Operational Department

Organised and established range of activities from concept to completion of Operational Department

Uzbek State Commodity Exchange

1992 to 1995

Chief of Export/Import Department

Proved the quality of export/import bargains correspond the legal procedures

Private Trading Company

1987 to 1992

Product Manager

Organised consistently innovative public relations and advertising campaign; supervised customer orders and oversaw stock control

Uzbekistan Hotel

1983 to 1987

Sales Manager

Increased sales turnover; introduced new services and marketing ideas; recruited and trained sales team

Tashkent State University of Economics

1978 to 1983

Lecturer of Basics in Economics/Different models of Economics

Lectured the 1 and 2-year students of Economics department.

**EDUCATION:**

Tashkent State University of Economics

Bachelor's Degree in Sales and Marketing Management

Tashkent Secondary School №3

1970 to 1977

Certificate of completion the school (with Honours)

**OTHER SKILLS AND INTERESTS:**

Managing accounts and maintaining long-term customer relationships; motivating, developing and recruiting staff, including staff training and incentives. Also interested in badminton, riding and computing

Sample 4 (Teacher of English)

**CURRICULUM VITAE**

NAME: Nodira Makhmudova  
ADDRESS: 28/54, Sino St., Khamza District, 100039, Tashkent,  
Uzbekistan  
TELEPHONE NUMBER: (+998 71) 543 21 00  
E-MAIL: [nodiramakhmudova@yahoo.co.uk](mailto:nodiramakhmudova@yahoo.co.uk)  
DATE OF BIRTH: 23 April 1960

**EMPLOYMENT:**

Uzbek State University of World Languages, Tashkent, Uzbekistan  
2003-present  
Senior Teacher of English

Uzbek State University of World Languages, Tashkent, Uzbekistan  
1995-2003  
Teacher of English

Academic Lyceum under the Institute of Oriental Studies, Tashkent, Uzbekistan  
1991-1995  
Teacher of English for graduate students

Secondary School №1, Tashkent, Uzbekistan  
1982-1991  
Teacher of English

**EDUCATION:**

National University of Uzbekistan, Tashkent, Uzbekistan  
Foreign Languages Department, Bachelor's Degree in English Philology  
1977-1982

**PROFESSIONAL DEVELOPMENT:**

UzTEA Annual Conference, Tashkent, Uzbekistan  
May 2006  
Workshop on 'Teaching Business Vocabulary to Adult Learners'

In-Service Teacher Training Institute, Tashkent, Uzbekistan  
October-November 2002

**ARTICLES PUBLISHED:**

'Effective techniques of Business Vocabulary Building' in UWL volume "Innovative Ways of Teaching English "(2001) Uzbek State University of World Languages

**MEMBERSHIP:**

UzTEA (Uzbekistan Teachers of English Association), Tashkent, Uzbekistan  
1995-present

**COMPUTER SKILLS:**

Microsoft Word, Outlook, Internet Explorer

**INTERESTS:** Reading history books, classical music and table tennis.



Blank CV

## CURRICULUM VITAE

NAME:

ADDRESS:

TELEPHONE NUMBER:

E-MAIL:

DATE OF BIRTH:

PROFILE: (though the word *PROFILE* is not included)

EMPLOYMENT:

(Dates) (Name and location) (Position held and main duties)

EDUCATION:

(Dates) (Name and location) (Qualifications or subjects studied)

PROFESSIONAL DEVELOPMENT:

(Dates) (Name and location) (Qualifications or subjects studied)

PUBLICATION:

Article title. (year of publishing). Journal title. pp

OTHER SKILLS:

INTERESTS:

ADDITIONAL INFORMATION:

**APPENDIX 1 Helpful words in writing a CV**

|             | <b>Verbs</b> | <b>Adjectives</b> | <b>Nouns</b>     |
|-------------|--------------|-------------------|------------------|
| Accept      | Increase     | Accomplished      | Change           |
| Achieve     | Influence    | Accurate          | Commitment       |
| Act         | Inspire      | Approachable      | Communication    |
| Adapt       | Lead         | Capable           | Communicator     |
| Administer  | Maintain     | Caring            | Contribution     |
| Advance     | Manage       | Consistent        | Creativity       |
| Advise      | Monitor      | Consolidate       | Development      |
| Analyse     | Motivate     | Constructive      | Expertise        |
| Assess      | Negotiate    | Creative          | Guidance         |
| Be able to  | Promote      | Diplomatic        | Incentive        |
| Benefit     | Provide      | Effective         | Initiative       |
| Build       | Qualify      | Empathising       | Innovation       |
| Challenge   | Represent    | Enthusiastic      | Learning         |
| Conduct     | Research     | Experienced       | Motivation       |
| Consult     | Resolve      | Flexible          | Planning         |
| Contribute  | Satisfy      | Inspiring         | Problem-solving  |
| Co-ordinate | Stimulate    | Leading           | Responsibility   |
| Deliver     | Succeed      | Notable           | Teaching         |
| Design      | Train        | Persuasive        | Team-player      |
| Develop     |              | Professional      | Team work        |
| Diagnose    |              | Qualified         | Trouble shooting |
| Empower     |              | Resolving         |                  |
| Enhance     |              | Resourceful       |                  |
| Ensure      |              | Responsible       |                  |
| Establish   |              | Significant       |                  |
| Gain        |              | Skilful           |                  |
| Help        |              | Successful        |                  |
| Improve     |              | Well-educated     |                  |

## APPENDIX 2

| <b>Words that can impress in CV</b> | <b>Example</b>                                                 |  | <b>Words to be avoided in CV</b> | <b>Example</b>                                                 |
|-------------------------------------|----------------------------------------------------------------|--|----------------------------------|----------------------------------------------------------------|
| Assertively                         | e.g.:                                                          |  | Abandoned                        | e.g.: Abandoned supporting the project due to lack of interest |
| Carefully                           | e.g.: Carefully analysed the outcomes of the survey            |  | Argued                           | e.g.:                                                          |
| Cooperatively                       | e.g.: Worked co-operatively with the company target partners   |  | Avoided                          | e.g.: Avoided getting down to work all day                     |
| Decisively                          | e.g.:                                                          |  | Conflict                         | e.g.:                                                          |
| Effectively                         | e.g.:                                                          |  | Disciplined                      | e.g.: Disciplined the subordinates for coming late to work     |
| Efficiently                         | e.g.: Efficiently managed a team of 8 employees                |  | Failed                           | e.g.: Failed in attempts to persuade colleagues                |
| Positively                          | e.g.: Thought positively about the newly introduced agenda     |  | Lost                             | e.g.:                                                          |
| Quickly                             | e.g.:                                                          |  | Relied                           | e.g.:                                                          |
| Rapidly                             | e.g.: Rapidly responded to the implementation of the programme |  | Tried                            | e.g.: Tried to finish the given tasks on time                  |
|                                     |                                                                |  | Unsuccessfully                   | e.g.:                                                          |

## SESSION 35 A REFERENCE LETTER

By the end of the session, participants will be able to organise and structure a reference letter.

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 1, Lesson 2, Activities 1-10, pp. 135-136

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

## SESSION 36 REFLECTION ON LEARNING DURING WEEK 2

By the end of the session, participants will have reviewed and reflected on their language learning experience in Week 2.

**Time:** 80 min

**Materials:** flipchart sheets and markers

**Activity 1** Group reflection

**Time:** 25 min

**Materials:** 5 flipchart sheets and markers.

Participants should bring notes with their reflective writing,

► **Procedure:**

- 🗨️ Put participants in 5 groups and ask participants to reflect on the week. Allocate different days (e.g. Monday, Tuesday, etc.) to different groups. Ask groups to look through their notes, summarise the main points and produce a poster with the title of each of three sessions with their key objective(s).
- 😊 Invite groups to share their posters with the whole group.

