

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**NATIONAL UNIVERSITY of UZBEKISTAN
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FACULTY of FOREIGN PHILOLOGY**

COMMUNICATIVE LANGUAGE TEACHING APPROACH

**Foundations for teaching English as a second and
foreign language**

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Ушбу қўлланмада, инглиз тилини ўқитишда тил ўрганувчиларнинг мулоқот кўникмаларини шакллантиришга қаратилган “Communicative Language Teaching” методи ҳақида сўз боради. Қўлланмада мазкур методнинг энг илғор ва самарали усулларини дарс жараёнига таъсис этиш масалалари баён этилади. Тил ўрганувчиларнинг оғзаки нутқини ривожлантириш масаласи, дарс жараёнидаги ўзаро мулоқот билан боғланиб, ушбу мақсадга эришишнинг самарали усуллари таҳлил қилинади. Мазкур қўлланмада, ўзаро мулоқотни таъминловчи илғор усуллари дарс жараёнига тадбиқ этишга доир бир нечта таклифлар киритилган.

Қўлланмадан ўрта махсус ва олий таълим муассасаларининг инглиз тили ўқитувчилари ҳамда хорижий филология йўналишининг юқори курс талабалари чет тили ўқитиш методикасини ўрганишда фойдаланишлари мумкин.

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муҳокама қилинган ва нашрга тавсия этилган.**

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Introduction

Teaching people is one of the most complicated branches of society. Including language teaching process, there is nothing easy to teach. For effective teaching to take a place, a good method must be adopted by teacher. Till the present day, a number of teaching methods were created by the methodologists and language educators.

In the world of information where there is a huge demand for learning foreign languages, mainly English has created an enormous demand for quality language teaching and language teaching materials and resources. Basically, the worldwide demand for learning-teaching English sets a great responsibility and function in front of the language teachers. Therefore, the demand for proper teaching methodology is increasing rapidly.

In this handbook we will investigate the modern and effective methodology named Communicative Language Teaching, or CLT, analyse the principles it is based on and explore its impact on language teaching today. The book covers both quantitative and qualitative methods, and contains numerous techniques, strategies and suggestions for promoting communication as well as speaking skills of English language learners.

Furthermore, handbook presents some lesson plans forms and samples, suggestions on classroom management and observation. The handbook is beneficial for the teachers who are starting their teaching career and for the students who are studying modules of teaching language. To clarify for whom presented ways of language teaching are targeted, it is important to define English as a second (ESL) and foreign language (EFL) adult learners at higher levels – pre-intermediate and intermediate. This handbook serves for sharing author's own teaching experience and designed materials, resources.

What is Communicative Language Teaching (CLT) Approach?

Today, majority of English as a second language (ESL) and English as a foreign language (EFL) teachers mention that, they employ “communicative” as the methodology of their teaching process. Thus, what does Communicative language teaching, or CLT mean? What history does it have? What is the basic goal of it? What does it set as its functions? Now, let us try to answer these questions.

According to Richards and Rogers, CLT is generally regarded as an approach to language teaching (2001). Hence, it is widely applied as “The Communicative Language Teaching Method or The Communicative Language Teaching Approach”. It is one of the modern and effective methods of teaching foreign languages. To this extent, it has become the accepted “Standard” in English language teaching. In the 1970s, when educators began to observe, they noticed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Basically, students may know the rules of linguistic usage but be unable to use the target language (Widdowson, 1978). As Hymes (1971) says, being able to communicate required more than *linguistic (grammatical) competence*; it required communicative competence – knowing what, when and how to say. Such researches caused to change in the late 1970s and early 1980s from linguistic structure-centered approach to Communicative Approach. Consequently, CLT is very widely used all over the world. Moreover, it was developed in Britain (1970-1980). It has shifted the focus in language teaching from “learning about the language to learning to communicate in the language”.

As Jack C. Richards states in the book of “Communicative language teaching (CLT) today”, Communicative language teaching sets as its goal the teaching of *communicative competence*¹. In other words, presented approach is aimed at teaching how to communicate effectively in the target language. Furthermore, Taylor T.J explains CLT approach as following, “It emphasizes the ability to communicate the meaning of the message, instead of concentrating on grammatical

¹ Jack C. Richards. Communicative Language Teaching Today. USA. Cambridge University Press. 2006. p.2

perfection or phonetics.”² Theorists of Smith’s school of English mention that Communicative Approach is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Language learners should learn how to use the target language appropriately in any situations of society.

CLT is distinguished from other approaches of foreign language teaching with its emphasis on real-life situations and communication in context rather than grammar rules or verb conjugations. However, grammar is still important in CLT classroom, the focus is on communicating a message in the target language.

Learners in CLT classes practice real-life situations, in order to be more convenient when they are using the target language out of the classroom. In CLT, the most important factor that needs to be required by the learners is to express their thoughts or request their needs in everyday situations without worrying about having perfect grammar. The real life situations such as asking someone for the time, conversation between customer and waitress, buying a ticket at the airport, ordering a room at the hotel and etc., are important activities for learners to practice.



Picture is taken from: http://www.zoonar.com/photo/kellner-und-kundin-im-restaurant_1738374.html

Waitress: Good afternoon, can I help you?

Customer: Good afternoon. Can I have a menu, please?

Waitress: Here you are. Would you like something to drink?

Customer: Oh, I'd like a glass of water, please.

Waitress: Still or sparkling...?

As it was stated above, Communicative Approach emphasizes learning a foreign language through genuine communication. This method is the most student-centered, interactive, co-operative and content-based. According to educator Randall Gwin’s point of view, asking a student how to spell *apple* is not communicative because teacher already knows the answer; there is no real aim³.

² <http://blog.tjtaylor.net/method-communicative/>

³ Jack C. Richards. Communicative Language Teaching Today. Cambridge University Press. 2006. –P.2-3.

Asking a learner to spell what is his favorite fruit is communicative. The point is that teacher may not be sure of the answer.

Including authentic materials to the characteristics of CLT method, it is concerned with the unique individual needs of each learner. Students should be given an opportunity to express their ideas and opinions. In addition, teaching foreign language through the functional and social interaction activities is the greatest demand of CLT. Moreover, use of only the target language in the classroom differentiates this approach from other methods of language teaching. It is a fast and effective way to reach the goal of improving students' communication skills.

