



IM ENGLISH
FRANÇAIS
DEUTSCH
ESPAÑOL

Бібліотечка журналу «ІНОЗЕМНІ МОВИ»

4 жовтень
листопад
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2009

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A TEACHING GUIDE TO SOME USEFUL PRACTICAL CLASSROOM ENGLISH PHRASES

Посібник

4

жовтень
листопад
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2009

Київський національний
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Мета посібника – ознайомити студентів і вчителів із типовими виразами класного вжитку.

Джерелами запропонованої інформації є сучасні посібники з англійської мови провідних вітчизняних і зарубіжних видань та електронних джерел.

Навчальні матеріали посібника можуть використовуватися як на заняттях з практики усного та писемного мовлення у ВНЗ і середніх навчальних закладах, так і на заняттях з методики викладання англійської мови, а також для формування професійно орієнтованої компетенції у студентів/учнів у різних видах мовленнєвої діяльності. Він стане у пригоді студентам-практикантам під час педагогічної практики у школі, магістерської практики у ВНЗ, при розробці планів-конспектів уроків з англійської мови та при написанні курсових, дипломних і магістерських робіт.

Для учнів, студентів, учителів, викладачів і всіх, хто цікавиться вивченням англійської мови.

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CONTENTS

DEVELOPING SKILLS	4
TEACHING SPELLING AND PUNCTUATION	12
TEACHING PRONUNCIATION	13
Some typical instructions for language exercises	14
Types of Grammar Activities	16
Types of Vocabulary Activities	17
USING MOTHER TONGUE	17
WORKING WITH THE SPOKEN LANGUAGE	19
TEACHING SPEAKING	19
COMMUNICATION STRATEGIES	34
Some typical instructions for Speaking Activities	34
TEACHING LISTENING COMPREHENSION	36
Some typical instructions for Listening Activities	42
WORKING WITH THE WRITTEN LANGUAGE	44
TEACHING READING	44
Some typical instructions for Reading Activities	51
TEACHING WRITING	54
Some typical instructions for Writing Activities	56
SOURCES	58

DEVELOPING SKILLS

TEACHING GRAMMAR and VOCABULARY

1. Before I start introducing the new material let's first recall what we have learnt about...

- Today we'll have new grammar material.
- I want to mention two points before we start...
- Let's see how much you remember of...
- Let's consider some usages of...
- Common mistakes of yours are...
- In this sentence use the form of the verb...
- There's not much grammar to explain here.
- Mind the word order.
- Here's a rule about it.
- Correct the sentences and explain...
- Notice that the article is not necessary.
- Supply the correct article.
- Add ... to form the plural of the word...
- The plural of the following words is irregular. You will have to give them special attention. Let's do an exercise with these words.
- Don't forget to place the subject and the predicate properly, when you frame sentences.
- The best guide to whether a verb is regular or irregular is the dictionary.



- Put the right form of the verb into the sentence.
- Use the proper verb.
- The word-order is wrong. You must begin with the subject.

Can we leave this out/miss this out?

- Is a relative pronoun necessary here?
- Do we need the relative here?
- Which tense do we use after 'if'?
- Which preposition comes after 'to concentrate'?
- What preposition does 'to be proud' take?
- What's the rule about 'some' and 'any'?
- Does anybody remember the rule for using 'since' and 'for'?
- Does anybody recall what we said about the verb 'to dare'?
- What's the past (tense) of 'to go'?

4 "Personally I am always ready to learn, although I do not always like being taught." **Winston Churchill**

2

- What are the parts of 'to sing'?
- Where do we usually put adverbs of frequency?
- Is the word order right?
- Where does the word 'yet' usually come?

2. Try it again

- Now ask properly.
- Again, but this time more politely/fluenty/clearly.
- Once again, but remember the word order.
- This time start with 'who'.
- Watch out for the conditional tense this time.
- Mind the preposition.
- Put the adverb at the end.
- Try not to mix these two words up.
- Don't get 'skirt' and 'shirt' mixed up.
- Don't be misled by the Swedish word.
- They're spelt the same, but pronounced differently.

3. It sounds better to say '...'

- What you said isn't wrong, but...
- Perhaps you had better say...
- It might be better to say...
- I think 'then he left' sounds better in this sentence.
- An Englishman would probably say...

4. What is the noun derived from 'electric'?

- What is the verb that corresponds to this noun?
- What's the adjective that comes from 'nation'?
- What's the opposite of 'generous'?
- What is the prefix that means 'against'?
- A word that rhymes with 'blue' meaning 'a hint' or 'tip'
- It's a synonym of/for 'jealous'
- What's a man who carries bags called?
- What do you call a person who moves to another country?
- What's the difference between 'stick' and "racket"?
- Can anyone tell me the corresponding verb?

☑ Notice the prepositions:

- to be derived **from** similar **to**
- to correspond **to** to be based **on**
- the opposite **of**



"The roots of education are bitter, but the fruit is sweet." **Aristotle**

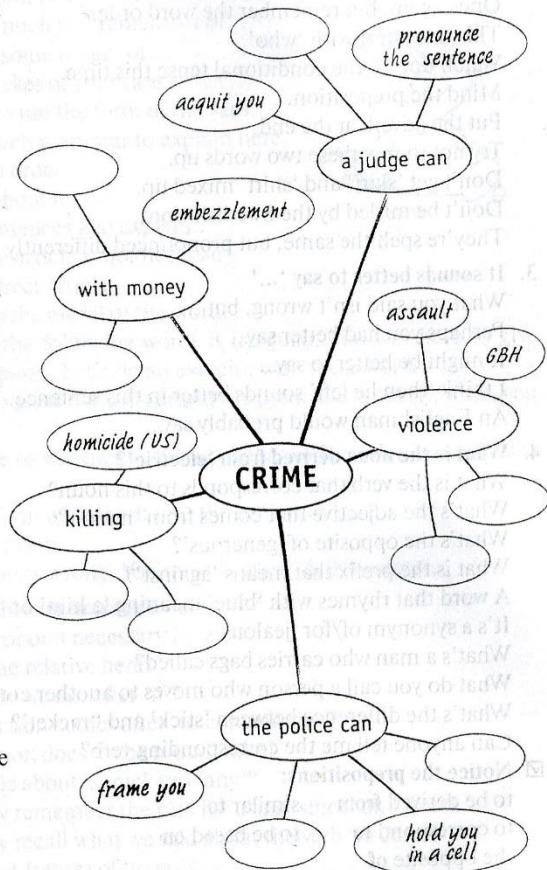
5

It is important to record and store new vocabulary in an interesting and memorable way and devise ways of recalling it.

Here are three ideas for organising your word-store. Many students simply record new vocabulary by writing it down, perhaps in alphabetical order, with a translation into their own language. Did you or your partner think of other ways of recording vocabulary? Here are some ideas for recording vocabulary that make it easier to recall it.

1. BRAIN MAP.

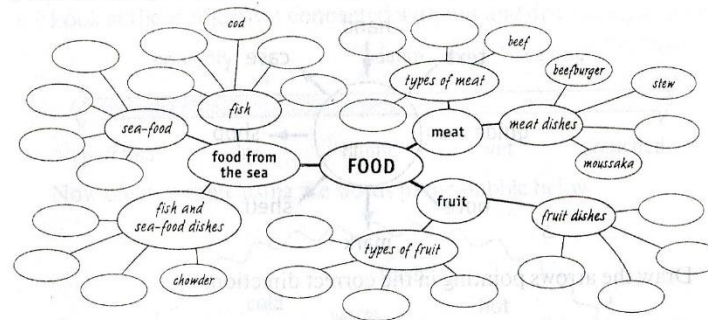
This is a good visual way of storing and remembering words or phrases which relate to the same topic.



Write some more words and phrases in the bubbles on the right.

6 "Only the educated are free." Epictetus

The following brain map is about food. Some words have already been filled in. Add at least five words from the passage, and as many words as you can from your own word-store.



2. SYNONYMS AND ANTONYMS.

Another good way of recording vocabulary is to put words that mean the same (synonyms) together and words that mean the opposite (antonyms) together. But be careful! Two words rarely mean exactly the same thing!

Here are some examples:

pound (£) = quid (informal)

old-fashioned ≠ trendy

huge = gigantic

smooth ≠ rough

blow up a tyre = inflate (formal)

deep (water/thoughts) ≠ shallow

hardly = barely (only just)

good at ≠ hopeless at



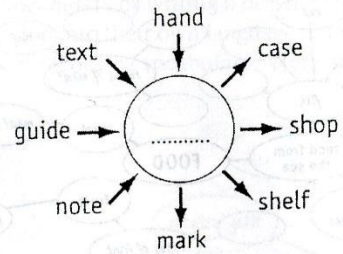
Organise these words into pairs of synonyms or antonyms in your own vocabulary notebook.

poorly	answer	ill	wealthy
	pick	crazy	choose
		slim	hard-up
			costly
chubby	cheap	nuts	reply
			sharp

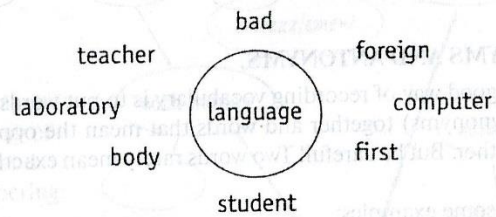
"Genius without education is like silver in the mine." Benjamin Franklin 7

3. ARROWED CIRCLES.

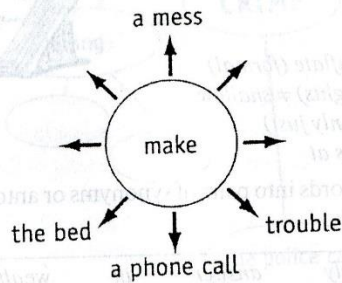
These are especially good for collocations.
Decide what the missing word in the middle of the circle is.