**Activity 2** Individual reflection

**Materials:** Handout 

► **Procedure:**

- 😊 Say that this time participants will reflect on their learning experience during the week *individually*. Remind them one of the requirements of this training which is filling in the Reflection Log at the end of each week of F2F meeting and then during distance module continue to post their reflection in the Discussion board in the MOODLE.
- Distribute Handouts with Reflection Log.
- Ask participants to think of one thing they have learned during the whole week and make a note on HOW they learned it on a piece of paper or their notebooks (for example, following talk during videoconferencing, presentation do's, etc.).
- Allocate 10-12 minutes for reflective writing.
- 😊 Ask participants to share their reflection in groups of three and compare what points or sessions they all mentioned. Note: go around the room to make sure that all participants keep English during group discussion.
- 😊 Invite some people to read their reflective writing to the whole group.
- Summarise by saying that such discussion is very useful to recall a learning experience.

## REFLECTION ON LEARNING DURING WEEK 2

### Handout, Activity 2, Reflection Log

Name \_\_\_\_\_



The session (or topic) I would like to write about is

.....

The main things I have picked up from the session (or topic)

.....

.....

.....

.....

.....

.....

.....

What else I would like to learn about this topic is (are)

.....

.....

.....

.....

## SESSIONS 37 BUILDING YOUR VOCABULARY

### Objectives:

- to raise participants' awareness of some challenges they may encounter while learning vocabulary
- to help them identify and use methods to make the process of acquiring vocabulary easier and more enjoyable

### Materials:

- *Encouraging Learner Autonomy (ELA Guide)*. British Council Uzbekistan. 2009

### Lead-in

Time: 15 min

#### ► Procedure:

- Divide participants into groups of 4-5. Ask them to discuss the following questions (write them on the board before the session starts):
  - ~ How large do you think your active vocabulary is?
  - ~ What difficulties do you experience (if any) while trying to learn new words?
- Go round the room, listen to conversations and intervene when appropriate offering your opinions or asking probing questions.

### Activity 1

- Objective: to raise participants' awareness of some challenges they may encounter while learning vocabulary

Time: 20 min

Materials: sheets of paper with situations A, B and C

#### ► Procedure:

- Post the situations **A**, **B** and **C** on different walls of the classroom. Ask participants to read them and choose a question that most interests them. Ask them to stand next to that question.

**A.** Every time I see or hear unknown words watching a film in English or when I read English newspapers, I write them down on pieces of paper that are at hand. But I keep losing them. **How can I organise new words?**

**B.** I can never finish any book in English because I stop to look up every unknown word in the dictionary. The process of reading gets slower and I get bored. **How can I work with unfamiliar words to enjoy reading?**

**C.** Using new words in practice is a great challenge for me. Very often I remember a new word I could have used when it is late. **What shall I do to use newly learnt**

**vocabulary in my speech and writing?**

- Say that these three situations describe typical problems that they as learners can face while learning vocabulary. Ask participants to discuss possible ways of dealing with the difficulty identified in their chosen situation. If there's only one participant standing near one of the situations, you should join this person and talk to her/him.
- After participants have finished their discussions, ask them to go back to their seats. Say that now they will be dealing with each difficulty in turn.

**Activity 2**

Objective: to demonstrate and let participants practice a possible way of organizing vocabulary notes

Time: 20 min  
Materials: handout 1

► Procedure:

- Say that situation **A** describes a problem with **organising vocabulary**. It is a problem of not having a systematic method of noting down unknown words and having too many new words to remember.
- Distribute handout 1 📄 Ask participants to do the task individually. When they are ready, ask them the following questions:
  - ~ Are there any strategies from the list that you don't use?
  - ~ What strategies would you like to try? Why?
- Say that now you want to demonstrate one strategy to organise their vocabulary. Ask them to divide a page in their notebook into two columns so that it looks like the capital letter T.  
**NB** Explain and at the same time do this on the board.
- Ask them to write the phrase *Positive characteristics* above the left column and *Negative characteristics* above the right column.
- Say that you will write the words describing positive characteristics of a person in the left column and negative ones in the right column. Write the first two words.

**Positive characteristics**

**Negative characteristics**

smart

stupid

- Say that you would like them to continue writing these two lists of words. Participants can work individually or in pairs. Go round the class and give help when/if necessary.

Some possible answers:

|              |            |
|--------------|------------|
| hard-working | lazy       |
| modest       | big-headed |

|                |                 |
|----------------|-----------------|
| kind-hearted   | cruel           |
| polite         | rude / impolite |
| generous       | tight-fisted    |
| self-confident | insecure        |
| determined     | stubborn        |
| tactful        | tactless        |
| broad-minded   | narrow-minded   |

- Tell participant that the **T-sheet** structure of organizing vocabulary can be used not only for synonyms / antonyms but also collocations, e.g. using verbs *make* and *do* and/or singular and plural nouns.
- Summarise the activity saying that participants can find more examples of organizing vocabulary notes in the LA guide.


### Activity 3

Objective: to provide participants with an opportunity to practise some ways which will help them develop their vocabulary

Time: 25 min

Materials: handout 2

#### ► Procedure:

- Tell participants that sometimes they may not have a dictionary at hand while they are reading something and seeing new, unfamiliar words. Guessing the meaning of these words from context is one of the strategies that can help to remember a new word in association with context and save time. The words and the sentences that come before and after the unfamiliar word, as well as the title and subheadings of texts, make up context.
- Give out handout 2  and ask participants to do Task 1.  
**NB** There might be participants in the group who know the meaning of the underlined words. Ask them not to help others and let those who do not know the meaning guess it from context.

#### Suggested answers:

reluctant – describes someone who is doing something but does not really want to; unwilling

on the go –very busy or active

- Say that knowing the meaning of **prefixes, roots and suffixes** can help them guess the meaning of new words. Say that the next task will help participants to learn more about this.
- Ask them to do Task 2 on their handouts. After they have finished check the answers.



Suggested answers:

contradict – say the opposite of what one has said is true;

inject - introduce something new that is necessary or helpful to a situation or process;

cacophony –an unpleasant mixture of loud sounds;

technophobe – someone who does not like or want to use technology;

pedestrian – someone who is walking instead of driving or riding.

- Ask participants to work with a dictionary and find a word (**NB** a couple of words for **B2**) which contains one of the prefixes or suffixes from Task 2 on the handout. Say that it should preferably be a word that can be unfamiliar to another participant.
- Participants should work in pairs. Say that they will show their words to their partners who will try to guess their meaning. When they have finished, invite volunteers to share their impressions of this activity.
- Say that often learners try to memorise long lists of words but very rarely use all of them. Words that are rarely or never used are called *passive vocabulary*. Tell participants that it is more sensible to use *active* vocabulary when, for example, a learner is doing speaking tasks or communicating informally in writing. However, in academic writing, the vocabulary can be (and should be!) more sophisticated.

**Summary:** Summarise the session saying that most of the information and tasks in this session are taken from the LA guide and still more can be found in it.

## Handout 1, Activity 2

**Tick (✓) the strategies that you use to organise the words that you learn and answer the question below:**

- I note down new words in my note book with translation next to each word.
- I use flash cards where I put a new word on one side and the definition on reverse side.
- I write a sentence with the new word (s) in my note book to remember it in context.
- I underline new words as I read a text and write translation above each word.
- I write down new words on a bookmark as I read a book.
- I jot down new words on post-its and stick them around my computer.
- I stick pieces of paper with new words on them around my house where they symbolise the object, for example on the walls, on my bed, I even have it on my vase.
- I record new words on my mobile phone or audio recorder.
- I write down new words on the photos and pictures which are related to them, for example when learning parts of the body I use a picture of my favourite actor and label it with the words describing the parts of his body.