There are the following principles of Communicative Language Teaching:

1. The goal is to learn to communicate in the target language.
2. The emphasis is on meaning, comprehension, elaboration rather than on the structure and form of the language.
3. The use of authentic materials.
4. The teacher is a guide, counselor, organizer, facilitator who helps learners to communicate in English and motivates them to work with the language.
5. The personal experiences of language learners are considered as common factor of the classroom learning.
6. Learners interact with each other through pair or group work and through writing.
7. Sequencing of content and structures is determined by learners' interests.
8. The use of interactive activities such as information gap fillings, role-plays, games, dialogues, problem-solving, discussions and etc., in the language teaching.

In the classroom activities based on the principles of CLT are very essential to define the role of teacher and learners in the classroom. The activities adopted in CLT entailed new roles for language teachers and learners to assume during the lesson. The role of the teacher in CLT is quite different from traditional teaching methods. As for teacher, he/she takes part in learning-teaching group as an

independent participant rather than being a model for correct speech. The main role assumed for teacher is to facilitate and monitor communication process between all participants in the classroom. The CLT teacher is in charge for determining, responding to learner language needs, and developing a different view of learners' errors.

As for learners, they assume a greater degree of responsibility for their own language learning. Students now participate in classroom activities which are based on a cooperative rather than individualistic approach to learning. Learners are expected to be more convenient to listening to their partners in pair work or group work tasks. This responsibility to participate can often lead to an increased sense of confidence in using target language.

HOW TO PROMOTE COMMUNICATION SKILLS OF LANGUAGE LEARNERS?

There is a consistent great demand in front of the ESL educators and material designers to work out ways of developing classroom activities that refer to the principles of communicative methodology.

This is an issue for all the time since the advent of CLT. However, till the present day various types of activities are provided by the experienced ESL/EFL teachers and methodologists. Activities are organized considering all the requirements of the CLT including its main goal. The most important point is that, activities should help learners to improve their oral and written communications. The point is that, the language used in the classroom during the communications should be relevant to the language of real social settings. Students must be able to use the target language properly when they are out of the classroom.

The following activities help to promote language learners' speaking and communication skills:

Brainstorming encourages learners to produce the idea of solving practical and scientific problems individually or in groups. The attendants try to find out solutions for more complicated problems without being criticized for their ideas.

Learners discuss the answers and select more intensive and effective ideas. Brainstorming performs all the tasks. However, its basic task is to improve students' learning process, to motivate them to realize and solve the problem individually and to enhance their speech manner and expressing the ideas among others.

Discussion is one of the effective ways of teaching language. It is an active method of sharing opinions on a specific problem individually and freely.

There are several objectives of using it:

- To provide learners with new information;
- To encourage students to differentiate evidence and conclusions based on evidence;
- To motivate learners to exchange opinions with others;
- To help learners to confide and defend their personal opinions;

- To involve students to obtain the meaning of the questions and think them over;
- To foster students' critical thinking and quick decision-making.

The teacher sets the purpose and organization of the discussion. For instance, students can be involved in advantages or disadvantages discussions. For this type of discussions, teacher forms groups that contain 5 or 6 students and provide controversial sentences such as, "Technology makes our life easier vs. Technology is the cause of pollutions". Then, groups start working on their topic in given time and present their opinions to the whole class. It is important to divide speaking equally among members of the group.

Story narrating through the pictures is a quite enjoyable and free-speaking activity. For this activity, students are asked to read a story, a tale or they may create their own story and to draw several sequential pictures that describe the story, which they have read. When students come to the class, they tell the story relating with pictures to the class. This activity can be used as an individual or small group work. At the end, the rest of the students can ask questions about the pictures or story.

This activity helps language learners:

- To improve public speaking skills;
- To foster creativeness and imagination;
- To advance critical thinking.

Story forming is an interesting and teamwork activity. It provides opportunities for learners to improve imagination, speaking and as well as communication skills. Before starting the activity, class is divided into small equal groups. Teacher narrates the most essential part of the story and gives some pictures of the same story from a book. All the pieces of pictures are scattered in front of a small group. Teacher asks members of the groups to arrange it in a sequence of the story that they have heard by communicating with each other. When they finish doing this, each one is asked to narrate their part of story through the picture.

Network is a strategy to develop strong language and communication skills. In this activity, students are supposed to be working in groups with no more than 8 students each. Each group receives a ball of string. Whoever is speaking on the topic chosen holds the ball of string. When the speaker has finished he/she gives the ball of string to the next speaker, but holds on the string. In this way, a web of string develops showing who talked the most and who talked the least.

Role-play is a teaching strategy that offers several advantages for both student and teacher. It is used in a variety of settings. In this activity, students are encouraged to act out roles of people in different spheres of society. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character, famous person. This helps learners in developing confidence and refining the skills. According to Jones (1982), students “must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves”.

Information gap is one more effective strategy to improve communication skills. The point is that, everybody has the opportunity to talk extensively in the target language. For this activity, students are involved to work in pairs. One student will have the information that other partner does not have. The partners will share what they have gained from the information, which they learned in a limited time. Each partner plays an important role, because the task cannot be completed if the partners do not provide the information the others need.

Two stars and a wish is peer assessment of language learners. This is particularly useful for the writing process, verbal and written communication skills. Students are paired and asked to read each other’s written work. The reader must identify two things the author did well (stars) and one specific suggestion for improvement (wish). Before implementing this strategy, students must be trained on the process of providing appropriate feedback to their peers. The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between partners.

Jigsaw activities are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Jack C. Richards in the book “Communicative Language Teaching Today” (2006) provides the following examples of jigsaw activities:

- The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker’s points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker’s opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained.
- The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually, the students have to put the entire story together in the correct sequence.

Reporting is widely used activity in foreign language teaching. It serves many purposes such as collecting information or presenting attitude to a problem. Students are asked to read a newspaper, magazine or watch news on TV before coming to the class. In class, each student reports to the rest of the class what they find as the most interesting news. Moreover, they can present a report about whatever they have experienced anything worth in their daily life. This is the most productive way of motivating students to speak and communicate in the target language. Additionally, they will enrich their vocabulary e.g. the words, phrases, reporting verbs, expression used in reporting.

Fish bowl is one of the modern and productive ways of involving language learners to communicate. Educator needs to set double – inner and outer circles in the middle of the class. In the inner circle, there are five chairs. They are occupied by students whose views, preferably controversial, on the topic are known beforehand. Three of the students in the inner circle start the discussion. They may be joined by one or two students presenting yet another view. Students from outer circle may also replace speakers in the inner circle by tapping them on the shoulders if they feel they can present the case better. This activity provides an opportunity to improve learners' communication, problem-solving and critical thinking skills.