Draw the arrows pointing in the correct direction.



Add more words that collocate with *make*.

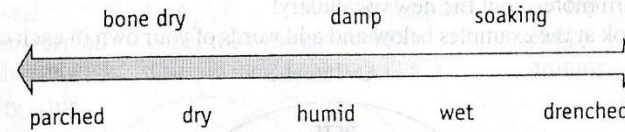


Create your own arrowed circle.

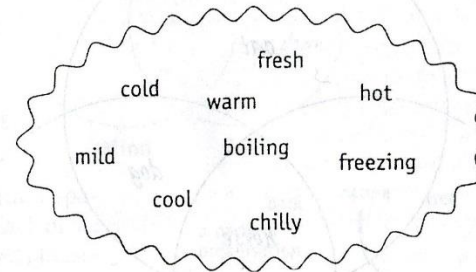
4. SCALES.

These are very useful for showing visually how connected words differ from each other without the need to translate them at all.

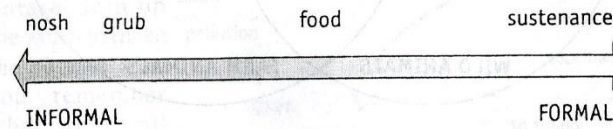
Look at these adjectives connected with wet and dry.



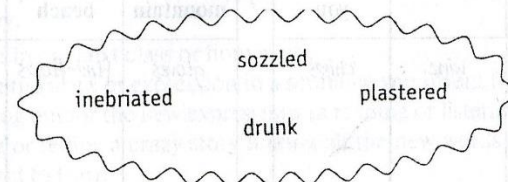
Now create a scale using the words in the bubble below.



Scales can also show how words of the same or similar meaning differ in formality.



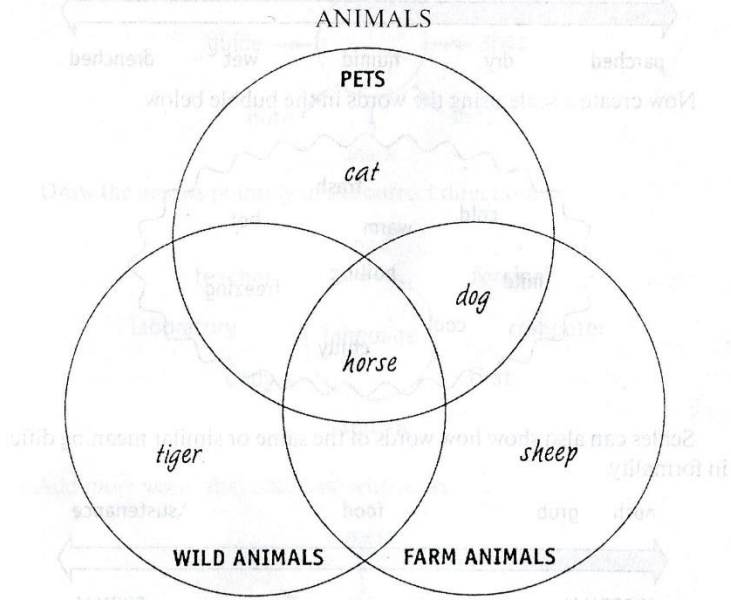
Now create a scale using the words in the bubble below.



5. UNUSUAL, NON-TRADITIONAL GROUPINGS.

With these methods of recording vocabulary, you may have different ideas from other students about where to put words or how to classify them, but don't worry: you can discuss your different ideas and, in doing so, learn more about the new vocabulary!

Look at the examples below and add words of your own in each case.



FOOD AND DRINK

Good for you	It depends	Bad for you
apples	wine	chips

CLOTHES

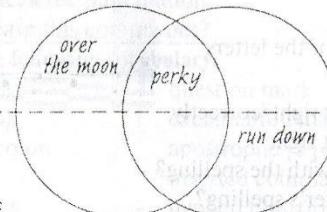
On a mountain	On the beach	To a wedding
gloves	flip-flops	bow-tie

10 "If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." **Chinese Proverb**

6. All of the following could be used to answer the question 'How are you feeling?' Put them in the most appropriate area of the circles below. Three ways have been done as an example.

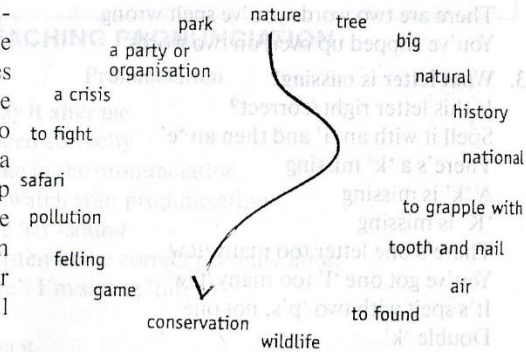
- off colour full of beans chuffed on
- edge blue in the pink tip-top
- cheesed off under the weather peaky chirpy
- dreadful down in the dumps got at grumpy

POSITIVE



NEGATIVE

7. Collocation spaghetti. Each of the words and phrases around the circle can be joined to another to make a phrase. Join up the words to make the phrases. Can you remember what they all mean?



8. Finally, you need to try to activate the new vocabulary you want to learn by:

- using it in the next class or homework;
- writing the word or expression in a sentence you invent for yourself;
- watching out for the new expressions in reading or listening activities;
- writing or telling a crazy story linking all the new words and phrases you want to learn.

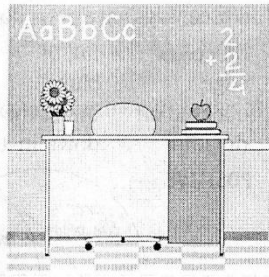
Start your word-store. How will you store the vocabulary? Make sure you include some of the given techniques.

"Formal education will make you a living; self-education will make you a fortune." **Jim Rohn**

TEACHING SPELLING AND PUNCTUATION

1. How do you spell 'buses'?

- How do you spell the word 'glass'?
- How is 'giraffe' spelt?
- What is the correct spelling of this word?
- Spell 'ship' for me
- Spell it aloud
- Spell it in English
- Use the English names for the letters



2. Have you spelt it right?

- Let's see if you've spelt it right/correctly
- I wonder if you've spelt it right
- Is there anything wrong with the spelling?
- Can anybody correct Peter's spelling?
- I'm afraid this is spelt wrong
- I'm sorry, you've made a spelling mistake
- There are two words you've spelt wrong
- You've slipped up over/on two words

3. What letter is missing?

- Is this letter right/correct?
- Spell it with an 'i' and then an 'e'
- There's a 'k' missing
- A 'k' is missing
- 'K' is missing
- There's one letter too many/few
- You've got one 'l' too many/few
- It's spelt with two 'p's, not one
- Double 'k'
- You need an extra letter here
- There should be an 'o' instead of a 'u'
- Write it with a capital 'J'
- Spell it with small letters
- The word ends/begins with the letter 'p'
- It begins with a 'j'
- It's spelt the same as in Ukrainian
- Why do you need two 'o's'?
- Why should there only be one 's'?

Write it as one word/two words
Write it separately/together
These two letters are the wrong way round
The word is spelt 'c-o-n-s-c-i-o-u-s'

4. You need a comma here

- There should be a full stop
- Put a comma after this word
- Always check the punctuation
- Can we leave this comma out?



Check the following vocabulary:

,	comma	?	question mark
.	full stop	!	exclamation mark
;	semi-colon	'	apostrophe [ə'pɒstrəfi]
:	colon	" "	inverted commas/ quotation marks
()	brackets	-	hyphen ['haɪfn] (e.g. passer-by)
*	asterisk	-	dash (e.g. we — that is I — ...)
/	stroke/slash		

TEACHING PRONUNCIATION

Pronunciation

1. Listen again and say it after me

- It wasn't pronounced correctly
- There was a mistake in the pronunciation
- Again, please, but watch your pronunciation
- Be careful with the 'sh'-sound
- You said 'class'. Listen to the correct pronunciation
- You are saying 'tree'. I'm saying 'three'
- Listen and repeat
- Listen to me saying it
- Listen to the way I say it
- Listen to how I say it
- Listen again carefully and then you try

2. Listen to the way my voice goes up

- Watch my lips very carefully
- Watch my mouth closely
- Notice how my tongue touches my teeth
- See how my mouth hardly moves
- The man on the tape raised his voice like this

You try and do the same
You must let your voice fall at the end of the sentence

3. **The word is pronounced [hou'tel]**

The word rhymes with 'house'
The word is accented on the second syllable
The first sound is [ɹ], as in 'thin'
Don't mix up these two words, 'glass' and 'class'

Some typical instructions for language exercises

Instructions for Exercises – 1

1. **Change/put into/form/rewrite**

Put the sentences into the passive/into direct speech
Put the verb into the correct tense
Rewrite the sentences, using the passive
Rewrite the following sentences, leaving out the relative
Rewrite the sentences in the singular/in indirect speech
Rewrite the passage, correctly punctuated
Rewrite in the first person

Change all nouns **into** pronouns

Substitute 'too' and 'enough' **for** 'so' in these sentences

Rearrange the adjectives in the correct order

Write the verbs in brackets in their correct form

Change these sentences in the same way as the example

Replace 'which' **by/with** 'that'

Make these sentences passive

Put the sentences into the passive

Form adjectives **from** these nouns

2. **Fill in/complete/insert/expand/supply**

Complete the sentences with a suitable infinitive

Complete the sentences by adding an article

Fill in 'a' or 'the' where necessary

Fill in the gaps, using the words given

Use the words given to fill in the gaps

Complete the sentences, using the words provided

Use one of the following words to complete the sentences

Construct a suitable completion for the sentences

Use appropriate forms of 'to be' to complete the sentences

Insert the words given in brackets into the sentences

Fill in the gaps/blanks, using the given words

Put 'shall' or 'will' into the blank spaces

Supply the correct form of the verb

Supply the missing word

Add the correct endings

Fill in the missing speeches in the following conversation

Supply the missing articles

Expand the notes below into complete sentences

3. **Play the part of the librarian**

Take the parts indicated

Each group represents one political opinion

Take turns to make offers and then refuse them

Study your role and then work out a conversation

Take on the roles of the people you heard in the dialogue

Act as an interviewer and ask members of the class if they ...