✂-----

### Handout 1, Activity 2

**Tick (✓) the strategies that you use to organise the words that you learn and answer the question below:**

- I note down new words in my note book with translation next to each word.
- I use flash cards where I put a new word on one side and the definition on reverse side.
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- I underline new words as I read a text and write translation above each word.
- I write down new words on a bookmark as I read a book.
- I jot down new words on post-its and stick them around my computer.
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- I record new words on my mobile phone or audio recorder.
- I write down new words on the photos and pictures which are related to them, for example when learning parts of the body I use a picture of my favourite actor and label it with the words describing the parts of his body

### Handout 2, Activity 3

**Task 1** Read the following paragraph and guess the meaning of the underlined words.

Teenagers listen to a lot of music, mostly while doing something else, like travelling or using a computer, and they are very reluctant to pay for it (most never bought a CD) and a large majority download it illegally from file-sharing sites. How teenagers play their music while on the go varies. Some teenagers use MP3 players and some use mobile phones.

(Adapted from Gateway B2 Student's Book.)

## Task 2

Look at the tables of prefixes, roots and suffixes and answer the question below.

| Prefix | Meaning                | Example                       |
|--------|------------------------|-------------------------------|
| Inter- | <i>between</i>         | interact, interpret           |
| Contra | <i>against</i>         | contradict                    |
| Dia-   | <i>across, through</i> | diagonal, dialogue, diagnosis |
| Caco-  | <i>bad</i>             | cacography                    |

| Root word | Meaning              | Example                                  |
|-----------|----------------------|------------------------------------------|
| -dic/dict | <i>speak</i>         | dictionary, contradict, dictate, predict |
| -log      | <i>word, thought</i> | dialogue                                 |
| -ped      | <i>foot</i>          | pedestrian, pedicure, pedestal           |
| -port     | <i>to carry</i>      | transport, to deport, import, export     |
| -ject     | <i>to throw</i>      | eject, reject, to object                 |

| Suffix | Meaning                                         | Example              |
|--------|-------------------------------------------------|----------------------|
| -gram  | <i>something written, a record of something</i> | telegram, programme, |
| -ology | <i>study of</i>                                 | biology              |
| -phobe | <i>the one who fears a specified thing</i>      | claustrophobic       |
| -phone | <i>sound</i>                                    | telephone            |

What do you think the meaning of the words below is?

1. contradict \_\_\_\_\_
2. inject \_\_\_\_\_
3. cacophony \_\_\_\_\_
4. technophobe \_\_\_\_\_
5. pedestrian \_\_\_\_\_

## SESSIONS 38 AVOIDING COMMON MISTAKES: SPELLING AND VOCABULARY

### Objectives:



- to help participants become aware of the common mistakes
- to help participants work on the mistakes

**Materials:**

- *Encouraging Learner Autonomy (ELA Guide)*. British Council Uzbekistan. Tashkent 2009.
- *English for English Teachers (EFT)*. British Council Uzbekistan. Tashkent 2009.

**Lead in**

Explain the following to the participants:

|                                                                                   |                                                                                                                                                                                                                                   |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  | <p><i>In learning autonomously, your attitude to the mistakes you make is important. Everybody makes them, so mistakes should be thought of as stepping stones to your progress in learning English and NOT as a failure.</i></p> |  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

However, it is also important to monitor yourself and to try to avoid the most obvious mistakes. This session might help you to identify mistakes which are very common for learners of English and can be easily remedied.

**Activity 1 Spelling**

- Distribute Handout 1.
- Ask the participants to do the task individually.
- Check the answers using the Answer Key ⇄

**ANSWER KEY**

|                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>February</li> <li>receipt</li> <li>mysterious</li> <li>embarrass</li> <li>accidentally</li> <li>fascinating</li> <li>rhythm</li> <li>conscious</li> <li>committee</li> <li>environment</li> <li>accommodation</li> <li>acquainted</li> </ol> | <ol style="list-style-type: none"> <li>receive</li> <li>achieve</li> <li>address</li> <li>disease</li> <li>exciting</li> <li>government</li> <li>necessary</li> <li>licence</li> <li>quite</li> <li>these</li> <li>because</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Ask the participants to note down what they have learned as a result of this exercise.

**Activity 2 Pronunciation and stress**

- Distribute Handout 2.
- Ask the participants to do the task individually.
- Check the answers using the Answer Key ⇄

**ANSWER KEY**

- chemistry ['kemistri]
- company ['kʌmpəni]
- comments ['komənts]
- character ['kærəktə]
- organise ['ogənaiz]
- technical ['teknikl]
- access ['æksəs]
- target ['tɑgit]
- useful ['ju:fəl]

10. colleagues ['kɒli:gz]
11. foreign ['forɪn]
12. advertisement [əd've:tɪsmənt]
13. colours ['kʌləz]
14. development [də'veləpmənt]

➤ Ask the participants to note down what they have learned as a result of this exercise

### Activity 3 Vocabulary


- Explain the following to the participants:
  - Learning a foreign language involves learning the differences between certain words / phrases and knowing how to use them properly. Some words in English are often confused with words in your native language. Would you like to try and see if you know the difference between these pairs of words?
- Distribute Handout 3.
- Ask the participants to do the task individually.
- Check the answers using the Answer Key ⇄

### ANSWER KEY

1. **a. Economics** (a subject taught at University)-  
**b. economy** (economic system of a country)
  2. **a. took; passed; pass exam** (be successful in exam)- **take exam** (to attempt exam)  
**b. take**
  3. **a. economical** (careful with money)  
**b. economic** (related to economy of a country)-
  4. **a. sympathetic** (supportive, understanding of other's problems)  
**b. good- looking** (handsome)
  5. **a. disused** (not used)  
**b. misused** (used in a wrong way)
  6. **a. unsatisfied** (unhappy with the quantity of something)  
**b. dissatisfied** (unhappy with the quality of a product)
  7. **a. adapt**  
**b. adopt**
  8. **a. farther**  
**b. further**
- Ask the participants to note down what they have learned as a result of this exercise

### Activity 4 Vocabulary and collocations: Language 1 interference

Time: 25 minutes


Materials: board, marker, Handout 4 

#### ► Procedure:

- 😊 Write on the board the following announcement:
  - ~ Second course students will have a control work today.
  - ~ There will be two variants.
- Elicit from participants what is wrong about the text.

Answer: *second course, control work, variants*  
Explanation:  
These are examples of so-called Russlish or Uzlish (Language 1 interference). Their English versions are:

  - ~ *second course students – second year students*
  - ~ *control work – written test /exam*
  - ~ *variant – version, alternative*

- Ask participants why they think we make such mistakes and how we can minimize the use of Russlish or Uzlisch phrases.  
Answer:  
*This confusion is caused by 'false cognates' – words or phrases that sound similar in both languages but have different meanings. This may refer not only to a single word but also a collocation.*
- Ask participants to recall what collocation is, as they have already encountered it in one of the investigating aspects of language sessions.  
Possible answer:  
*'Words that collocate are often used together.'*  
From [http://www.macmillandictionary.com/dictionary/british/collocate\\_1](http://www.macmillandictionary.com/dictionary/british/collocate_1)
- 😊 Distribute Handout 4  and ask participants to find a factual mistake in each statement and correct them by writing down the English versions of the words and collocations.
- 😊😊 Once everybody has finished ask participants to check their answers in pairs.
- 😊 Check answers with the whole group.