Onion focuses on encouraging students to communicate in the target language. It is suggested by the ESL educators as a way of conducting discussions. It provides each student with the opportunity to share their opinions and to express feelings about the problem they are discussing. For this activity, the whole group is divided into two equal groups. As many chairs as there are students are arranged in a double circle, with the chairs in the outer circle facing inwards and those in the inner circle facing outwards. Thus, each member of the circle sits facing a student in the outer circle. After a few minutes of discussion, all the students in the outer circle move one chair and have a new partner to continue with.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides criteria to students so that they know what type of questions they can ask or what path to follow, but language learners should prepare their interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present their study to the rest of the class. Moreover, students can play the roles of any characters from the real life and interview each other. After interviewing they introduce their partner (hero) to the class.

Talk shows are conducted based on the different topics announced by the teacher. The role of language teacher is a facilitator who guides learners to organize talk shows. Class can be involved to work in small groups and with the whole class. Students, themselves choose their roles e.g. moderator, guests, scientists, psychologists and etc. Teacher gives a limited time for preparation and provides criteria to evaluate learners. Students prepare talk shows familiar real ones on TV. Preparation procedure and ready talk show take a place using the only target language.

To sum up, the goal of any kind of teaching second language (L2) is to motivate learners to communicate in the target language. There is variety of ways to help learners to improve their communication skills. The presented activities set the main objective as teaching how to communicate, integrating other language skills as well. However, the only person who can define which of the strategies is the most appropriate for language learner is teacher. In other words, the teacher is only person who knows what to employ and how to employ. Concluding all the presented opinions, we would like to mention that in order to have effective result, educator needs to choose perfect strategies considering all the factors of the learning and teaching process.

**PATTERNS OF ESL AND
EFL CLASSROOM
INTERACTION**

Greater number of the activities revealed above are considered as an essential part of classroom tasks in CLT. Particularly, they are created to be implemented in ESL/EFL classes with various patterns of interaction.

Interaction patterns are the different ways of interacting language learners with each other and as well as with the teacher in the class. Applying the appropriate and right pattern is the first success of any activity and the achievement of goals. Till the present day, various patterns of interaction patterns are investigated by the language educators. They serve to provide variety of lesson, involve individual to work with others and mainly, to motivate learners to communicate in the target language.

Penny Ur, the author of the book “A course in language teaching” presents the following different interaction patterns with notes about the activeness of the teacher and students in their participation:

TT = Teacher very active, students only receptive

T = Teacher active, students mainly receptive

TS = Teacher and students fairly equally active

S = Students active, teacher mainly receptive

SS = Students very active, teacher only receptive





In CLT, using a variety of modes of interaction is the most important strategy as it allows learners to practice target language. The following types of patterns of interaction are distinguished:

- Individual
- Pair work
- Group work
- Whole class

Varying between these options within the lesson increases the amount of student practice and helps to save time. Teacher assumes a responsibility to choose

a proper interaction pattern for a specific activity. The aim of each types of pattern is to complete activities and achieve expected goals.

Here, we are presenting the following chart which indicates some advantages and disadvantages of each interaction patterns used in the ESL and EFL classes of higher education establishments. They are concluded in accordance with our 2 years experience in teaching English language.

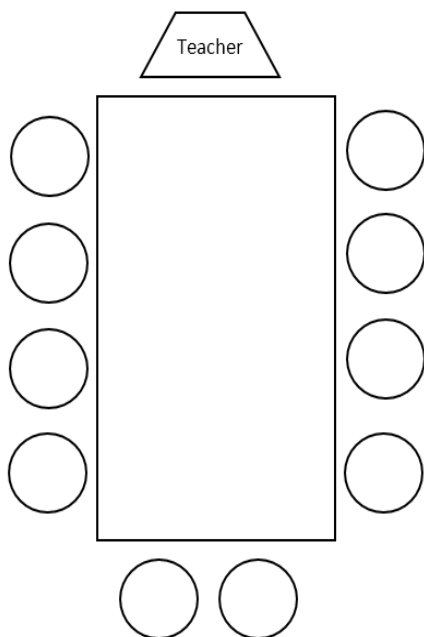
	Advantages	Disadvantages
Individual 	<ul style="list-style-type: none"> ○ Students with lower English knowledge will feel free to work individually ○ Students with different personalities, such as shy will work better 	<ul style="list-style-type: none"> ○ No interacting/communication; ○ Feeling boring/not interesting; ○ Difficulties in understanding activities.
Pair work 	<ul style="list-style-type: none"> ○ Have chance to share ideas; ○ Less time; ○ No arguments like in big groups 	<ul style="list-style-type: none"> ○ Misunderstanding one another; ○ Not suitable characters, knowledge, outlook; ○ Conflicts; ○ Only one can participate
Group 	<ul style="list-style-type: none"> ○ To express opinions among others; ○ To correct each other's mistakes rather than teacher; ○ To improve ability of working cooperatively; ○ Less time 	<ul style="list-style-type: none"> ○ Noisy; ○ Conflicts; ○ Discrimination; ○ Wasting time; ○ Difficult to control students' L1; ○ Difficult to come one conclusion
Whole class 	<ul style="list-style-type: none"> ○ Everyone has a chance to speak and share ideas; ○ Interesting 	<ul style="list-style-type: none"> ○ Feeling shy to speak among others; ○ Noisy; ○ Difficult to control; ○ Interruptions; ○ No respect to each other's ideas

Good lesson should start from whole class and finish with whole class!!!

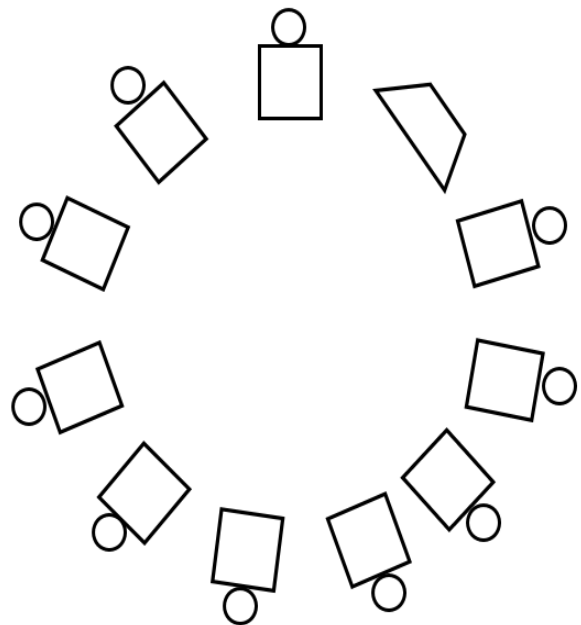
**SEATING
ARRANGEMENTS
FOR THE SUCCESSFUL
CLASSROOM**

Effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication as well as the amount of communication occurs in the classroom has long been thought to be partially a function of the seating arrangement of students. It is considered as a main factor of providing communication among language learners and teacher in the classroom. Since, CLT was established, the educators and scholars worked out several ways of arranging seats of students and as well as teacher in the classroom. The most common strategies of arrangements such as boardroom (Picture 1), roundtable or circle (Picture 2), horseshoe (Picture 3) semi-circular (Picture 4), pair centred (5) separate tables (Picture 4), separate table (Picture 6) and etc., are widely applied when lesson conducted through communication activities in the target language.