Instructions for Exercises – 2

1. **Choose/cross/underline/ring/find**

Choose the verb that best fits each sentence

Choose the correct alternative

Choose the correct completion for each sentence

Ring the appropriate answer

Put a ring round the best alternative

Put a cross over/on/by the right answer

Put a mark /tick by the right answer

Underline the accented syllable in these words

Put a line under the correct preposition

Cross/underline/mark/tick the appropriate/right answer

Put a cross in the right answer/box

Find words in the text that mean (the same as...)

Find English words that mean the same as ...

2. **Construct/write/make/combine/continue**

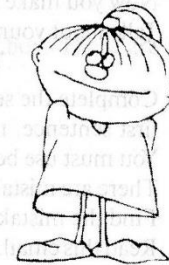
Construct sentences using the given words

Write sentences to explain the following words

Write appropriate answers to the following questions

Write out the following numbers in full

Make sentences to show you understand the meaning of the following words



Combine each pair of sentences, using 'although'
Continue the conversation between Fred and Tom
Finish the dialogue

3. Write/summarize/explain/punctuate

Write an essay of about 250 words on one of the following subjects
Write an answer to Peter's letter. Begin: 'Thanks for...'
Summarize the passage in not more than 100 words
Read the following passage and then answer the questions on it
State Peter's reasons for leaving in your own words
Explain the meaning in English of the following words
Explain the meaning of the following words, as used in the passage
Punctuate the following passage

4. Now talk about yourself in the same way

Continue in the same way
Now say what you enjoy doing, using the ideas below
Now ask for and give opinions on the following topics
Now offer these people some advice
Use these ideas to practise similar conversations
Now you make some suggestions. Begin 'How about...?'
Talk about yourself. You may find these ideas useful

Types of Grammar Activities

1. Complete the second sentence so that it has a similar meaning to the first sentence, using the given word. Do not change the given word. You must use between two and five words, including the given word.
2. There are mistakes in eight of the prepositions in the phrases in *italics*. Find the mistakes and correct them.
3. Read this email. Put the verbs in brackets into either the present simple or present continuous.
4. There are mistakes in the narrative tenses in these sentences. Find the mistakes and correct them.
5. Complete the story with these time linkers. There is an extra one that you do not need.
6. Connect the pairs of sentences with the words/phrases in brackets. Change the grammar of the sentences as necessary.
7. Read the email messages and find examples of the future forms.
8. Look at the examples of participle clauses in *italics*. How could you express the sentences with additional words to show the meaning?
9. Rewrite this story using participle clauses.

16 "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest." **Benjamin Franklin**

Types of Vocabulary Activities

1. Complete the text with the correct form of the words in brackets.
2. Match the words on the left with the suffixes on the right to make nouns. Which combinations need a spelling change?
3. Which word or phrase in the left-hand column does not collocate with the word in the right-hand column?
4. Complete this email with the correct form of a word/phrase from the box. Three items cannot be used.
5. Complete the crossword using the clues.
6. Match the words with the suffixes in the box to make nouns. Which combinations need a spelling change?
7. Match the words in the box with the dictionary definitions.
8. You are going to test your partner. First, write definitions for four words/phrases from the lists. Then, take turns to test each other on your words.
9. American spelling is sometimes a little different from British spelling. Find the American spelling for these words in the last two paragraphs of the story. Can you see any patterns in the way American spelling is often different to British spelling? Do you know any other examples of American spelling? Discuss your ideas.
10. Complete these sentences with the words in the box. There are two extra words that you do not need to use.
11. Name the sport which is being described.

USING MOTHER TONGUE

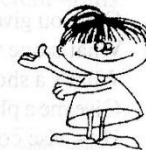
Mother Tongue – English

1. What's the Ukrainian for 'car'?

What's the Ukrainian word for 'car'?
What's this sentence in Ukrainian?
How would you translate this word/phrase into Ukrainian?
How do you say this/'on the wall' in Ukrainian?
What do you call this thing in English?
What is the English equivalent of the Ukrainian word 'співпраця'?
How would you say that in English?

2. Please translate

Translate this/that (last sentence) into English
Could you put that into Ukrainian for us?
Translate from Ukrainian into English



"You can lead a boy to college, but you cannot make him think." **Elbert Hubbard** **17**

Don't translate word for word
Think about the meaning of the whole sentence

3. In English, please

Say it in English, please
Use English
Try it in English

Now the same thing in English
This is supposed to be an English lesson, so let's speak English

4. It's almost the same in English

The English word is almost the same
The English for this is very similar

Comprehension

1. Let's talk about this chapter

Let's see if you've understood
Let's ask some questions about/on this passage
Who is going to ask the questions about/on page 123?
You had the job of preparing five questions each on this unit

2. We'll have a look at the new words

I don't think you've had/met this word before
Let's read through the vocabulary first
I think we had this verb last time
We looked at/dealt with these forms last week
You had this in your last lesson

3. What's another/a better/ a shorter/ a more English way of saying 'he stuttered'?

How else can you say the same thing?

Can you say the same thing, using different words/ in other words?

Give a synonym for 'rushed'

What is a synonym for 'huge'?

Another phrase/expression that means the same thing

What's another word that means the same as 'huge'?

What are two words that mean the same as 'tripped'?

Can you give me one word that means 'to come back'?

What's one word that means/for 'out of work'?

What's a shorter way of saying 'he went by plane'?

Give me a phrase that means approximately/more or less the same thing

How else could you say 'he returned'?

4. Use your own words

Use your own words to describe what happened

Use your own words to tell me about John

Explain the meaning of this sentence, using your own words

Tell me in your own words what happened

Can you paraphrase/summarize the last paragraph?

Can you give me the main ideas of the passage in a nutshell?

Give me a brief summary of the contents

5. What does 'blue' mean here?

In what sense is the word 'cry' used here?

What does it mean in this context?

What does 'sang' refer to in this sentence?

What do the words in brackets/italics mean here?

**WORKING WITH THE SPOKEN LANGUAGE
TEACHING SPEAKING**

Introducing Speaking Activities. Some Preliminary Exercises

Use each of these expressions in a sentence.

Make up a sentence with the expression '...' in it.

Make up sentences to show you understand the meaning of the following words.

Explain the meaning of each of these phrases in the following sentences

Explain these terms.

Explain as fully as you can...

Can you suggest a definition of...?

Complete each sentence in a suitable way.

Finish the sentence in any way you like.

Can you suggest another way of saying?

Can you put it in another way?

How else could you say it?

What's another way of saying it?

Can you say the same thing in other words/ using different words?

What is a shorter way of saying it?

Now, let's put the question in a different way.

Try and phrase the question in a different way.

"Never seem wiser, nor more learned, than the people you are with. Wear your learning, like your watch, in a private pocket: and do not merely pull it out and strike it; merely to show that you have one." **Lord Chesterfield**

Moving Towards Free Conversation

Showing understanding

I see

Oh, did you/is it/was there/can they?

That's interesting

What you said is very interesting

I didn't know that

Is that so?

Really?

Fancy that!

That's a very good point

I hadn't thought of that

Yes, that's true, as a matter of fact

Why?

In what way?

How?

Why do you think so?

What reasons do you have for saying that?

Can you support what you say?

Is there any evidence to support what you say?

Do you really think so?

Is that your honest opinion?

Is that what you honestly think?

You're convinced of this, aren't you?

Don't you think, though, that...

I'm not so sure about that

Well, that all depends, doesn't it?

You can't be serious

I'm not sure what you mean

I'm not sure what you are getting/driving at

Could you explain what you mean?

Could you give me an example?

What exactly are you trying to say?

Could you go into more detail?

Could you expand on that a little?

Be a little more precise. What exactly do you mean?

You mean, then, that...

Correct me if I'm wrong, but do you mean that...?



Beginning the Conversation, Initiating Discussion, Involving your Partner, Focusing on, Making Suggestions

Last time we were talking about... today we'll be talking about...

Today we are going to talk about...

The subject of today's discussion is...

This afternoon I want to deal with...

Is there any particular topic you are interested in?

The first thing we have to consider is...

Let's begin by looking at... / Now let's look at...

I expect you already know something about...

Perhaps, you've already heard something about...

Could you just tell us?

Perhaps, someone could tell me...

Does anybody know...?

Can anyone explain...?

Have you got any idea of...? / Do you have any idea of...?

Describe briefly...

Try to describe, please.

Tell us about your own experience.

Think of something to say about...

Be ready to talk over the following questions.

So we have to ...

Will we begin/start with ... ?

Let's talk/decide about... first, will we.

What will we do first?

Do you think we should ... ?

Why don't we... ?

Do you fancy/feel like ... ?

How/What about talking about... first?

I suggest that we should...

I suggest that each of us...

Perhaps we should...

We'd better begin with...

We could start with ...

Can we talk about... ?

What would interest me ... ?

I wouldn't mind ...

I'd definitely consider...



I think we should look at... first, will we?
 I think it would be a good idea to...
 I think we'll need to...
 What are your feelings on this?
 What are your views on the matter?
 Let's see what the good/bad points are, shall we?
 What is the advantage of...?
 Discuss the advantages and disadvantages of...
 What advantages and disadvantages does... have over...?
 There are several possibilities for...
 Don't hurry. Think for a moment before you say anything.
 Wait a minute before you say anything.
 Plan what you are going to say.
 Personally speaking...
 Speaking personally...