#### Answer key

1. Beethoven was a great composer.
2. Isaac Newton was a well-known physicist.
3. A decade equals ten years.
4. The ground floor is at the same level as the ground outside.
5. The baby was 54 cm long when it was born.
6. My brother is six feet tall.
7. I like this singer. He sings very well.
8. The question you brought up in the meeting is urgent.
9. Please, write in a concise way.
10. You made many mistakes in your test.
11. I don't like fantasy films.
12. She gets very nervous before a test.
13. You can find the other text on the back/other side of the paper.
14. All schools will be equipped with computers in the near future.

#### Activity 5 Culture

- Explain the following to the participants:  
*Learning a foreign language cannot be separated from learning about the culture of the target language. So, it's important to be aware of when certain phrases could or should be used.*
- Distribute Handout 5.
- Ask the participants to do the task individually.
- Check the answers using the Answer Key ⇌

#### ANSWER KEY

1. It's not appropriate to say "*Congratulations on your birthday*", the phrase "*Happy birthday!*" should be used in this case. The same applies to Independence Day, St. Patrick's Day and so on.
2. When you would like to attract somebody's attention in the street, you should say "*Excuse me*". This phrase is also used when you sneeze or cough in public.
3. Very often non- native speakers of English use "*Please*" and "*You are welcome*" are interchangeably whereas "*You are welcome*" is commonly used in response to *Thank you!*
4. "Of course" has quite a strong meaning when used with certain intonation and in certain context. In the example provided below, "Of course" to a native speaker of English could sound as "Of course, stupid!"

5. In the West, they usually put their first names first and last names last. Thus, it is correct to say Jahongir Sultanov.

- Ask the participants to note down what they have learned as a result of this exercise.
- At the end of the session do the following:
- Refer the participants to the notes they have made after each activity.
- Tell them to work in pairs.
- Let the participants exchange their notes.
- Invite several participants to share their ideas.
- Summarise the session by saying that it is important to work on the mistakes as often as possible.

Look at the words in the three columns and write the correct version of the words in the last column.

|    |                |               |              |  |
|----|----------------|---------------|--------------|--|
| 1  | Febrary        | Febraury      | February     |  |
| 2  | receipt        | recipt        | recept       |  |
| 3  | misterious     | mysterious    | mysterios    |  |
| 4  | embarrass      | embarass      | embarras     |  |
| 5  | acciddentially | acidentally   | accidentally |  |
| 6  | facsinating    | facinating    | fascinating  |  |
| 7  | rhythm         | rythm         | rithm        |  |
| 8  | conscious      | conscious     | conscios     |  |
| 9  | commity        | committee     | comittee     |  |
| 10 | environment    | enviroment    | envieronment |  |
| 11 | acommodation   | accommodation | acomodation  |  |
| 12 | acquainted     | aquainted     | aquainted    |  |
| 13 | recieve        | receive       | receieve     |  |
| 14 | achieve        | acheive       | achive       |  |
| 15 | adres          | address       | adrrss       |  |
| 16 | disease        | desease       | desiese      |  |
| 17 | exciting       | exhiting      | ecxiting     |  |
| 18 | goverment      | govenment     | government   |  |
| 19 | necessary      | neccesary     | nesessary    |  |
| 20 | lisence        | lisense       | licence      |  |
| 21 | quite          | quite         | qiute        |  |
| 22 | thise          | these         | these        |  |
| 23 | because        | becaus        | becous       |  |

**Handout 2** How do you pronounce the words in **bold** in each of these sentences? Please circle the correct answer **a** or **b** in each sentence.



1. We started studying **chemistry** at school. What about you?
  - a. [ˈtʃemɪstri]
  - b. [ˈkemɪstri]
2. My brother works for a **company** called “JetSet” as an Office manager
  - a. [ˈkɒmpəni]
  - b. [ˈkʌmpəni]
3. I have a couple of **comments** on your work. Can we talk about it?
  - a. [ˈkɒments]
  - b. [kəˈments]
4. Lola helps me a lot with my project, she has a wonderful **character**.
  - a. [ˈkærəktə]
  - b. [ˈtʃærəktə]
5. We are planning to **organise** an international conference for English teachers next year.
  - a. [əɡəˈnaɪz]
  - b. [ˈɒɡənaɪz]
6. Please let me know if you need **technical** help with this computer.
  - a. [ˈteknɪkəl]
  - b. [ˈteknɪk]
7. I am not sure if Nodira has **access** to these materials.
  - a. [əkˈses]
  - b. [ˈæksəs]
8. Our main **target** this month is to update our website.
  - a. [ˈtɑːɡɪt]
  - b. [ˈtɑːdʒɪt]
9. Thank you very much, it was **useful**.
  - a. [ˈjuːzəfəl]
  - b. [ˈjuːsfəl]
10. Let me discuss it with my **colleagues** first.
  - a. [kəˈliːɡz]
  - b. [ˈkɒliːɡz]
11. Knowing a **foreign** language opens lots of opportunities.
  - a. [fəˈreɪn]
  - b. [ˈfɒrɪn]
12. We decided to place the **advertisement** in the local newspaper.
  - a. [ædvəˈtaɪzmənt]
  - b. [ədˈvɜːtɪsmənt]
13. Are you sure you want to buy this dress? Don't you think the **colours** are a bit too bright?
  - a. [ˈkɒləz]
  - b. [ˈkʌləz]
14. I believe that English teachers should constantly work on their professional **development**.
  - a. [dɪˈveləpmənt]
  - b. [dɛvəˈlɒpmənt]

### Handout 3

Fill in the gaps in each sentence with the appropriate words. Below, space is provided for you to write how these words differ from one another. Look them up in a dictionary if you are not sure.

**1. Economy or Economics**

- a. My son Amir entered University this year. He is going to study .....
  - b. Judging by the state of their ....., India will soon become one of the leaders in this industry.
- 
- 

**2. Pass an exam or Take an exam**

- a. Nodira ..... the exam last month but I am not sure whether she ..... it or not.
  - b. To enter the University, you will have to ..... the IELTS exam and get at least 5.5
- 
- 

**3. Economic or Economical**

- a. I am saving for a 10 day vacation in Turkey this summer, so I have to be .....
  - b. The government are introducing ..... reforms to stop inflation in the country.
- 
- 

**4. Sympathetic or Good- looking**

- a. Thank you for listening to my problems and being ....., I appreciate it.
  - b. Alisher is a ..... guy. All the girls at the university fancy him!
- 
- 

**5. Misused or Disused**

- a. This depot had been ..... since 1966 when the last steam locomotives were withdrawn from service.
  - b. If this asthma aerosol is ....., it can be dangerous for people.
- 
- 

**6. Dissatisfied or Unsatisfied**

- a. It was a good concert, I liked it a lot but I was left ..... like many other spectators who wanted more.
  - b. I stopped buying milk from this shop because I was ..... with its quality
- 
- 

**7. Adapt or Adopt**

- a. Some people cannot ..... to new surroundings.
  - b. The UN General Assembly has ..... a very important resolution.
- 
- 

**8. Farther or Further**

- a. The ..... we walked the more scary the forest became.
  - b. I promised to give the plan ..... thought
- 
- 

**Handout 4, Activity 4, Find a mistake**

Find a factual mistake in each statement and correct them by writing down the English versions of the words and collocations, usually used by an educated native speaker of the language.

1. Beethoven was a great compositor. ....
2. Isaac Newton was a well-known physician.  
.....
3. A decade equals ten days. ....
4. The first floor is at the same level as the ground outside.  
.....
5. The baby was 54 cm tall when it was born.  
.....
6. My brother is six feet long. ....
7. I like this artist. He sings very well. ....
8. The question you brought up in the meeting is actual.  
.....
9. Please, write in a laconic way. ....
10. You did many mistakes in your test. ....
11. I don't like fantastic films. ....
12. She gets very excited before a test. ....
13. You can find the other text on the backside of the paper.  
.....
14. All schools will be equipped with computers in the nearest future.  
.....