Picture 1

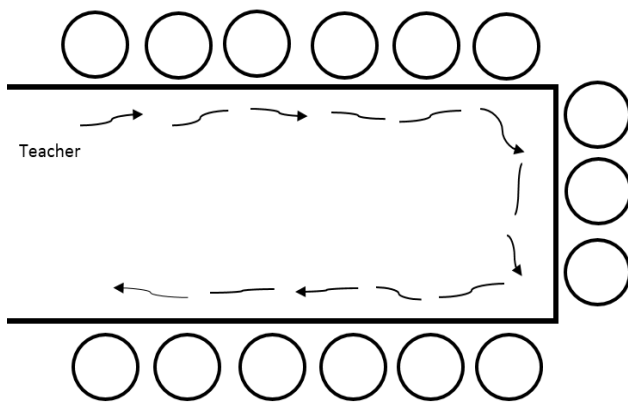


Picture 2

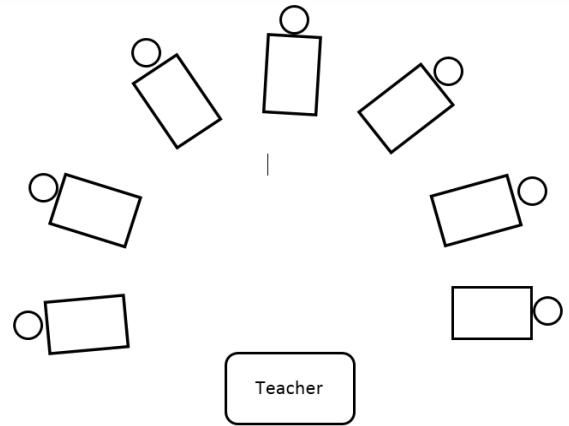


The physical organization of the classroom strongly influences learning procedure. Appropriate use of arrangements can positively affect teacher and student attitudes. Different seating arrangements, even within a single lesson can increase motivation and make activities complete more smoothly. Thus, the classroom should present an interesting and convenient environment for learning.

Picture 3



Picture 4

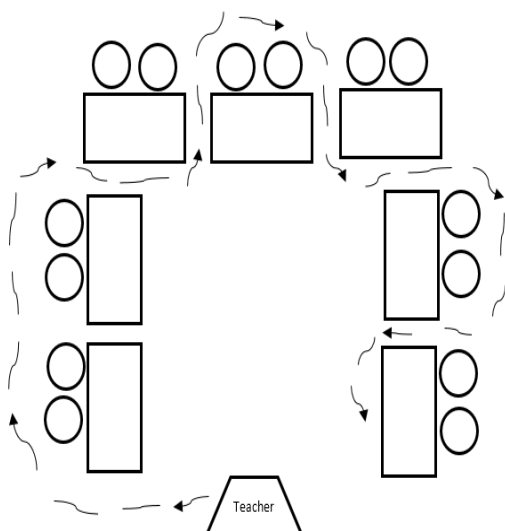


When selecting the type of arrangement, several considerations must be taken into account. They are employed depending on the number of the students and activity that is about to complete. One more important factor is that, when arranging seats in the classroom, the patterns of interaction is also needed to be considered.

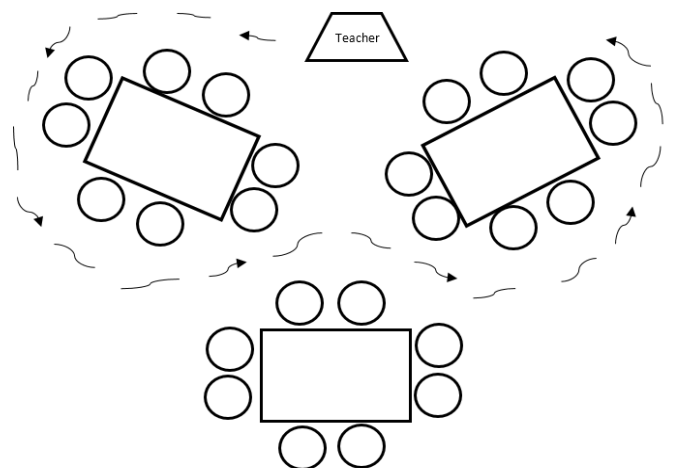
Benefits of appropriate use of seating arrangements:

- Easy to keep eye-contact;
- Teacher and board are visible;
- Obvious to observe each learner;
- Provide effective environment for interaction and communication;
- Help to involve “asleep” students’
- Focuses student attention on the teacher

Picture 5



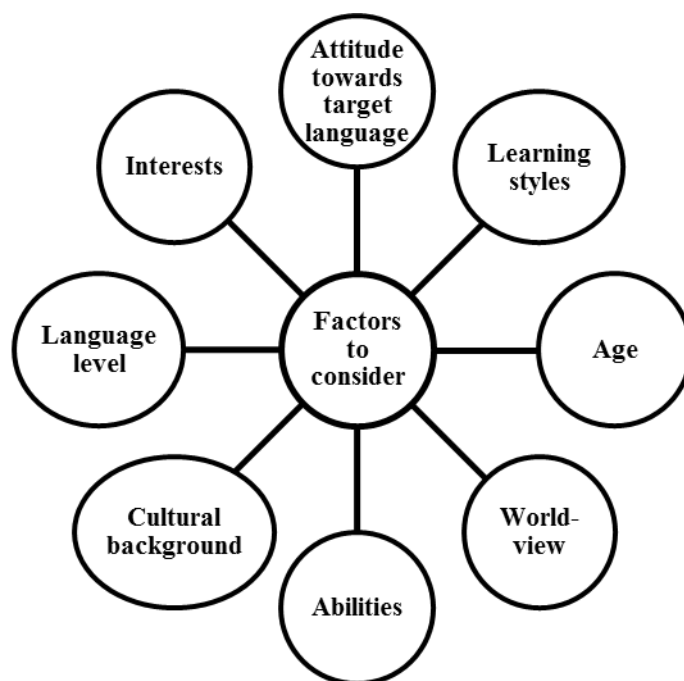
Picture 6



**THE ROLE OF
SONGS IN TEACHING
ESL AND EFL**

Teaching foreign language requires teachers to be more creative and imaginative. Using songs is one of the effective strategies that is adapted depending on the teacher's creativity in teaching foreign languages, mainly English. Songs can be used in variety of ways considering the aim of the lesson. Mostly they are applied in opening and closure parts of the lessons.