Does anybody know...?

Can anyone explain...?
 Describe briefly...
 Tell us about your own experience.
 Think of something to say about...
 Be ready to talk over the following questions.
 Wait a minute before you say anything.
 Plan what you are going to say.



Asking for arguments

Why do you think so/that?
 Why do you say that?/ What makes you say that?
 How do you know?
 What reasons do you have for saying that?
 Can you support what you say?
 Is there any evidence to support what you say?
 Are you sure of your facts?
 Are you completely sure of that?

Asking for an Opinion

Well, what do you think of...?
 What do you think about...?

"I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet, strange, I am ungrateful to these teachers." **Kahlil Gibran**

How/ what do you feel about...?
 What's your opinion of...?
 What's your view on...?
 How do you see it, then?\give your own views in answer to the following questions.

Let's have your opinion.
 What are your own views on...?
 Do you think that...?
 Are you sure that...?
 What would you say about?

Expressing your opinion
Tentative opinion

It seems to me...
 Perhaps...
 Maybe...
 Probably...
 It's very difficult to say, but I think...
 It's not something I feel very strongly about, but...
 I mean, don't you agree that...
 As I see it...
 From what I can see...

Strong opinion

In my opinion/view...	From my point of view...
I think/ believe that...	I think that...
If you ask me, I think...	I feel quite strongly that...
To my mind...	I am quite certain that...
The point is that....	As far as I'm concerned...
I'd like to say this.	As for me, I think ...

Agreeing/Disagreeing, Responding to Suggestions

Agreeing strongly

Sure/ Quite/Exactly/Right! Absolutely.
 That's it.
 That's just what I think too.
 That's a good point.
 Yes, you're quite/absolutely right.
 Yes, that's quite/absolutely right.
 Yes, I quite/absolutely agree with you.

I can't but agree with you.
 I couldn't agree more.
 I fully agree with you.
 I think so too.
 That's a great idea.
 That's a very good idea.
 What a good idea!
 That sounds like a very good idea to me.

Agreeing Reluctantly

Well, perhaps.
 Well, I suppose you may/could be right.
 That sounds like a good idea.
 You may be right, but I'm not sure about that.
 That's a good point...I hadn't thought of that.
 Perhaps you're right.
 Up to a point, I agree.
 I partly agree.
 In a way.

Disagreeing Gently

Do you really think so?
 I don't really agree.
 Are you sure that's right?
 Are you sure about that?
 I'm not sure you are right about that.
 I'm not sure that's true ...
 I agree up to the point, but...
 I see your point, but...
 That's a good point, but...
 That's not quite how I see it.
 Yes, but don't forget...
 I see what you mean, but don't you think...
 I don't think I'd go along with that.
 I don't think it's a very good idea, why don't we...
 Yes, but isn't it also true that...?
 It doesn't sound like a very good idea to me.
 Wouldn't it be better to...?
 In my opinion...

7

Disagreeing More Strongly

But surely that can't be right!
 But surely you don't really think ...
 I don't think so.
 Oh no ...
 That's very/most unlikely.
 I don't think I'd agree with ...
 No, I'm sorry but I disagree with you.
 No, I'm really sorry but I think you're wrong here/about that.
 No, I'm afraid I can't agree with you...

Disagreeing Very Forcefully

You can't be serious here! That's no answer.
 That's just not the case. I don't agree with you here.
 You must be joking!

Developing the discussion

Giving reasons

On the other hand... In fact.../The fact is /The truth is...
 ...and therefore... Firstly, I'd like to...
 ...and as a result... Secondly, I feel that...
 I believe that...

Adding

In addition, I'd like to say...
 There's something else I'd like to say...
 I'd like to add that...
 Moreover/ Furthermore...
 I'd just like to point out that...
 What is more...
 Could I just add that...?
 Also...
 ...as well as...




Has anybody else anything to say on this?

Have you got anything to add (to what Peter said?)
 Who agrees/disagrees with Peter/what Peter said?
 Does anybody share Peter's opinion/views?
 Peter, what do you think about this?

Could someone sum up what has been said?
 Let's just run through the arguments for and against.
 Perhaps we could come back to what Peter said earlier.

☑ **'Anybody', 'somebody', 'nobody' and 'everybody' cannot be used with of:**

any of you	<i>but</i>	Has anybody anything to add?
some of you		Somebody must know the answer.
all of you		Everybody will have to finish this off at home.
each of you		
none of you		Nobody managed to get them all right.

Going into Details

Go into as much detail as you can.
 Now give a few details of...
 Can you add a few details?
 Add whatever details you like.
 Could we just go over the details again?

Asking for Clarification

Could you explain what you mean?
 What exactly do you mean?
 I don't really understand what you mean.
 I don't quite see what you mean, I'm afraid.
 I'm not sure that I quite understand that.
 It still isn't clear to me why...
 I'm not really with you, I'm afraid.
 I'm not sure what you are driving at./ I don't quite see what you are getting at.
 I didn't catch the last part.
 I didn't quite follow what you were saying about...

Encouraging Students to Ask Questions and Answer Them

Ask each other questions about...
 I want you to ask questions in turn.
 Is there anything else you would like to ask about?
 Now, who can give the answer to the first question?
 Give me/us the full answer.
 Will you try and answer questions from the class about...?
 Try and make your answers as lively and interesting as possible.

Encouraging Students to Take Part in the Conversation

What does Maria have to say?
 Have you got anything to add to what Vira said?
 What else could you say?
 Any other suggestions (ideas, opinions)?
 What is the point of this joke, Sasha?
 Who agrees (disagrees) with Ann?
 Would you agree with that, Natalia?
 Don't you agree, Vova?
 Does anybody share Mykhailo's opinion?
 Whose view do you support, Vira's or mine?
 Give your reasons.
 Support what she says.
 Express a different point of view.
 Can anyone see a flaw in her reasoning?
 What critical comments can you make on what she said?
 Can you suggest another solution?
 Can anyone think of any other example?
 Perhaps you are right, but Mykola looks as if he doesn't agree. Do you, Kolia?
 Maybe, but Yury looks as if he doesn't see what this has got to do with our topic.
 You are very quiet today, Olenka.
 I think Vadym knows more about it than we do.
 You can't learn to speak just by sitting in a classroom and listening to other pupils speak.
 Forget about being nervous (shy).
 It is far better to make a few mistakes than to say nothing.

Follow-up Questions to Encourage a Partner

Why do you think that...?
 What makes you say that?
 What are your reasons for that?
 Can you give an example to show what you mean?
 I don't quite understand what you mean by...
 How about/What about...?
 Do you think you will...?
 What if you/they/he/she ...?
 What if there's ...?
 Are you planning to...?

Personal insights

I learnt that... I realized that...
I found out about... It became clear that...

Giving Advice/Recommendations

Why don't you/we ...? If I were you, I'd...
You/We could ... If you ask me...
Then, why not...? Have you thought of/about...?
You should /ought to... How/What about...?

Expressing Condition

If I were to decide/select..., I'd ...
Should I decide/select..., I'd...
If I were in their place, I'd definitely ...
If there were no..., I wouldn't...
It depends on the circumstances, but perhaps I'd

Defending Your Opinion, Justifying, Insisting

You may be right. But I still think...
It sounds a bit dull. Still, I suppose it might be the best option, all things considered.

Yes, but what I really mean is...

What I'm trying to say is...

...but the thing is...

Well, how about...

What I mean is...

That's not exactly what I was trying to say...

From another point of view...

Talking about...I'd like to say...

I'd just like to say that...

Do you really think so?

Don't you think that...?

Don't you think we have to consider ...?

You're very mistaken here. Let me tell you...

But that kind of thing is very... and besides...

Well, in my view...

I can't help thinking of...

What makes you say that?

I have to say again that...

I have to insist on...



Giving in

All right, then.
OK, you're right.
Perhaps I was a bit...
Perhaps I wasn't right here.
I'll take it/that back.

Avoiding Giving an Opinion

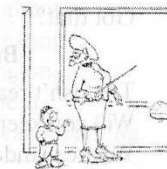
It's difficult/hard to say. I suppose it depends on your point of view.
I think it all depends. I really don't know, I'm afraid.
That's interesting. Do you think so?
I'm not really sure. Well, let me think.
Actually, I can't say. I wouldn't know.

Delaying the Answer

Oh, let me think for a moment.
Wait a minute, I'll just have a look.
Could I answer that question later? I need to look it up.
I'm not sure. I'll have to find out.
I can't tell you off-hand, I am afraid.
I'd rather not answer that question now, if you don't mind.
I think, I'll have to consult the teacher/father...
I'm sure you'll find the answer in...
We haven't got time. We'll discuss this next week.
Oh, that's very interesting. Now I want everybody to think it over at home and we'll discuss it next time.

Interrupting/Butting in

Can/Could I butt in here?
Can I break in for a second?
Hold on a moment!
May I interrupt you for a second?
Could you stop here for a moment?
I see what you mean, but...
Just a minute. I'd like to make a point ...
Sorry for interrupting, but may I put in a word?
Sorry to interrupt you but...
Perhaps we ought to mention here that...
Could I question your last point?



Before you go on, let me ...
What I mean is...
By the way ...
Speaking of...
While we are on the subject of... talking about...

Asking for Arguments

Why do you say that? *Or:* What makes you say that?
How do you know?
Can you support what you say?
Are you sure of your facts?

Encouraging Pupils to Take Part in the Conversation

What does Alla have to say?
What do you think, Vova?
Have you got anything to add to what Mila said?
What else could you say?
Don't you agree, Sasha? Give your reasons.
Can anyone see a flaw in his reasoning?
Can you suggest another solution?
Forget about being shy (nervous).
Keep going!
Don't stop there.
Do go on.
Let's hear the rest of what you have to say.
You can't make a comment like that and then just leave it.