### Handout 5, Activity 5, Culture

*What do you think is wrong with the following sentences?*

1. - Congratulations on your birthday! Wish you many happy returns of the day!
2. - Sorry, could you please tell me how to get to Mirabod Street?
3. – Thank you for the tea and the cake, it was delicious!  
- Oh, please!
4. – I read a wonderful book by Paolo Coelho the other day. Have you heard of him before?  
- Of course!
5. – What is your name?  
- My name is Sultanov Jahongir.

Objectives:


- to raise participants' awareness of English grammar mistakes they make
- to familiarise participants with some important differences between English grammar structures and those in their first languages
- to enable participants to develop a list of strategies to monitor their mistakes

Materials:

- *Encouraging Learner Autonomy (ELA Guide)*. British Council Uzbekistan. 2009
- *English for English Teachers*. British Council Uzbekistan. 2018

**Activity 1     Test Yourself**

Time:            25 minutes

Materials:      Handout 1 

► Procedure:

- 😊 Ask participants what grammar mistakes they or their colleagues and students usually make and ask them to compile a list of those.
- 😊 Elicit answers randomly.
  - Distribute Handout 4.
  - Ask the participants to do the task individually.
  - Check the answers using the Answer Key ⇄



**ANSWER KEY**

1.a 2.b 3.b 4.b 5.a 6.b 7.a 8.a 9.b 10.b 11.a 12.b 13.b 14.b 15.a,c 16.b 17.b 18.b  
19.a 20.b 21.b 22.b 23.b 24. b


Ask the participants to note down what they have learned as a result of this exercise.

**Activity 2     Identifying on own grammar mistakes**

Time:            20 minutes

Materials:      Handout 2 

► Procedure:

- 😊 Ask participants what grammar mistakes they or their colleagues and students usually make and ask them to compile a list of those.
- 😊 Elicit answers randomly and distribute Handout 2 . Say that the list in the handout includes common grammar mistakes frequently made by Uzbek and Russian users of English.
- 😊 Tell participants to identify and correct mistakes.

Answer key:

1. *Why (**don't**) do you do...*
2. **Speaking about...**
3. *They suggested **that I should** join them.*
4. *Can you explain **to** me how to open this.*
5. *Another **of** my friends*
6. *This is **my other** brother.*
7. *Even **if** the textbooks have changed, the teachers haven't*
8. *I discussed this with Natasha.*
9. *The group **doesn't** agree with me.*
10. *Someone told **me** that... / I've been told that...*
11. *It's the first time I **hear** this music.*

12. We **lack** time.
13. **Unless** you finish the task, we can't get on to the next things.
14. I should **have** talked to him earlier.
15. Don't you know where Sam **is**?
16. I gave books **to** him.
17. **Students** went to the new building.
18. In our **training** (seminars/workshops) teachers usually speak about their experiences.
19. **What do you think** are the benefits of strategic planning?
20. I **have nothing** with me to show you.



- 😊 Check answers with participants.
- 😊 Ask participants to look at the list of the examples in the handout and analyse which of these errors they could...
  - ~ identify and correct
  - ~ identify but not correct
  - ~ not identify

### Activity 3 Identifying mistakes in speaking

Time: 20 minutes

Materials: Handouts 3 and 4 

#### ► Procedure:

- 😊😊😊 Say to the participants that they will work in groups of three: two of them will interview each other using one of the question cards and by switching the roles and the third person should take notes on the responder's mistakes. Distribute Handout 3 .
- 😊😊😊 Ask them to discuss the findings on mistakes based on the guided questions from the handout.
- 😊 Distribute Handout 4  and ask participants to correct the mistakes they find in each example.
- 😊 When they finish, check the answers by encouraging participants to explain what/why it is incorrect. Ask them whether they made any of these mistakes during the interviews.

#### Answer key

1. Saida ~~was~~ used to be a leader of a youth TV programme before she got married.
  2. She is gradually becoming used to ~~get~~ getting up early.
  3. We ~~didn't used~~ to get so much training seminars before.
  4. My parent ~~would~~ used to own a grocery store, which they have now sold.
  5. These days we ~~used to~~ eat fish once a week.
  6. It took her some time to get used to ~~work~~ working in a new faculty.
  7. Khurshid has become very sporty and ~~used to go~~ goes to the gym every day.
  8. What a fantastic present! I am not used to ~~be~~ being spoilt like this.
- Establish that...
    - ~ question form or negative form is used with auxiliary 'did' and therefore is used without past form 'd'
    - ~ to be/get used to + noun or to be/get used to + gerund verb
    - ~ habitual actions in the present are expressed by the simple present, often accompanied by time adverbials, e.g. *often, once a week, every day etc.*

### Activity 4 Causes of grammar mistakes and remedial strategies

Time: 10 minutes

Materials: none

► Procedure:

- 😊😊😊 Say that in this activity participants will discuss possible reasons why people make grammar mistakes. Ask them in groups of three to come up with some possible causes of grammar mistakes.
- 😊 Elicit the answers.
- Establish that speakers of other languages make grammar mistakes mainly because
  - ~ they lack knowledge of the target language grammar structures
  - ~ their target language is influenced by L1
  - ~ their target language has a different set of grammar norms
  - ~ they have learned a rule but are not familiar with exceptions
- 😊😊😊 Ask participants to come up with examples of common mistakes made by Uzbek or Russian speakers of English and to identify their causes.
- 😊 Ask them the following questions:
  - ~ Which of the problems we discussed in the session apply to you?
  - ~ What specific mistakes would you like to work on as a language learner?

**Activity 5 Funny Plurals in English**

Time: 5 minutes

Materials: Handout 5

► Procedure:

- 😊 Finish the session by presenting the following funny poem on plurals in English. Distribute Handout 5 and ask to complete the sentences in it.
- 😊 Establish that in Uzbek all plural forms are formed by adding ending "lar" and in Russian plural forms are mostly formed by adding endings "и" and "ы", but sometimes other endings may be added such as 'stulya', 'ideji'. However, in English there are plenty of nouns which totally change the root.

Answer Key:

We'll begin with a box and the plural is boxes.  
But the plural of ox should be oxen, not oxes.  
The one fowl is a goose but two are called geese,  
Yet the plural of moose should never be meese.  
You may found a lone mouse or a whole set of mice,  
Yet the plural of house is houses not hice.  
If the plural of man is always called men,  
Why shouldn't the plural of pan be called pen?  
If I speak of a foot and you show me your feet,  
And I give you a boot, would a pair be called beet?  
If one is a tooth and a whole set are teeth,  
Why should not the plural of booth be called beeth?  
Then one may be that and three would be those,  
Yet hat in the plural wouldn't be hose.  
And the plural of cat is cats and not cose.  
We speak of a brother and also of brethren,  
But though we say Mother, we never say Methren,  
Then the masculine pronouns are he, his and him,  
But imagine the feminine she, shis and shim,  
So English, I fancy you will all agree,  
Is the funniest language you ever did see.

**Summary** Errors play a necessary and important part in language learning, and they should be considered as stepping stones to learners' progress in improving their English.

**Handout 1 Test Yourself**

Look at the pairs of sentences below. Put a tick (✓) in a box if you believe the sentence is correct.

1. a. *It's hot today.*   
b. *Today is hot.*
  
2. a. I *very like* swimming.   
b. I like swimming *very much.*
  
3. a. I *am* agree.   
b. I agree.
  
4. a. My *hairs are* black.   
b. My *hair is* black.
  
5. a. *What* does she look like?   
b. *How* does she look like?
  