There are numerous songs which can be used in the ESL classroom. Moreover, there are a number of songs composed particularly for English language teaching. Language teacher needs to be careful when selecting an ESL song. Songs should not refer to politics, religion and other matters that are against of mentality and government. In addition, there are some more points need to be conceded by language teacher. The following factors of the language learners should be considered while organizing ESL lessons with songs:



Teaching foreign language with songs is one of the effective and productive ways of modern language teaching process. When it is adopted in the ESL class, the clear aim should be set by the language teacher. Teacher should be sure what is expecting from the learners at the end of the listening in advance. Furthermore, we would like to mention that one or two songs are focused on for one lesson taking

into account the objective of the listening. Occasionally, it is suggested to play the song twice depending on the difficulty and number of the tasks.

So, what is it, in general that what can language learners can learn when ESL songs are used in the class? Let us look at some benefits of ESL songs:

LANGUAGE TEACHER	LANGUAGE LEARNER	BOTH
<ul style="list-style-type: none"> • bring variety and fun to teaching • cultural aspects are presented • encourage creativity and use of imagination • easy way to motivate learners • help with classroom management • grammar can be presented • time length is easily controlled 	<ul style="list-style-type: none"> • improve listening skills • cultural aspects are learned • learn and practice grammar in context • improve speaking fluency • enhance memory • experience a wide range of accents • easy obtainable 	<ul style="list-style-type: none"> • have friendly and relaxed atmosphere • enjoy teaching and learning process • improves concentration and attention • improves body movement and coordination

To sum up, teaching English with songs is a great idea. The point is that music is universal language. Songs are part of daily life for most people. It is obvious that there is no anybody who does not enjoy the song. This proves our opinion above that songs are excellent strategy to teach foreign language.

Teaching English with songs is characterized in variety of ways. The only person is teacher who knows what his/her learners need. That's why it depends on language teacher how to use and what to aim at teaching target language with songs. Below we are suggesting some ways of applying songs in ESL classes. The objectives of each song are different including their tasks to be done by language learners. To clarify for whom these ideas are targeted, it is important to define ESL learners at pre-intermediate and intermediate level.

Deepside Deejays

“Never be Alone”

1 Listen to the song once without looking at the lyrics and note the words that you hear.

2 What is the song about?

I'll never be alone, be alone, be alone,
Cause you are in my soul, in my soul, in my soul
I'll never make you cry, make you cry, make you cry
You give me sunrise with your smile {x-2}

I'll never be alone...

Turn the lights
A lil' down low
We can be together
Turn the lights a little bit
So we can go slow
And we can be forever.
Give me a whole life
We gotta be together every moonlight
I hold you so tight
Till morning and the sun
Will be our moonlight

I'll never be alone, be alone, be alone,
Cause you are in my soul, in my soul, in my soul
I'll never make you cry, make you cry, make you cry
You give me sunrise with your smile {x-2}

I'll never be alone...

I'll never be alone...

I'll never be alone, be alone, be alone,
Cause you are in my soul, in my soul, in my soul
I'll never make you cry, make you cry, make you cry
You give me sunrise with your smile
I'll never be alone...

Give me all your love, love, love, love, love
And I'll give you mine
Alright {x-4}

I'll never be alone...

3 Listen to the song again and answer the questions:

1. Did you like the song? Why?
2. How did it influence to your mood?
3. What is the singer's attitude to the song?



Akon – “Right now (Na na na)”

1 Listen to the song and fill in the blanks with missing words.

[Verse 1]

It's been so _____ (long, long)
That I haven't seen your _____
I'm _____ be strong (strong)
_____ the strength I have is washing away (way)
It won't be _____ (long)
Before I get you by my _____
And just hold you, tease you, squeeze you
_____ you what's been on my _____

[Chorus:]

I wanna make up _____ now (na na)
I wanna make up right now (na na)
Wish we _____ broke up right now (na na)
We need to link up right now (na na)
I _____ make up right _____ (na na)
I wanna make up right now (na na)
Wish we never broke up right now (na na)
We need to link up right now (na na)

[Verse 2]

Girl I know (know, know)
_____ were made between us _____
And we _____ (show)
Our eyes that night, even said some things weren't

Why'd you go? (go)
I haven't seen my _____ since then (then)
_____ can't it be that way it was?
Cause you were my homie, lover, and _____

[Chorus]

[Verse 3]

I can't _____ (I miss you much)
_____ everyday that goes by (I miss you much)
Until I get you _____ I'm gonna try (yes, I miss you much)
Cause you are the _____ of my eye (girl, I miss you much, I miss you much)
I can't lie (I miss you much)
Watching _____ that goes by (I miss you much)
Until I get you _____ I'm gonna try (yes, I miss you much)
Cause you are the apple of my eye (girl, I miss you much, I miss you much)

[Chorus]

[Verse 4]

I _____ you to fly with me (want you to fly)
I _____ how you lie with _____ (miss how you lie)
Just wish you could dine with me (wish you could dine with me)
The one that'll grind with me (said, that that'll grind with me)
I want you to _____ with me (want you to fly)
I _____ how you lie with me (Oh, miss how you lie)
Just wish you could dine with me (wish you could dine)
The one that'll grind _____ me (Oh, one that'll grind)
Yeah!