Checking Understanding

Do you follow me?/ Are you following me? *Or:* Are you with me?/ Do you see what I mean?
All right, so far?
Is everything clear?
Have you got all that?
Got that?

Bringing the Discussion Back to the Subject

That isn't really relevant.
Will you keep to the point?/ Please, come to the point.
We are wandering from the point.

We are getting a bit off the subject.
Can we leave that for a bit and get back to...?
Let's try to keep the discussion focused/moving on track.
Try to keep/stick to the point.
Let's not get sidetracked.
We've been over all this before. Let's not waste any more time on it.

Refocusing the Discussion

Where were we?
What were we talking about before (we were interrupted)?
We got a bit sidetracked there.
Let's get back to the topic
To pick up where I left off, ...
To continue what I was saying....

Sudden Reminding of Important Ideas

Incidentally, ... While we're on the subject, ...
By the way, ... It's occurred to me that...
Before I forget, ... Now that you mention it,....
Oh yes. That reminds me.

Expressions of Encouragement

Well done! That's a very good point/ argument.
That's an original idea. That's an interesting suggestion.
Yes, that sounds a good idea. You seem to have understood it very well.
That's a good question.

Expressing doubts

I can't say if... I'm not that sure if I...
I'm not sure. It is very doubtful whether...
I have my doubts about... I don't think I'll...

Expressing Interest

That's interesting. Oh, did you/were you/have you?
Oh, really? I'd like to know more about...
I see. That sounds very interesting...
I can imagine. I'd like to do something on...
I'm keen on... Please tell me more about...
I'm really interested in... That must have been really exciting.

Teachers don't just teach; they can be vital personalities who help young people to mature, to understand the world, and to understand themselves. A good education consists of much more than useful facts and marketable skills." **Charles Platt**

Expressing Indifference

...doesn't interest me. I don't care about...
It seems to be boring... I'm not bothered about...
It's all the same to me. It doesn't matter to me if...
I wouldn't care if...

Expressions of Suitability

...is suitable for... ...is ideal for...
...is perfect for... ...is good/great for...
...is the best thing for... ...is just what he/she needs for...
...is just the thing for...

Expressions of Cause and Result

...can/may/might cause ...can/may/might bring about...
...can/may/might lead to... ...can/may/might result in...
...can/may/might end up with... ...can/may/might produce/create ...
...can/may/might contribute to... ...is due to/ owing to...
...is because of... ...is responsible for...
...is to be blamed for... ...and as a consequence ...
...and consequentlyand therefore ...

Expressions of Problem Solving

...could be solved by... It would be a solution to the problem...
...could be overcome by... It would be a good idea to...
... could be reduced by... It would be the best plan because...
...could be eliminated by... ...would benefit from...
...could be avoided by... Would be an answer because...
...needs to be done because...

Course of Action

First/Next/ After that/Then At the same time ...
Firstly/Secondly ... Meanwhile ...
The first step ... The last but not least...
The following action ... Finally ...

Expressing Necessity, Importance

It's necessary ... It's crucial...
It's important.... It's essential...
...is/are vital. ...is/are useful.

Expressions of Disgrace, Disapproval

It's a disgrace! It's a bad reflection of our society.
It's disgraceful that... I detest that kind of...

Clauses of Concession

While/Whereas/but/on the other hand/yet + clause, e.g.: The top photo shows a...,where as the second one...

However/No matter how + clause, e.g.: However/No matter how attractive the profession of...may be, I'd never choose it

Although/Even though/though + clause, e.g.: Although the profession of... seems to be..., I'd never choose it.

Despite/In spite of the fact + that clause, e.g.: In spite of the fact that the profession of...seems to be...,I'd never choose it.

Whatever/No matter what + clause, e.g.: Whatever the advantages of this profession are, I'd never choose it.

Evasive Answers, Hesitating

Now, let me think. I'm not sure. I mean ...
Well, let me think. I wouldn't know. I can't say. Well...

Reaching a Conclusion. Summing Up

I don't think there is anything more to say on the subject.

We have covered the subject quite thoroughly.

Well, we'd better come to a decision.

So, let's decide which one ...

It seems to me the most important points are...

After some discussion we agreed that...

So the general opinion seems to be that...

So what do you think?

So, shall we say...?

Is that how you see it?

I think we've agreed that...

I think that's it, don't you?

Right then. Your view is that... , but I think ..

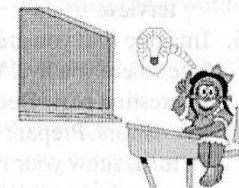
So, will we agree or disagree?

So what do we have so far?

Will we see where we've got so far?

So if we summarize ..

How do you see it?



To sum up, ...?
 To sum up then, we all agreed that...
 To sum up then, most of you consider that...
 Finally/Generally ..
 On the whole ..
 After some discussion we agreed that...
 Can somebody sum up what has been said?
 In conclusion I would say that...



COMMUNICATION STRATEGIES

- Start the conversation using the appropriate patterns.
- Use the learned phrases and sentences to express yourself.
- Repeat some words and phrases of your partner to check your understanding of your partner.
- Ask for repetition/ clarification.
- Use one word instead of another which is not known to me.
- Use stock phrases (e.g. "that's a good question") to gain time and to keep the floor while thinking.
- Monitor your speech for slips and errors.
- Select a suitable phrase to attract the audience/ to get the floor/ to gain time and keep the floor while thinking.
- Substitute an equivalent term for a word you can't recall.

Some typical instructions for Speaking Activities

1. With a partner, take turns to describe the photos. Help each other with difficulties.
2. Role-play. You are going to prepare a "radio interview".
 - Think of your own answers to these questions: ...
 - Work in a group of four and prepare your radio interview. One of you is the interviewer.
 - Perform your interview for another group or the class. If you can, record your interview and play the tape to the class, as a radio interview.
3. Imagine that you are taking some visitors around the city, town or village where you live. With your partner, draw a simple street map of one interesting part. Decide on three or four things that you want to show the visitors. Prepare a talk for your guided tour. Then join another pair. In turn, show your map and give your prepared talk.

4. Role-play. With a partner, prepare an improvised dialogue. Choose one of the two situations and prepare a short dialogue.
5. Do this by yourself. Imagine that you are at the jewelry counter. Think of a good present for your partner, and one for your mother. Think of a reason for your choices.
 When you are ready, join your partner. Tell each other about your choices and the reasons for them. Are you happy with your partner's choice of a present for you?
6. Role-play. With your partner, prepare a news report of the day's event on board the Christine Rose. You can use these sentences beginnings to help you. Present your news report to another pair or to the class.
7. Describing. With a partner, choose one of the pictures, and together prepare a short description of the costumes. Then find a film that you've both liked on television or in the cinema in the past year. Prepare a short description of the costumes in that film.
 Change partners. With your new partner, tell each other about the costumes in the two films you choose. Discuss these questions:...
8. Imagine you work at a tourist Information Centre. Your partner asks you about these attractions. Give your partner the information.
9. Study the picture of the sports shop. Your partner has a similar picture, but with three things you haven't got/ your picture has three things your partner hasn't got/ ask each other questions, and get the complete list of eight items in the shop.
 Don't forget: If you don't understand, use a polite expression: I'm sorry, ...
10. What different kinds of TV programs do you like?
 - comedy
 - drama
 - documentaries
 - films
 - quiz show
 - you choose!
11. Look at these movie posters. Then discuss the questions below:
 - Have you seen any of the movies above? Which ones?
 - How does each movie look? Describe each one using these words or own words.
12. You have the left half of the photo. Ask your partner questions to find out what's in the right half.
13. Read this astrology chart. Circle the words that you don't know, and ask your partner to explain them. Use a dictionary to look up the words that neither of you know/ then answer the questions below.

14. Look at these magazines covers. What do you think the magazines are about?
15. Ask your partner for directions to the following places: the coffee shop, the police station. Mark the places on the map. Now your partner will ask you for directions. Give directions.
16. What is the best advice you've ever received from the people? Write the advice in the chart. Then share your answers with your group.
17. Listen to the dialogue. Which of these statements are the people discussing? Listen again and complete the dialogue. Then circle any useful expressions for asking opinions and responding to opinions.
18. Work in pairs and take turns to compare the pictures, giving your own opinions. Use the headings to organize what you're going to say.
19. You are going to create a pledge in your class. First decide on a pledge you would like to create (or use the pledge: *I will learn ten new words/phrases every day for a week if six other people will, too.*). Walk around the room and tell as many students as possible what your pledge is. Encourage them to sign up for it. Discuss these questions: Did you get enough people to sign up for your pledge? Why/Why not? Which of the pledges you heard about was the most interesting? Why?
20. Think of a sport or game you know. Find another student who doesn't know this sport or game very well. Tell them the basic rules. Explain the aim of the game, how many players there are, what equipment you must use and how you win.
21. Which of these is *not* a correct way of giving an opinion?
22. Read these statements. Which ones do you think Charlotte would agree with and which would she disagree with?

TEACHING LISTENING COMPREHENSION

Listen to me carefully and try to guess the meaning of the words I'm going to use.

Let's start today by listening to a story.

I hope you've got the gist of it. Before you listen to the story again let me introduce a few vocabulary.

Now, let's listen to the whole conversation all over again.

Now listen to me carefully and try to say the sentence as exactly as I do. Right? Let's start.