6. a. I think this dress looks good on me. *How* do you think?   
b. I think this dress looks good on me. *What* do you think?
  
7. a. I know *him by sight.*   
b. I know *his face.*
  
8. a. I am *free now.*   
b. I *have a free time now.*
  
9. a. Who *cooked* this salad?   
b. Who *made* this salad?
  
10. a. The last bus leaves at 11 o'clock. It's *about* eleven now, hurry up!   
b. The last bus leaves at 11 o'clock. It's *nearly (almost)* eleven now, hurry up!
  
11. a. He *set* a world record.   
b. He *made* a world record.
  
12. a. It was *my first time* to go abroad.   
b. It was *the first time* I had gone abroad.
  
13. a. His *advices* helped me to complete the task.   
b. His *advice* helped me to complete the task.
  
14. a. He is a student *of* Westminster International University in Tashkent.   
b. He is a student *at* Westminster International University in Tashkent.
  
15. a. I have a question *to you.*   
b. I have a question *for you.*   
c. I have a question *to ask you.*
  
16. a. I don't know what did he say.   
b. I don't know what he said.
  
17. a. What season do you like best?   
b. *Which* season do you like best?

18. Aren't you going to that party at Lola's?  
a. - Yes, I am not going, I have other plans for today   
b. - No, I am not going, I have other plans for today.
19. a. - I am taking IELTS because I am going to *enter* an international university.   
b. - I am taking IELTS because I am going to *enter to* an international university.
20. a. Bokhodor, we would like to congratulate you *with* the day of you wedding!   
b. Bokhodor, we would like to congratulate you *on* your wedding!
21. a. *From the one hand*, I like the book very much but *from the other hand*, it's too long and it makes me want to sleep at times.   
b. *On the one hand*, I like the book very much but *on the other hand*, it's too long and it makes me want to sleep at times.
22. a. I want to *share with my ideas* (with you).   
b. I want to *share my ideas* (with you).
23. a. - What kind of music do you like?- It *depends from* my mood. Sometimes, it is slow, sometimes it is dynamic, like disco, for example.   
b. - What kind of music do you like?- It *depends on* my mood. Sometimes, it is slow, sometimes it is dynamic, like disco, for example.
24. a. Your comments are *welcomed*.   
b. Your comments are *welcome*.



**AVOIDING COMMON MISTAKES: GRAMMAR**

**Handout 2, Activity 2, Identifying on own grammar mistakes**

Task: Identify and correct grammar mistakes.

|     |                                                                                   | Correct sentences                  |
|-----|-----------------------------------------------------------------------------------|------------------------------------|
| 1.  | Why (not) to do that?                                                             |                                    |
| 2.  | If to say it that way, ...                                                        |                                    |
| 3.  | They suggested me to join them.                                                   |                                    |
| 4.  | Can you explain me how to open this?                                              |                                    |
| 5.  | Another my friend...                                                              |                                    |
| 6.  | This is other my brother.                                                         | <i>This is my another brother.</i> |
| 7.  | Even the textbooks have changed but the teachers haven't.                         |                                    |
| 8.  | We were discussing this with Natasha (referring only to the speaker and Natasha). |                                    |
| 9.  | The group is not agree with me.                                                   |                                    |
| 10. | Someone told that...                                                              |                                    |
| 11. | It's the first time I'm listening to this music.                                  |                                    |
| 12. | We are lack of time.                                                              |                                    |
| 13. | Until you don't finish the task, we can't get on to the next things.              |                                    |
| 14. | I should talked to him earlier.                                                   |                                    |
| 15. | Don't you know where is Sam.                                                      |                                    |
| 16. | Books, I gave to him.                                                             |                                    |
| 17. | Students they went to the new building.                                           |                                    |
| 18. | In our trainings teachers usually speak about their experiences.                  |                                    |
| 19. | How do you think, are the benefits of strategic planning?                         |                                    |
| 20. | I don't have nothing with me to show you.                                         |                                    |

**Handout 3, Activity 3, Identifying mistakes in speaking**

Possible interview questions

✂-----

**Participant A**

Question card 1

Interview your partner using the following questions. You may add 1 or 2 your own questions related to the topic.

- ~ What habits did you have when you were a ten-year old child?
- ~ Where did you use to eat lunch when you were a schoolchild?
- ~ Did the other children use to tease you when you were a schoolchild? How did you feel?

✂-----

**Participant B**

Question card 2

Interview your partner using the following questions. You may add 1 or 2 your own questions related to the topic.

- ~ How was your life different before marriage?
- ~ What did you use to do at weekends before you got married?
- ~ How much did you use to earn and how did you spend your holidays?

✂-----

**Participant C**

Question card 3

Take notes on A's and B's mistakes. As soon as participants A and B finish interviewing each other, provide feedback focusing on the following points.

- ~ Did the answers contain mistakes? What are those mistakes?
- ~ Was the message still comprehensible even though it contained errors?
- ~ Was there an error that was frequently repeated within a short space of time?

✂-----

**Handout 4, Activity 3, Identifying mistakes in speaking**

Identify, correct the mistakes and explain why it was incorrect.

1. Saida was used to be a leader of a youth TV programme before she got married.
2. She is gradually becoming used to get up early.
3. We didn't used to get so much training seminars before.
4. My parent would to own a grocery store, which they have now sold.
5. These days we used to eat fish once a week.
6. It took her some time to get used to work in a new faculty.
7. Khurshid has become very sporty and used to go to the gym every day.
8. What a fantastic present! I am not used to be spoilt like this.

**Handout 5, Activity 4, Funny Plurals in English**

Task Fill in the gaps.

We'll begin with a box and the plural is .....

But the plural of ox should be....., not oxes.

The one fowl is a goose but two are called .....

Yet the plural of moose should never be meese.

You may found a lone mouse or a whole set of .....

Yet the plural of house is.....not hice.

If the plural of man is always called .....

Why shouldn't the plural of pan be called pen?

If I speak of a foot and you show me your .....

And I give you a boot, would a pair be called beet?

If one is a tooth and a whole set are .....

Why should not the plural of booth be called beeth?

Then one may be that and three would be those,

Yet hat in the plural wouldn't be hose.

And the plural of cat is cats and not cose.

We speak of a brother and also of brethren,

But though we say Mother, we never say Methren,

Then the masculine pronouns are he, his and him,

But imagine the feminine she, shis and shim,

So English, I fancy you will all agree,

Is the funniest language you ever did see.

**SESSION 40 WRITING AN EXECUTIVE SUMMARY OF GRANT PROPOSAL**

By the end of the session, participants will be able to recognise characteristics of a grant proposal and structure an executive summary of a grant proposal

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 4, Lesson 1, Activities 1-15, pp. 155-158

**NB** Activities that haven't been done in the session are recommended for homework and for completing during distance module. Make sure that the materials from all books are covered.

**SESSION 41 WRITING AN EXECUTIVE SUMMARY OF GRANT PROPOSAL**

By the end of the session, participants will be able to analyse and use appropriate language for writing an executive summary of a grant proposal

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 4, Lesson 2, Activities 1-18, pp. 159-162

**NB** Activities that haven't been done in the session are recommended for homework and for completing during distance module. Make sure that the materials from all books are covered.

**SESSION 42 DESCRIBING VISUAL DATA**

By the end of the session, participants will be able to

- Identify the features of descriptions of visual information
- Interpret visuals
- Write a short description of trends

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 5, Lesson 1 and 2, pp. 63-67

**SESSION 43 INTERNATIONAL COOPERATION**

By the end of the session, participants will be able to

- consolidate the skills developed in the Reading module
- recognize the writer's intention and attitude

- select and present information from different texts in the form of a table

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Reading Module, Unit 4, Lesson 1, Activities 1-13, pp. 51-53

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

### SESSION 44 GRANT PROPOSALS

By the end of the session, the participants will be able to

- identify the functions of different types of text
- develop awareness of linguistic features of different genre texts on international cooperation
- understand relations between parts of a text describing grant programmes

**Time:** 80 min

**Materials:**

English for Academics (Book 1)

Bob Dignen. (2012). *Managing Projects*. England: Delta Publishing.