[Chorus]

2 Match the words and phrasal verbs with the definitions:

- | | |
|-------------|---|
| 1 Wash away | a to break something into very small pieces or powder |
| 2 Make up | b something such as rain or a river carries something away, remove |
| 3 Break up | c to end the relationship |
| 4 Link up | d to press something firmly, especially with hands |
| 5 Tease | e to eat dinner |
| 6 Squeeze | f to connect in order to become closely related |
| 7 Dine | g to say something to someone in order to have fun by embarrassing or annoying them in friendly way |
| 8 Grind | h the way in which something is put together or arranged |



Pictures are taken from:
m.zimbio.com/pictures/

1 Listen to the beginning of the song. Find the name and author of the song.

2 Complete the lyrics with appropriate words in bubble below. There are more words than you need.

Easy come, easy go
That's just how you _____,
oh
Take, take, take it all
But you never _____
Should've known you was
trouble
From the first kiss
Had your eyes wide open
Why were they open?



{Pre – Chorus:}
Gave you all I had
Any you tossed it in the _____, you did
To give me all your love is all I ever asked
“Cause what you don't understand is ...”

{Chorus:}
I'd _____ a grenade for you (yeah, yeah, yeah)
Throw my hand on a blade for you (yeah, yeah, yeah)
I'd jump in front of a _____ for you (yeah, yeah, yeah)
You know I'd do anything for you (yeah, yeah, yeah)
Oh, I would go through all this _____
Take a bullet straight through _____
Yes, I would die for you, baby
But you won't do the same

No, no, no, no

Black, black, black and blue
Beat me till I'm _____
Tell the devil I said “Hey” when you get back to where
you're from
_____ woman, _____ woman
That's just what you are
Yeah, you smile in my face then rip the brakes out my
car

{Pre – Chorus:}
Gave you all I had
Any you tossed it in the _____, you did
To give me all your love is all I ever asked
“Cause what you don't understand is ...”

{Chorus:}
I'd _____ a grenade for you (yeah, yeah, yeah)
Throw my hand on a blade for you (yeah, yeah, yeah)
I'd jump in front of a _____ for you (yeah, yeah, yeah)
You know I'd do anything for you (yeah, yeah, yeah)
Oh, I would go through all this _____
Take a bullet straight through _____
Yes, I would die for you, baby
But you won't do the same

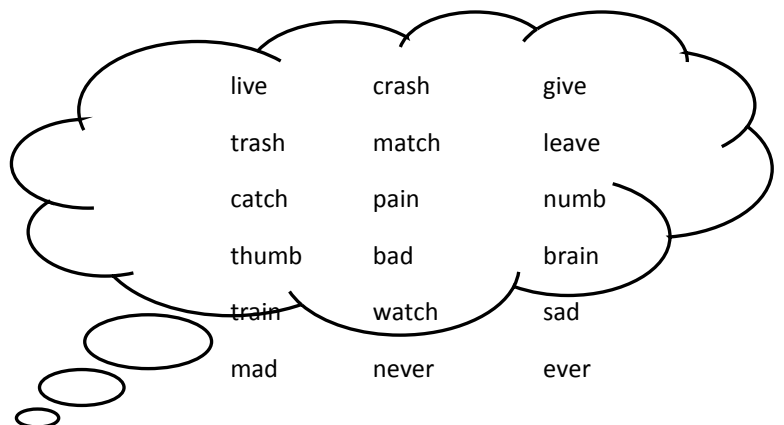
{Bridge:}
If my body was on fire
Oh, you _____ me burn down in flames
You said you loved me, you're liar
Cause you never ever did, baby

{Chorus:}
But, darling, I'd _____ a grenade for you (yeah, yeah,
yeah)
Throw my hand on a blade for you (yeah, yeah, yeah)
I'd jump in front of a _____ for you (yeah, yeah, yeah)
You know I'd do anything for you (yeah, yeah, yeah)
Oh, I would go through all this _____
Take a bullet straight through _____
Yes, I would die for you, baby
But you won't do the same

No, you won't do the same
You wouldn't do the same
Oh, you'd _____ do the same
Oh, no nono



<http://culturepop.me/new-remix-alert-bruno-mars-grenade-passion-pit-remix/>



BRANDY - "HAVE YOU EVER?"

1 Work with a partner. Listen to the song and complete the lyrics with appropriate verbs from the bubble. Some of them are used twice.

{Chorus}

Have you ever _____ somebody so much it makes you cry?
 Have you ever _____ something so bad you can't sleep at night?
 Have you ever _____ to find the words but they don't come out right?
 Have you ever, have you ever?

Have you ever _____ in love, _____ in love so bad
 You'd do anything to make them understand?
 Have you ever _____ someone steal your heart away?
 You'd give anything to make them feel the same
 Have you ever _____ for words to get you in their heart?
 But you don't know what to say and you don't know where to start

{Chorus}

Have you ever _____ the one you've _____ of all your life?
 You'd do just about anything to look into their eyes
 Have you finally _____ the one you've given your heart to?
 Only to find that one won't give their heart to you
 Have you ever _____ your eyes and _____ that they were there?
 And all you can do is wait for that day when they will care

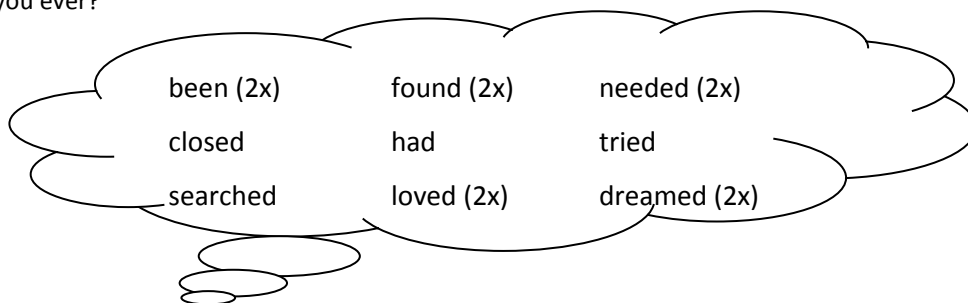
{Chorus}

What do I gotta do to get you in my arms, baby?
 What do I gotta say to get to your heart?
 To make you understand how I need you next to me
 Gotta get you in my world 'cuz baby I can't sleep

Have you ever _____ somebody so much it makes you cry?
 Have you ever _____ something so bad you can't sleep at night?

{Chorus}

Have you ever?



2 Complete the forms of the irregular verbs.

		been
	blow	
		found
have, has		
	drew	
		forgotten
leave		
	rose	

		made
sell		
	spoke	
		stolen
	taught	
		woken
drink		
ride		



Frank Sinatra – “Leaving On A Jet Plane”

(J. Denver)

1 Before you listen to the song, read the lyrics and choose the word on the right which best completes the line.

All my (1) _____ are packed, I'm ready to go
I'm standing here outside your (2) _____
I (3) _____ to wake you up to say goodbye
But the dawn is breakin', it's early morn'
The taxi's waitin', he's blowin' his horn
Already I'm so lonesome. I could (4) _____.