36 "A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special." **Nelson Mandela**

Typology of Activities for a Listening Lesson*

Activities	Explanation/ Demonstration
PRE-LISTENING	
<i>Warm-up exercises:</i>	a. To elicit something associated with the topic.
1. a. Elicitation/ discussion about the topic (perhaps based on visits, title, etc)	b. To encourage students to exchange ideas/ opinions about the topic.
b. Informal teacher	
2. Looking at pictures and talking about them	a. Can be used when students are not able to read. b. students are to look at a picture/ pictures assisting by checking that the students can name the items which will feature in the text. c. To remind students of lexis which may have been forgotten (never really known). d. To focus attention on the topic to be listened to.
3. Looking at a list of items/thoughts/etc.	a. To practise newly learned vocabulary (with early learners). b. To remove the stress of suddenly hearing something forgotten and thus being distracted from the next part of the listening text. c. Presenting the list in the order in which the words/phrases/statements occur in the text makes while-listening exercises easier. d. <i>To make listening more difficult – if the list contains some 'distractors' (examinations)</i>
4. Making lists of possibilities/ ideas/ suggestions	It is as the basis for a while-listening activity. Is a good pair or group activity and can be done in a relaxed way because there are no right answers for what should be done on the lists.
5. Predicting/ speculating	To invite student to speculate on what will be said and thus to provide them with the oppor-

* Some of the activities can be used as activities for a reading lesson.

Fall seven times, stand up eight. **Japanese Proverb**

- tunity to call to mind and perhaps make some of the possible utterances themselves.
6. The teacher giving background information To recollect or give some information which can help understand the utterance.
 7. Brainstorming
 - a. Word-star: ask students to predict the words and expressions likely to appear in the passage. Teacher writes them on the blackboard.
 - b. Expressing hypotheses about the content of the passage, based on previous knowledge, by writing notes down.
 8. Labelling a picture To revise already known language. It is suitable for pair work and can generate a lot of discussion.
 9. Reading a text
 - a. Concentration on the written text brings the language which is likely to be heard to mind.
 - b. Students are asked to fill the gaps in the text as they read it through at the pre-listening stage and then to check their answers as they listen to the recorded version.
 10. Completing part of a chart The information is presented in the jumbled order, and so students need to move up and down the printed list quite rapidly.
 11. Pre-viewing language Students are presented with printed lists of expressions and the functional language which they will hear.
 12. Games
 - a. For warming-up relaxation.
 - b. For training in basic listening skills, e.g., miming words and expressions heard; minima-pair distinctions.
 13. Guiding questions. Reading through questions Teacher asks/writes questions that help students exploit passages (to be answered while listening).
 14. *Consideration of how the while listening activity will be done.* Explaining how to carry out the task.

WHILE LISTENING

1. Comparing To compare passages with prediction in pre-listening
2. Obeying instructions Students are given instructions and show comprehension by physical movement, finishing a task, etc.
3. Information transfer
 - a. Completing maps, plans, grids, forms, lists, pictures, following a route, etc.
 - b. Picture drawing.
 - c. Making models/ arranging items in patterns.
4. Ticking off items (bingo) Students listen to a list of words and tick off or categorize them as they hear them.
5. Filling in gaps e.g. Students hear the utterances of only one of the participants and are asked to reconstruct those of the others.
6. Filling in blanks Students are given the transcript of a passage with some words missing and must fill in the blanks while listening.
7. Detecting differences or spotting mistakes Students listen to passages, responding only when they come across something different or wrong.
8. Repetition Students are asked to repeat short phrases or complete utterances recorded.
9. Paraphrase Students are asked to focus on certain sentences and paraphrase them.
10. Sequencing E.g., students are asked to give the right order for a series of statements.
11. Storyline picture sets Choosing the pictures that deal with the story.
12. Putting pictures in order E.g., students are asked to give the right order for a series of statements.
13. Information search Students listen to a passage and take notes on the segments that answer a particular question.
14. Matching E.g., students are asked to match items that have the same meaning as those they hear.
15. Marking/checking items in pictures Students are asked to respond to various stimuli (questions/statements) by marking things in the picture (identifying people and things, marking items mentioned by the speaker, marking errors, checking details, marking choices, etc).

16. Matching Students hear a description or a conversation and have pictures with what is heard to decide, from the selection offered, which picture is the 'right' one.
17. Completing grids It can be used with an enormous range of topics. The teacher provides, or asks students to draw a grid – i.e. a block of 'boxes' – with each column and row labelled. Students then enter their 'answers' in the correct boxes on the grid, depending on what they discover from the listening text.
18. Form/chart completion 'Information gap' activities based on forms, charts, etc. students are required to take information from the listening text and use it in various kinds of written (or drawn) completion exercises.
19. Labelling Students listen to a fairly formal presentation and are asked to label diagrams as a way of recording the information they hear.
20. Using lists Consists of making a list, often a shopping list or a list of places to visit, actions, countries, ideas, etc.
21. True/False Often turns out to be difficult than anticipated.
22. Multiple choice/ Questions Well-designed multiple-choice questions can help guide students through the text just as ordinary 'open' questions can. It is often necessary to use a paused tape or to stop the tape to allow the students' time to make their choices. The questions 'guide' the listener through the story.
23. Predicting Much more precise exercise. It is generally easier, and more practicable, to stop the tape between speakers and ask the class to forecast the next speaker's words.
24. Seeking for specific items of information This activity is concerned with listening to a fairly extensive listening text (a weather forecast, a news bulletin, a discussion, etc.) with the objective of finding some previously specified information.

POST-LISTENING

1. Answering to show comprehension of messages E.g., multiple-choice or true/false questions.

40 People are just about as happy as they make up their minds to be. **Abraham Lincoln**

2. Extending lists This activity can 'straddle' the while-listening stages. The students are asked to make a list or tick/check a list while-listening, and then to add to it after the listening is finished.
3. Form/chart completion Depends rather on memory than on listening skills, it is best if post-listening chart completion does not depend on large quantities of information from listening text.
4. Sequencing/ 'grading' Students attempt to sort out the various items as they listen and then to complete the activity after they have heard the whole passage/story. A list of more than about seven or eight items is difficult and frustrating to handle. 'Grading' tends to be more difficult. E.g. students may be asked to 'put in order, from the most liked to the least liked', this will require more detailed listening than sequencing events in a story.
5. Matching with a reading text Students are asked to listen and to carry out a while-listening task, before referring them to a reading text on the same topic. The obvious source of material for this is the news, from radio and from the newspapers. Students are asked not only to match words or phrases from the two texts, but to listen carefully to information needed to complete a task which depends on successful matching.
6. Extending notes into written responses/ dictoglosses Students are required to use the notes they take while listening to a speaker for extending into written texts (fairly advanced level).
7. Relationships between speakers (It can be done while actually listening.) At the post-listening stage it is useful to consider what features of the listening text made the relationships clear. In some cases, the lexis is sufficient (e.g. the forms of address, references to shared knowledge).
8. Establishing the mood/attitude/behaviour of the speaker It is similar to the one above in that it depends on the listener interpreting what is said, rather than just looking for the over meaning. It is not just the words that are important but how they are spoken.
9. Problem solving Students hear all the information relevant to a particular problem and then set themselves to solve it.

Instead of giving myself reasons why I can't, I give myself reasons why I can. **Author Unknown**

and decision-making activities (using information for problem solving)

10. Summarizing Students are given several possible summary-sentences and asked to say which of them fits a recorded text.
11. Jigsaw listening Different groups of students listen to different but connected passages, each of which supplies some part of what they need to know. Then they come together to exchange information in order to complete a story or perform a task.
12. Role-play/simulation Can be based on a number of different stimuli: role cards, stories, characters seen on television, etc., as well as listening passages.
13. Speaking as follow-up to listening activities E.g., debate interview, discussion, role play, dramatization, etc., associated with the passages heard.
14. Dictation What is wanted is that the student's version indicates comprehension of the utterances, and writing them down is one way of showing this comprehension.
15. Writing as a follow-up to listening activities e.g., letters, telegrams, postcards, messages, etc., related to passages.

Some typical instructions for Listening Activities

1. Read the table, then listen to the cassette and complete the missing information.
2. You will hear Stella telling her friend about a person she dislikes. Read the questions, then listen to the tape and answer them. You may keep notes while listening. Looking at your notes, describe the person.
3. You will hear a man talking to a travel agent about a city he finally decides to visit. Read the table, then listen to the tape and tick the information mentioned. Finally, use the table to talk about the city described.
4. You will hear a part of a TV programme describing Nelson's Column. Listen and complete the notes below. Then, looking at your notes, describe the monument.
5. You will hear two friends talking about a particular place. Read the

questions, then listen to the disc and answer them. Looking at your answers, talk about the place, then write a description of it.

6. Read the questions below, then listen to the recording and answer them. Finally, looking at your answers, retell the story.
7. Look at the two photographs below, and try to imagine what you would hear if you were physically present at each scene, then look at the following list of words. Which photograph do you think each word is related to, and which of the three verbs in brackets describes most accurately the sound you would expect to hear? Finally, listen to the cassette and check your answers.
8. You will hear a part of a TV discussion programme about genetics/look at the points in favour and against genetic engineering, then listen to the cassette and tick the points which the speakers mention.
9. First, think as many points for and against early retirement as possible. Then listen to the conversation and fill in the gaps in the boxes below. Were your arguments the same as those you heard? Finally, write the paragraph plan you would use if you were to write an essay on the topic "...".
10. Read the viewpoints and reasons mentioned in the table below, then listen to the recording and match each of the viewpoints with the appropriate reason. Then, identify which aspects the points relate to. Finally, using the notes, give a one-minute talk on the subject, using words from the following list.
11. You will hear the training director of a company talking to her secretary about the training course. Look at the secretary's notes below, then listen to the conversation and fill in the gaps in the notes.
12. You will hear four extracts from articles. Read the titles, then listen to the extracts and match the extracts (A-D) with the titles (1-4). Which article describes a person? Which article involves argumentative techniques?
13. You will hear a part of a TV news broadcast. Read the following table, then listen to the news and fill in the missing information. Listen again, then, using the notes, describe the event in your own words.
14. Listening to and carrying out instructions. Study the drawing. Then listen and follow the instructions.
15. Listening for gist. Listen to two people talking. What is the conversation about?
 - a. horrible experiences on holiday?