**Guidance:**

English for Academics (Book 1), Reading Module, Unit 4, Lesson 2, Activities 1-13, pp. 54-57

Managing Projects, Unit 1, pp. 8-9, 11, 13, 16

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

### SESSION 45 PROPOSAL FOR PARTNERSHIP

By the end of the session, participants will be able to write proposals for partnership.

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 1, Lesson 3, Activities 1-13, pp. 137-139

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 46 COVERING LETTERS FOR PROPOSALS**

By the end of the session, participants will be able to organise and structure covering letter for proposal.

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 1, Lesson 4, Activities 1-13, pp. 140-141

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 47  
VIDEOCONFERENCING, TELECONFERENCING**

By the end of the session participants will be able to

- discuss problems in a video conference
- find solutions in a video conference

**Time:** 80 min

**Materials:**

Workplace English, Book 2

Bob Dignen. (2012). *Managing Projects*. England: Delta Publishing.

**Guidance:**

- Workplace English, Book 2, Module 2, Units 9-10, pp. 40-47
- Workplace English, Book 2, Module 4, Units 21-24, pp. 88-103
- Managing Projects. Unit 2, p.22, 26.

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 48 VIDEOCONFERENCING (PRACTICE)**

Option 1: Participants will be able to practice the new learned skills during the national videoconference session.

Option 2: Participants will be able to practice videoconferencing during the zoom session with their colleagues and the EFA project team members.

**SESSION 49 ACADEMIC PUBLICATIONS**

By the end of the session, participants will be able to

- identify the reader, type and purpose of academic texts
- examine features of academic texts

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Reading Module, Unit 3, Lesson 1, Activities 1-17, pp. 38-42

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 50 ACADEMIC AND PROFESSIONAL EVENTS**

By the end of the session, the participants will be able to understand and use the vocabulary of conference announcements.

**Time:** 80 min

**Materials:** English for Academics Book 1

**Guidance:**

English for Academics Book 1, Reading module, Unit 1, Lesson 3, Activities 1 - 4, 6 – 9 pp.18-21

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 51 CONFERENCE ANNOUNCEMENTS/CALLS FOR PAPERS**

By the end of the session, the participants will be able to

- scan conference programmes for relevant information
- identify the main point of important information
- guess the meaning of unknown words from context

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics Book 1, Reading Module, Unit 1

1. Lesson 1, Activities 1– 9 pp. 10-12
2. Lesson 2, Activities 1–7, pp.14-17

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 52 ATTENDING A CONFERENCE**

By the end of the session, participants will be able to

- use a variety of clues to predict the language and the content of listening
- extract specific information from short conversations at an arrivals hall and at a hotel reception desk

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

1. English for Academics Book 1, Listening Module, Unit 1, Lesson 1, Activities 1 – 5 and 7 – 8, pp. 60-62
2. Headway Academic Skills: Lis & Sp (Level 2), Unit 5, Activities 3 – 4, pp. 28-29

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**Session 53 AVOIDING PLAGIARISM AND ACKNOWLEDGING SOURCES**

By the end of the session, the participants will be able to

- acknowledge the sources properly in writing
- incorporate direct and indirect quotations

**Time:** 80 min

**Materials:** Headway Academic Skill: Reading, Writing and Study Skills (Level 3)

**Guidance:**

Headway Academic Skill: Reading, Writing and Study Skills (Level 3)

1. Unit 7, Activities on page 56
2. Unit 8, Activities on page 63

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

- Allocate 10-12 minutes for reflective writing.

**SESSION 54 REFLECTION ON LEARNING DURING WEEK 3**

By the end of the session, participants will have reviewed and reflected on their language learning experience in Week 3.

**Time:** 80 min

**Materials:** flipchart sheets and markers

**Activity 1     Group reflection**

**Time:** 25 min

**Materials:** 5 flipchart sheets and markers.

Participants should bring notes with their reflective writing,

► Procedure:

- 🗣️ Put participants in 5 groups and ask participants to reflect on the week. Allocate different days (e.g. Monday, Tuesday, etc.) to different groups. Ask groups to look through their notes, summarise the main points and produce a poster with the title of each of three sessions with their key objective(s).
- 😊 Invite groups to share their posters with the whole group.

**Activity 2     Individual reflection**

**Materials:** Handout 



**► Procedure:**

- 😊 Say that this time participants will reflect on their learning experience during the week *individually*. Say that one of the requirements of this training will be to fill in the paper form of Reflection Log at the end of each week of F2F meeting and then during distance module continue to post their reflection in the Discussion board in the MOODLE.
- Distribute Handouts with Reflection Log.
- Ask participants to think of one thing they have learned during the whole week and make a note on HOW they learned it on a piece of paper or their notebooks (for example, following talk during videoconferencing, presentation do's, etc.).
- Allocate 10-12 minutes for reflective writing.
- 😊😊 Ask participants to share their reflection in groups of three and compare what points or sessions they all mentioned. Note: go around the room to make sure that all participants keep English during group discussion.
- 😊 Invite some people to read their reflective writing to the whole group.
- Summarise by saying that such discussion is very useful to recall a learning experience.

### REFLECTION ON LEARNING DURING WEEK 3

#### Handout, Activity 2, Reflection Log

Name \_\_\_\_\_



The session (or topic) I would like to write about is

.....

The main things I have picked up from the session (or topic)

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

What else I would like to learn about this topic is (are)

.....  
.....  
.....  
.....

**SESSION 55 POPULAR SCIENCE ARTICLES**

By the end of the session, participants will be able to understand

- differences and similarities between texts
- the structure of popular science articles

**Time:** 80 min

**Materials:**

- English for Academics (Book 1)
- English for Academics (Book 2)

**Guidance:**

English for Academics (Book 1), Reading Module, Unit 3, Lesson 2, Activities 1-12, pp. 43-45

English for Academics (Book 2), Writing Module, Unit 1, Lesson 2, Activities 1-15, pp. 61-64

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 56 JOURNAL GUIDELINES FOR CONTRIBUTORS**

By the end of the session, participants will be able to

- identify key information in guidelines for contributors to international journals
- compare and contrast information from guidelines for authors

**Time:** 80 min

**Materials:** English for Academics (Book 2)

**Guidance:**

English for Academics (Book 2), Writing Module, Unit 1, Lesson 1, Activities 1-15, pp. 56-60

**NB** Activities that haven't been done in the sessions are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 57 CITATIONS AND REFERENCES**

By the end of the session, the participants will be able to

- identify different citation styles
- write a list of references following standard conventions

**Time:** 80 min

**Materials:** English for Academics (Book 2)

**Guidance:**

English for Academics (Book 2), Writing Module, Unit 2, Lesson 3, Activities 1-12, pp. 80-84

**SESSION 58 PARAPHRASING**

By the end of the session, participants will be able to

- demonstrate comprehension by making connections with prior knowledge
- paraphrase reading texts to create a new piece of writing such as summary

**Time:** 80 min

**Materials:** Headway Academic Skill: Reading, Writing and Study Skills (Level 3)

**Guidance:**

Headway Academic Skill: Reading, Writing and Study Skills (Level 3)

1. Unit 2, Activities 1-5, p. 15
2. Unit 4, Activities 1-6, p. 31

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 59 WRITING ABSTRACTS 1**

By the end of the session, participants will be able to

- structure an abstract
- connect parts of an abstract using linking words

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 3, Lesson 1, Activities 1-14, pp. 147-150

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 60 PRODUCING AN ABSTRACT**

By the end of the session, participants will be able to notice particular features of abstracts from different fields of study and to write an abstract for an article.