(Chorus:)

So kiss me and (5) _____ for me
Tell me that you'll wait for me
(6) _____ me like you'll never let me go.
I'm leavin' on a jet plane
I don't know when I'll be back again
Oh, babe, I hate to go.

There's so many times I've let you down
So many times I've (7) _____ around
I tell you now, they don't mean a thing
Every (8) _____ I go, I'll think of you
Every song I sing, I'll sing for you
When I come back,
I'll wear your wedding (9) _____.

(Chorus)

Now the time has come to leave you
One more time, let me (10) _____ you
Then (11) _____ your eyes, I'll be on my way.
(12) _____ about the days to come
When I won't have to leave alone
About the times, I won't have to say.

(Chorus)



1 **bags** **suitcases**
2 **window** **door**
3 **hate** **want**

4 **die** **cry**

5 **laugh** **smile**

6 **love** **hold**

7 **played** **walked**

8 **time** **place**

9 **dress** **ring**

10 **hug** **kiss**

11 **close** **open**

12 **think** **dream**

http://world.rayti.ru/incidents/article_1402433574

2 Listen to the song and check your answers.

Bruno Mars – “Talking To the Moon”

- 1** Listen to the song once without looking at its lyrics.
- 2** Look through the lyrics of the song and number the verses without listening.



<http://www.brunomars.com/moonshinejungle tour>

{Verse ___}

But they don't know what I know
'Cause when the sun goes down
Someone's talking back
Yeah, they're talking back

{Chorus}

At night when the stars
Light up my room
I sit by myself

{Verse 1}

I know you're somewhere out there
Somewhere far away
I want you back
I want you back

Talking to the moon, trying to get to you
In hopes you're on the other side talking to me too
Or, am I a fool who sits alone talking to the moon
Ah ah ah
Do you ever hear me calling?
Ah ah ah
'Cause every night
I'm talking to the moon, still trying' to get to you
In hopes you're on the other side talking to me too
Or, am I a fool who sits alone talking to the moon

{Chorus}

At night when the stars
Light up my room
I sit by myself

Talking to the moon, trying to get to you
In hopes you're on the other side talking to me too
Or, am I a fool who sits alone talking to the moon

I know you're somewhere out there
Somewhere far away.

{Verse ___}

I'm feeling like I'm famous
The talk of the town
They say I've gone mad
Yeah, I've gone mad

{Verse ___}

My neighbors think I'm crazy
But they don't understand
You're all I have
You're all I have

- 3** Listen to the song again and check your answers.
- 4** Share your thoughts that you have while listening with the class.

1 Look at the picture below and predict the main idea of the song that you are going to listen. Share your opinions with the class.



<http://ru.depositphotos.com/7642644/stock-photo-happy-friends.html>

2 Listen to the song once and tick the words you hear and find the meaning. Can you make a few sentences with the words? What do you think the song is about?

Free

Friends

Dark

Rain

Rainbow

Gain

Dream

Baby

Just

Always

Memory



<http://www.giantbomb.com/forms/general-discussion-30/sociable-people-573891>

AURA DIONE FEAT ROCK MAFIA – “FRIENDS”

Free, free to be myself,
Free to need some time
Free to need some help
So I'm reaching baby, out
When I'm lonely in the crowd
When the signs get too loud
I'll be crashing on some couch
And even if I never forget you baby
Tonight I'm gonna let your
memory baby

Go, always said I know
[Chorus]

But at least I got my friends
Share a rain coat in the wind
They got my back until the end
If I never fall in love again
Well at least I got my friends
Like a light bulb in the dark
Saving me from the sharks
Even though I got a broken heart
At least I got my friends, got my
friends, got my friends
Well at least I got my friends



http://www.health.com/health/m/gallery/0,,20365589_2,00.html

I don't wanna think, I just wanna feel
I just wanna dream, yeah
So pour another round
And throw it back until it's down
Let's get lost until it's found,
Again and again
And even if I never forget you baby
Tonight I'm gonna let your memory baby
Go, always said I know
[Chorus]

And when the world is upside down, yeah
The sky is full of clouds yeah
They always come around,
It feels like home, like home
And I never have to try, I can be myself
and I
Never alone, I never feel alone
And even if I never forget you baby
Tonight I'm gonna let your memory baby
Go, always said I know
[Chorus]

3 Find the appropriate words and expressions for the following definitions from the lyrics of the song.

1. _____ to go to a place where someone is, especially their house, in order to visit them
2. _____ to move your hand, arm, leg, etc., towards something that you are trying to touch or pick up, to achieve
3. _____ to feel extremely sad because a relationship with someone you love has ended
4. _____ a transition used for introducing a fact that makes the main statement in your sentence very surprising
5. _____ to start to love someone
6. _____ a long low comfortable seat that two or three people can sit on
7. _____ to hit something hard, often causing damage
8. _____ a large number of people in the same place
9. _____ to give a part of something to someone else
10. _____ to send an object through the air

4 Work with a partner. Share your feelings that you had while listening to the song.

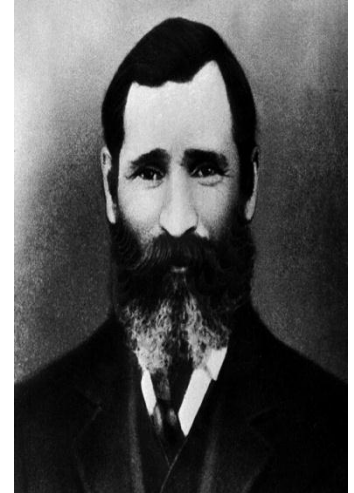
1 You are going to listen to a song. The name of the song is hidden in the puzzle below. Try to find the hidden name according to the following description.



This is a thing very expensive and rare. The first it was discovered in South Africa, in 1867 by Erasmus Jacobs. Today, South Africa is one of the highest quality producers of it. It is the hardest natural material. It is found in volcanic rock and the sea. Carat is used to measure its weights. It is one of the women's favorite stone used in making expensive jewelers.