- b. happy experiences on holiday?
 - c. funny experiences on holiday?
6. Look at the photos and read the text. Write two questions which you would expect to be discussed in the radio interview. Listen to the radio interview. Does the interview ask the questions you expected? Listen again. For each question, choose the best answer A, B or C.
7. You will hear someone talking about their future plans.
- Listen and take notes.
 - Listen again, section by section and write down exactly what you hear. You will hear each section twice.
 - Listen one final time and check what you have written. In particular, check that your grammar and spelling are correct.

WORKING WITH THE WRITTEN LANGUAGE TEACHING READING

- **Read the passage silently**
Read the text to yourselves
Study the chapter on your own
Prepare the next three paragraphs
Have a look at the next section
Check the new vocabulary from the list at the book
If there are any new words you don't know, please ask
Familiarize yourselves with the text
Read what it says at the top of the page first

• Let's read

- **Let's read the text aloud**
I'll read it to you first
First of all, I'll read it to you
You start (reading), Peter
Anna will begin
Start reading from line 6
Read the sentence aloud
Now we'll read it again. Peter, you can be Mr Brown
Anna, you read the part of Mrs Brown's this time
Let's read the conversation again, with you, Peter, reading the part of Mr Brown
Let's try it again, but this time with Anna as Mrs Brown



44 Experience is not what happens to you; it is what you do with what happens to you. **Aldous Huxley**

3. Read the first ten lines

Read as far as/down to the end of the chapter

Three lines each (starting with Peter)

Three sentences for each of you

Read one sentence each

Let's take turns/it in turns to read/reading

One after the other, please

Another sentence, please

Finish the sentence (off)

Read to the end of line 5

Don't stop in the middle of the sentence

Stop there, please

That's enough, thank you

That will do (fine), thank you

4. Go on reading, Peter

Read the next bit/section/paragraph, will you, Peter?

Next, please

Next (one), please

You go on, Peter

Someone else, please

Anna, go on from where Peter left off



Understanding

1. Do you understand everything?

Is there anything you don't understand?

Do you know the meaning of all the words?

Are there any words you don't know the Ukrainian/ Russian for?

Are there any phrases you don't know the meaning of?

Can I help you with any words or phrases?

Are there any strange words or expressions?

Is everything clear?

Are there any questions on this text?

Has anybody got anything to ask (about this text)?

Is there anything else you would like to ask about?

Are there any points you're not sure of?

Are there any words you are unfamiliar with?

Would you like anything explained/explaining?

If you have made mistakes, there is always another chance for you. You may have a fresh start any moment you choose, for this thing we call 'failure' is not the falling down, but the staying down. **Mary Pickford**

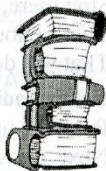
Check the following vocabulary:

Do you know
the meaning of the

word 'deceive'
phrase 'out cold'
idiom 'to be hand in glove'
expression 'at a loss'
saying 'it's an ill wind'
words in italics
words underlined letters 'UNESCO'
abbreviation 'pm'
initials 'PM'

☑ **Teach your students:**

I am unfamiliar with this expression
This expression is unfamiliar to me
I'm still not clear about the difference
The difference is still not clear to me



2. We'll look at some difficult points in this text

Let's have a look at some of the difficult points
Let's start with a look at the difficulties in this text
There are one or two difficult points we should look at
I'd like to point out some difficult constructions
Let's look at the passage in more detail
Perhaps we should have a detailed look at this again
This is a good opportunity to revise the past tense
Perhaps we can do some quick revision

4. Is there anything else/more you want to ask?

5. Look at line 4 for a moment

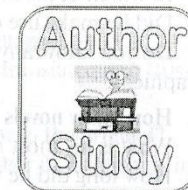
If you look at line 4, you will notice that the adjective . . .
In line 4 you can see the word 'best'
Look at the first/last line of the first paragraph
Look at the end of the very first line
Second paragraph, first line, the word 'fast'
A little further down, about two lines from the bottom . . .
I'd like to draw your attention to the word 'drag' in line 26
It's worth noticing how the word 'sicken' is used in line 5
This means (more or less) the same as 'she left'
The meaning of this sentence is something like 'he didn't understand'

When one door closes another door opens; but we so often look so long
and so regretfully upon the closed door, that we do not see the ones which
open for us. **Alexander Graham Bell.**

Author's Life

1. What do you know about the author of the story (poem, novel)?

Can you tell me something about him?
In what century did he live?
When was he born?
Where was he born?
Where did he spend his childhood?
What kind of people were his parents?
What kind of person was his father?
What did his father do for a living?



Describe the circumstances in which the family lived when D. was a child.
What changes took place in the family over the years?
Did his family remain close over the years?
Where did D. live for the greater part of his life?
Did he describe his surroundings later in one of his books?
Summarize the history of D.'s life.

2. Who, in your opinion, played the most important role in D.'s upbringing?

Who was/had an important influence in his early life/in his youth?
Which event in his youth/in his life was the most significant/import-
tant?
Who encouraged his literary ambitions?

Author's Work

1. When did D. start writing?

When did he write (publish) his first book?

2. Which name did he take as his pen-name/pseudonym?

Under what pseudonym did this work appear?

3. Did he write poetry or prose?

Did he begin his literary career as a poet (playwright, novelist, short
story writer, screen writer, travel writer, memoirist, essayist, journalist)?
Did he write any short stories besides novels?
Has he written any other books?

4. Did he begin as a writer for children?

Did he write for children or adults or for both?

5. What did his first published book describe?

Who is this book dedicated to?
What is the theme of the novel (play, etc.)?

One has to remember that every failure can be a stepping stone to some-
thing better. **Col. Harland Sanders**

How was his first book received?
Do we find any descriptions of... in his novels (plays, etc.)?
In which of his books is the story of his life in... told?
Did he make use of his memories later in his books?
Do you know any other writers whose work is at least partly autobiographical?

6. How many novels (plays, etc.) did he write?

What is his most recent novel (play, etc.)?
How long did he work on it?

7. What is D.'s best-known novel (play, etc.)?

Which of his novels (plays, etc.) became a best-seller?
Which of his books has become widely known and very popular in recent years?

This novel (play, etc.) made him an immediate success, didn't it?
Why were his novels (plays, etc.) so popular with everybody?

8. Was D. famous in his lifetime?

Why is he famous?
What is he best known for?
What is he chiefly remembered for?

9. Did his novels (plays, etc.) win any major awards?

What did the author receive the Nobel Prize for?

10. Why do you like this writer?

What is there about this writer that you like?
What is there in his novels (plays, etc.) that you find interesting?
Do you think he was influenced by M.'s ideas?
What do you think were D.'s faults as a writer?
Are there any writers in your country's literature that can be compared to D.?

Film and Stage Versions

1. Have any of D.'s novels (stories, etc.) been made into films or staged as plays?

What novel (story, etc.) was the film (play) based on?

2. Does the film (play) stay close to the book?

Is the film (play) true to the book?
How does it differ from the book?
Did D. himself write film scripts or television plays?

48 When you feel like giving up, remember why you held on for so long in the first place. **Author Unknown**

3. What did you like most, the film (play) or the book?

Translations of Author's Works

1. What language did D. write in?

2. Have his works been translated into any other languages?

What novels (stories, etc.) by this author have been translated into Russian (Ukrainian, French, etc.)?

3. Did you read this novel (story, etc.) in translation or in the original?

Have you read any of D.'s novels (stories, etc.) either in English or in your own language?

Have you read the adapted version?

You probably had to look up a lot of words in the dictionary, didn't you?

Talking About Books and Reading

Genres

1. What genre does this story probably belong to?

What kind or genre of story is this?

Is this a detective (adventure) story?

Is this a school (home life, war, space travel, sport, animal, sea) story?

Is this a children's story?

Do you think the story may be autobiographical?

Can you name/give me the titles of some detective stories (adventure stories, etc.)?

2. How would you define the genre of science fiction?

What do you think the difference between a detective story, an adventure story and a travelogue is?

What are some of the things that make a story fantastic?

What do you think is the appeal of space fiction (historical fiction)?

What do all fables have in common?

Are fairy tales only meant for children?

3. Which is your favourite genre—detective stories, adventure stories, travelogues, biographies, historical fiction, science fiction, fables, fairy tales, or legends?

Why do many people enjoy detective stories?

Do you like science fiction? Why? Why not?

4. What is the moral of this fable?

What human qualities do the animals have in this fable?

Do you know any other fables (detective stories, etc.)?

Nothing great in the world has ever been accomplished without passion.
G. W. F. Hegel

The story of the Golden Fleece is one of the many legends of Ancient Greece. Are there legends in our literature similar to that legend?

Likes and Dislikes

- 1. Do you like reading?**
So reading is your favourite pastime, isn't it?
- 2. Who is your favourite writer?**
Have you got a favourite writer?
If so, give his name and the name/title of one of his books.
Do you prefer classical or contemporary authors?
- 3. What kind of books do you like reading?**
What kind/sort of story do you like best, sad or happy?
Did you like fairy tales when you were little?
And how about now? Do you still enjoy them?
What kind/sort of books do you like now you are older?
Can you give the names/titles of some books you have enjoyed reading lately?
Do you like to read modern novels/ plays, short stories?
Which book would you take with you if you went to live on a desert island?
- 4. What kind/sort of books do you dislike?**
What kind/sort of books do you rarely/hardly ever read?
What kind/sort of books do you avoid reading?
If you aren't enjoying a book what do you do? Do you stop/give up in the middle or do you struggle to the end?