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 3, Lesson 2, Activities 1-11, pp. 151-154

English for Academics (Book 1), Writing Module, Unit 3, Lesson 2, Activities 12-15, p. 154 (producing an abstract can be home assignment)

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 61 SUMMARY WRITING 1: WHAT MAKES A GOOD SUMMARY**

By the end of the session, participants will be able to

- organise a summary
- evaluate a summary

**Time:** 80 min

**Materials:**

- English for Academics (Book 1)
- Headway Academic Skill: Reading, Writing and Study Skills (Level 3)

**Guidance:**

1. English for Academics (Book 1), Writing Module, Unit 2, Lesson 1, Activities 1-11, pp. 142-144
2. Headway Academic Skill: Reading, Writing and Study Skills (Level 3), Unit 7, Activities 1-7, pp. 57-58

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 62 SUMMARY WRITING 2: TOPIC SENTENCES**

By the end of the session, participants will be able to write a summary of an academic article.

**Time:** 80 min

**Materials:** English for Academics (Book 1)

**Guidance:**

English for Academics (Book 1), Writing Module, Unit 2, Lesson 2, Activities 1-11, pp. 145-146

**NB** Activities that haven't been done in the session are recommended for homework. Make sure that the materials from all books are covered.

**SESSION 63 DESCRIBING RESEARCH: INTRODUCTIONS**

By the end of the session, participants will be able to structure the Introduction section of a research article.

**Time:** 80 min

**Materials:** English for Academics ( Book 2)

**Guidance:**

Ask participants to think about the latest academic writing passage they have produced. Ask them '*What did they find most challenging about writing for research (article)?*' List their answers on the board.

English for Academics ( Book 2) , Writing Module, Unit 3, Lesson 1, pp 85-87.

**SESSION 64 METHOD AND PROCESS**

By the end of the session, participants will be able to describe the methods and materials used in their research.

**Time:** 80 min

**Materials:** English for Academics (Book 2)

**Guidance:**

English for Academics (Book 2), Writing Module, Unit 3, Lesson 2, Activities 1-13, pp 88-91

**NB** Activities that haven't been done in the session are recommended for homework and for completing during distance module. Make sure that the materials from all books are covered.

**SESSION 65 PRESENTING RESULTS**

By the end of the session, participants will be able to practice write a draft description of their research results for their article.

**Time:** 80 min

**Materials:** English for Academics (Book 2)

**Guidance:**

English for Academics (Book 2), Writing Module, Unit 3, Lesson 3, 92-96

**NB** Activities that haven't been done in the session are recommended for homework and for completing during distance module. Make sure that the materials from all books are covered.

**SESSIONS 66-67 DISCUSSIONS/CONCLUSIONS/RECOMMENDATIONS**

By the end of the session, participants will be able to describe the conclusion of their study.

**Time:** 160 min

**Materials:** English for Academics (Book 2)

**Guidance:**

English for Academics (Book 2), Writing Module, Unit 4, Lesson 1, 97-100

English for Academics (Book 2), Writing Module, Unit 4, Lesson 2, 101-104

**NB** Activities that haven't been done in the session are recommended for homework and for completing during distance module. Make sure that the materials from all books are covered.

**SESSION 68 ARTICLE SUBMISSION PROCESS**

By the end of the session, participants will be able to understand the process of submitting an article for publication.

**Time:** 80 min

**Materials:** English for Academics (Book 2)

**Guidance:**

English for Academics (Book 2), Writing Module, Unit 4, Lesson 3, 105-108

**NB** Activities that haven't been done in the session are recommended for homework and for completing during distance module. Make sure that the materials from all books are covered.

### SESSION 69 AN ARTICLE WRITING AND PEER REVIEW

By the end of the session, participants will be able to

- draft their articles
- provide feedback to their peer's writing piece.

**Time:** 80 min

**Materials:** none

**Guidance:**

- In this session let participants to draft their article applying the knowledge they received during this week. Allocate 40 minutes for this task.
- Then ask participants to exchange their paper with each other. Ask them to read their peer's draft piece of article and prepare feedback. When 20 minutes passes, ask peers to sit F2F each other and provide feedback.
- Remind participants to revise their article based on their peer's feedback at home. Say that they will continue to work on their article during the distance module.

### SESSIONS 70-71 PREPARATION FOR DISTANCE MODULE

By the end of the session, participants will be able to

- identify the benefits of online platforms.
- use basic features of Moodle (sign up for the modules, navigate the platform, write replies in discussion threads, find needed documents, etc.)

**Time:** 160 min (2 sessions)

**Materials:**

- English for Academics (Book 1)
- EfA Course's Moodle Platform

**Guidance:**

1. English for Academics (Book 1), Reading Module, Unit 2, Lesson 2, Activities 1-9, pp. 28-30
2. TBA (You will find detailed teacher's note on this session in the platform)
3. Spend more than half of the lesson for registration of the participants, involving them to practice working with the EFA Programme MOODLE platform (You will find detailed teacher's note on this session in the platform)

## SESSION 72 EVALUATION AND ACTION PLANNING

By the end of the session, participants will review their learning experience of the F2F (face-to-face) module and develop individual action plans for the distance module.

### Procedure:

#### Activity 1 Group reflection

**Materials:** post-it slips with reflective writing, five flipchart sheets and markers

**Preparation:** bring the post-it slips with participants' reflective writing.

### Procedure:

- 😊😊😊 Put participants in 5 groups and ask participants to reflect on the last week of F2F module. Allocate different days (e.g. Monday, Tuesday, etc.) to different groups. Ask groups to look through their notes, summarise the main points and produce a poster with the day of the week at the top and subheadings (names of each of three sessions with their key objectives).
- 😊😊 Invite groups to share their posters with the whole group.

#### Activity 2 Individual reflection

**Materials:** none


### Procedure:

- 😊 Say that this time participants will reflect on their learning experience during the week *individually*. Ask participants to think of one thing they have learned during the whole week and make a note on HOW they learned it in their notebook (for example, *following talk during videoconferencing, presentation do's, etc.*).
- Allocate 10-12 minutes for reflective writing.
- 😊😊 Ask participants to share their reflection in groups of three and compare what points or sessions they all mentioned. Note: go around the room to make sure that all participants keep English during group discussion.
- 😊 Invite some people to read their reflective writing to the whole group.

#### Activity 3 Designing study plans for distance module

**Materials:** Handout 

### Procedure:

- 😊 Distribute Handout  and ask participants to list things they may do both individually and with a colleague during the next twenty weeks in Distance Module.
- 😊 Ask participants to make a copy or take a picture of their study plans. Then fold their paper to create a plane.
- 😊 Ask all participants to fly their planes. Tell them to pick up one landed plane.
- 😊 Tell participants that now their task is to find the owner of that paper and discuss their study plans for the Distance Module.



**Handout**

- ~ Reflect on your experience during Module 1.
- ~ Think of the areas you need to improve or are interested in.
- ~ Make plans for the next twenty weeks on what you can do to improve your English and academic skills.
- ~ Consider actions you can do together with your colleagues from this course or from your department.

**Action Plan: professional development in the area of the English Language**

| Action Steps                                         | Resources           | Timeline    | Strands                              |
|------------------------------------------------------|---------------------|-------------|--------------------------------------|
| Watch at least two English films of different genres | Internet catalogues | August 2017 | Listening, vocabulary, pronunciation |
|                                                      |                     |             |                                      |
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