Borrowing and Lending Books

- 1. Do you borrow other children's books?**
Do you swap books?
- 2. Do you willingly lend out your own books?**
Are you free about lending out your own books?
Do you make a note of the books you lend to people?
- 3. Can I borrow this book?**
Do you think I could borrow this book?
Have you got something/anything I could read?
Can you lend me a book/something to read?

Reading Habits

- 1. Do you read a lot/much?**
Do you spend much time reading?

- 2. Not counting magazines how much do you read out of school? One book a week?**
One a fortnight? One a month? One now and again?
If you are going out somewhere do you take a book with you to read on the way?
- 3. Do you read carefully/attentively?**
- 4. Can you read aloud well?**
Do you ever read stories aloud to a younger brother or sister?
Do you enjoy reading aloud to your younger brother? Does he enjoy being read to?
- 5. Can you predict the development of the plot?**
I can understand literary texts containing descriptions, comments, argumentation and observations and I can interpret relationships between events and facts.
I can identify allusion in literary texts.
I can understand modern stories in which time and place are not clearly indicated.
I can identify and formulate feelings, emotions and attitudes aroused by the given literary text.
- 6. Do you know how to treat books properly?**
Do you cover your books when you read them?
Do you put a protective covering on your books?

Reading in English

What languages can you read books in?
Do you like reading in English?

Are there any English books apart from textbooks in your home?

Does anybody in your home read to you in English?

Do you find English books easy to understand?

Do you have an English dictionary?

How often do you make use of an English dictionary?

Some typical instructions for Reading Activities

1. Read the story and answer the following questions.
2. Read the questions and guess what the answers are going to be. Later, you will read the story and be able to check how many you get right.
3. Copy out only the sentences that are relevant to the picture.
4. Reading puzzles. Read about this family and draw a 'Family Tree' of the people in it. Then answer the questions.

5. Guessing meaning from context. Look at the phrases in list A. Match them with a phrase with the same meaning, in list B.
6. Look at these words from a short story. What do you think the story is about? Draw a simple picture if you want to. Read the story and decide whether your predictions are true or false.
7. Read the sections of the story about Linus carefully (Linus is the boy's name). Match one section of the text with each of the pictures. Write the numbers of the pictures next to the right sections of the text.
8. Guessing meaning from the context. Look at the story again. Guess the meaning of these words.... Write your own translation first. Now check your guesses in a dictionary and write the dictionary translation. Use your dictionary to check other words in the story, too.
9. Now think of a good ending for the story. What happened next? Write one more section to finish the story. Draw the picture for it, if you want.
10. Read the story below quickly. What is it about?
 - a. a sort of a fruit
 - b. a person
 - c. a place
 - d. a menu
11. Read the story. What does the title of the story refer to?
12. Guessing more information from clues. Every story has a 'background', a situation from which it starts, and which you can make good guesses about from clues in the story. Read these background statements. Decide if they are true or false. What are the clues for your answers, in the text?
13. Before you read. With another student, write five or six sentences about this set of photos.
14. Read this letter quickly. Is it a formal letter or an informal one (from a friend)?
15. Here is the first sentence of the story you are going to read in this unit. Read only this sentence and make guesses about the story, do not look at the story yet. What sort of story is it going to be? What do you think will happen in it? Write three predictions in three short sentences: *The people in this story will...*
16. Text links. What do these phrases in the text refer to?
17. Look at these four photos. Match each photo with one of the newspaper headlines.

- Read the four stories quickly. Match each story with one of the photos.
 - Write the letter of the photo (A, B, C, D) in the boxes next to the stories. Also check: Did you match the photo and the headlines correctly?
18. Read this story carefully and then choose the real definition for the word *squirrel* (two of the definitions are not real). Check the word *squirrel* in your dictionary now.
 19. Read this introduction to a brochure about sunglasses. How many of the adjective+noun phrases are there in it?
 20. Read this magazine article quickly. Match these four titles with the four paragraphs of the text. Write the letters of the titles next to the right paragraph.
 21. Read the third and fourth paragraphs of the article again carefully. What is the main information in each paragraph? Choose the best summary: a, b or c (they are given below).
 22. Read this article quickly. What are the two most important sentences or ideas in it? Compare your answer with other students'. Did you choose the same sections of the article?
 23. Read the information about a 16th century Spanish ship. Write full answers to the five questions.
 24. The following story describes twin brothers. Read it, circle the words or phrases describing personality and behaviour, and underline the justifications or examples given.
 25. Read the short extract below, and say which aspects of the person's life and lifestyle the paragraph deals with.
 26. Read the story below and underline the time words/phrases, then put the verbs in brackets into the correct tenses.
 27. Skim the article quickly to get the general idea and choose the most suitable title. Do not take longer than two or three minutes.
 28. Read the article and choose the best answer A, B or C. Underline the appropriate parts of the text. Try to do the task in less than 7 minutes.
 29. Look at the pictures and these three pieces of information. They relate to an article you're going to read. Using this information, discuss with another student what you think the article could be about.
 30. You are going to read a magazine article about people at different stages of life. Skim the text quickly and match each part to the correct picture. Try to do this in one minute.

TEACHING WRITING

1. Copy this down in your notebooks

Take this down in your exercise books

Put/take/get/write/copy that down

Make a note of this somewhere/in your books

Don't forget to write that down

Write it in the margin

Write it in the empty space at the top

Underline the new words

Jot this down somewhere so that you don't forget it

2. Write it in block letters

Print it

Write it in block capitals

Write it in big letters

3. Write it neatly

Write it out legibly at home

Make sure I can read your handwriting

Rewrite it neatly

Your handwriting is illegible, Peter

Write this exercise out neatly in your notebooks

4. Do the exercise in pencil

Do the exercise in writing

Try it in ink

Rewrite it in ink

Use a pen/pencil

Has anybody got an extra pencil?

Have you got a spare pen/pencil with/on you?

Come out and sharpen your pencil

Has anybody got a pencil sharpener on him/her?

Could you lend Peter a pen or a pencil?

5. We'll do the exercise orally

Let's try it aloud before you write it down.

6. Write a brief summary of the article you have read

Produce a detailed written report based on the information you have read or heard.



Write an outline of a public speech to cover in the discussion (as a plan for a debating session).

Write a brief review of a film, book or play

Write a letter to a newspaper, expressing your reaction towards some events.

Pass detailed information reliably.

Write an official letter thanking for an invitation or apologizing for not coming.

Write a short covering letter for a parcel.

Drawing

1. Take out your coloured pencils

Take out your crayons.

Take out your drawing things.

Have you all got your coloured pencils with you?

2. Let's draw some pictures

Let's do some drawing. / Now we'll do some colouring.

3. Colour the bus red

Draw a bus and colour it red.

Draw a cat and give it a black tail.

Draw a house with a red door.

Draw a dog. Now draw a black tail for it.

Acting Out

1. Now let's act out this dialogue

Now we shall act this conversation (out).

Let's watch Peter and Anna acting the conversation out.

Let's see Peter and Anna's little play

Who would like to act the scene for us?

Come out to the front and show everybody else.

2. You will be Mr Brown

You are/will be Mrs Brown, Anna.

You can read the part of Peter.

Who wants to be Alice?

Who would like to read the part of Jack?

You are the prompter.

The rest of you are the audience.

You can be the reader, Anna.

3. **Let's rehearse first**
Let's try it once with the book
This will be our dress rehearsal
You can use your book
Try to manage without your book
 4. **Will the actors and actresses come out to the front**
I think we should clap
Some applause for the actors and actresses
Let's applaud the actors and actresses
 5. **Pretend that you're a postman**
Imagine that you're phoning your brother
Try and act like a bus-conductor
Act as if you don't really care
- Teach your students the transactional language they can use in preparing a dramatization or role play:



it's my turn
let's try it again
will we change over?
That's not a very good idea
What if I play the waiter? etc.

Some typical instructions for Writing Activities

1. Write a report of a book you have just read.
2. Write a review of a book you enjoyed and would like to recommend to other people in the class.
3. Write an instruction sheet for something you yourself know how to do well (e.g. prepare some kind of a food).
4. Write a narrative based on a picture or series of pictures.
5. Describe an occasion when you were disappointed (or afraid, surprised, relieved...).
6. Look out of the window, and describe the view you see.
7. Describe someone you know very well.
8. Write imaginary descriptions of five people, based on photographs and some information about their professions.
9. Write an answer to a given letter of complaint.
10. Write a letter applying for a job as a babysitter, stating your qualifications for the job.

56 People only see what they are prepared to see. **Ralph Waldo Emerson**

11. Imagine your ideal school. Describe it.
12. Read a newspaper article reporting a piece of news, and notice the kinds of information provided. Write a similar article of your own on an imaginary event.
13. Rewrite the sentences using the words in bold without changing the meaning.
14. Look at the cartoon strip below and write a brief descriptive paragraph about each picture, as in the example.
15. Write a story ending with the words: "How could I have been so wrong?", he wondered.
16. Write a short story beginning with the words: "...".
17. Writing a short story. Read these tasks.
 - You have decided to enter a story competition in an international magazine. The competition rules say that the story must be 120-180 words long and must begin with the following words. Either: 1. We'd been looking forward to this holiday for a long time. 2. It was probably the most unusual type of transport I had ever been on.
 - You are going to write one of the stories. First think about which one you would prefer to write.
 - Read the sentences and say why B would make a better start to Story 1 than A.
 - Rewrite this sentence to make it better the second sentence for Story 2.
 - Work in pairs. Which different past tenses can you see in these sentences? Why are they used?
 - Write a first draft of your story. Remember you may not have time to write a first draft in the exam.
 - Read another student's first draft and think about the questions above. Tell him or her what you like about the story.
 - Write the final draft of your story. Check for mistakes of grammar, spelling or punctuation. Check that you have written the correct number of words.

Don't wait for something big to occur. Start where you are, with what you have, and that will always lead you into something greater. **Mary Manin Morrissey**

57

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