<http://www.buzzle.com/articles/13pieces-of-jewelry-every-woman-should-own.html>



<http://www.capetowndiamondmuseum.org/about-diamonds/famous-people/>

2 Before you listen to the song, match the lines.

A



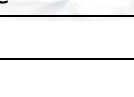
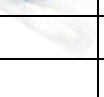





1. We are like
2. Feel the warmth
3. I saw
4. Find light
5. Shine bright
6. When you hold me
7. Palms rise
8. I choose

B

- a. I'm alive
- b. diamonds in the sky
- c. in the beautiful sea
- d. to be happy
- e. the life inside your eyes
- f. like a diamond
- g. to the universe
- h. we'll never die

3 Listen to the song and check your answers.

4 write the verbs from the song and complete the table as a given example.

	Present	Past	Past Participle	-ing
Shine				
Find		found	found 	finding
Choose				
Shoot				
Hold				
Know				
Become				
Leave				
See				
Feel				

RIHANNA – “DIAMONDS”

Shine bright like a diamond,
Shine bright like a diamond

Find light in the beautiful sea,
I choose to be happy,
You and I, you and I,
We're like diamonds in the sky.

You're a shooting star I see,
A vision of ecstasy,
When you hold me, I'm alive,
We're like diamonds in the sky.

I knew that we'd become one right away,
Oh, right away.
At first sight I felt the energy of sun rays,
I saw the life inside your eyes.

So shine bright, tonight, you and I,
We're beautiful like diamonds in the sky.
Eye to eye, so alive,
We're beautiful like diamonds in the sky.

[x2]
Shine bright like a diamond,
Shine bright like a diamond,
Shining bright like a diamond.
We're beautiful like diamonds in the sky.

Palms rise to the universe,
As we moonshine and molly,
Feel the warmth, we'll never die,
We're like diamonds in the sky.

You're a shooting star I see,
A vision of ecstasy,
When you hold me, I'm alive,
We're like diamonds in the sky.

At first sight I felt the energy
of sun rays,
I saw the life inside your eyes.

So shine bright, tonight, you and I,
We're beautiful like diamonds in the
sky.

Eye to eye, so alive,
We're beautiful like diamonds in the
sky.

[x2]
Shine bright like a diamond,
Shine bright like a diamond,
Shining bright like a diamond,
We're beautiful like diamonds in the
sky.

Shine bright like a diamond,
Shine bright like a diamond,
Shine bright like a diamond.

So shine bright, tonight, you and I,
We're beautiful like diamonds in the
sky.

Eye to eye, so alive,
We're beautiful like diamonds in the
sky.

[x7]
Shine bright like a diamond

LENKA – “EVERYTHING AT ONCE”

1 Before you listen, answer the questions.

1. Do you know this song? What does the title mean?
2. What is this song famous for?
3. What are the strong and weak points of the song?

2 Listen to the 1st part of the song and complete with the words in the box.

Mouse Word Family Ox Whale Bite Wrong Toad Picture Hare Bright Tooth

As sly as a fox, as strong as an _____
As fast as a _____, as brave as a bear
As free as a bird, as neat as a _____
As quiet as a _____, as big as a house

All I wanna be, all I wanna be, oh
All I wanna be is everything



As mean as a wolf, as sharp as a _____
As deep as a _____, as dark as the night
As sweet as a song, as right as a _____
As long as a road, as ugly as a _____

As pretty as a _____ hanging from a fixture
Strong like a _____, strong as I wanna be
_____ as day, as light as play
As hard as nails, as grand as a _____

3 Before listening to the 2nd part of the song match the lines.

All I wanna be, oh, all I wanna be, oh
All I wanna be is everything, everything at once
Everything at once, oh, everything at once

- | | |
|-----------------------------|------------------------|
| As warm as the sun, ___c___ | a. as scary as the sea |
| As cool as a tree, _____ | b. everything nice |
| As hot as fire, _____ | c. as silly as fun |
| Sweet as sugar and _____ | d. cold as ice |

Pictures are taken from: www.article.wn.com



- | | |
|------------------------------|--------------------------|
| As old as time, _____ | a. pure as I wanna be |
| As royal as a queen, _____ | b. as buzzed as a bee |
| As stealth as a tiger, _____ | c. smooth as a glider |
| Pure as a melody, _____ | d. as straight as a line |
- All I wanna be, oh, all I
wanna be, oh
All I wanna be is everything, everything at once

4 Listen to the 2nd part of the song and check your answers.

DESIGNING VIDEO LESSONS

Today, technology has occupied almost each sphere of our society. Furthermore, it is widely employed in teaching foreign language as well. In fact, to implement it into teaching process is one of the main demands of today's information century. Opportunities of technology, mainly means of media have already taken place from the list of teacher's aides.

One of the effective and productive lessons designed with means of technology is "Video lesson". It provides language learners as well as teachers with great opportunities of learning and teaching. Generally, it is an excellent way of improving learner's both receptive (listening and reading) and productive (speaking and writing) skills. Moreover, they are comprehensively used to present new vocabulary or to practice grammar.

Video lessons are designed based on the teacher's objective and educational topic which is to be learned. There are several reasons of adopting it in ESL and EFL classes. Firstly, video materials help learners to experience the target language in a more natural context. One more major advantage of video lessons is defined with motivating and stimulating language learners to learning process. The point is that, the learners can feel free and enjoy themselves while watching them. Thirdly, with the help of video materials language learners are able to be aware of culture, life style, traditions, customs and other unique features of the nation which they are learning its language. Moreover, they are distinguished with the other methods of language teaching as a strategy of impact on theoretical and practical language teaching.

Video lesson needs to be used in an active and interesting way, allowing each language learner to take active part in lesson and develop language skills to use in real situations out of the class. Thus, there are several principles of designing video lessons:

- **Selecting a video.** Language educator should choose a type of video such as clips, movies, cartoon and etc., taking into account age, language level, interests and background knowledge of the learners. Moreover, video recording should be as short as possible and clear. It

should be challenging enough but not too difficult in order to keep the students motivated. It should not contain episodes that may influence to learner's behavior. Video recording provides effective result if it is chosen appropriately considering learners' choice too. Before the video lesson it is better to ask students what they want to watch and learn.

- **Novelty.** Designing video lesson is more complicated process that requires being more creative and attentive. The point is that, teacher needs to organize a lesson which is enjoyable, helpful, forceful and impressive for learners. Besides, educator should achieve his/her goals that are expected by the end of the lesson. These objectives can be gained when video and as well as used methods are modern. Hence, the word novelty belongs to the material and the strategies that are employed during the video lesson.
- **Time management.** Some of the scholars mention that the great enemy of teachers is time. Well-organized lesson is characterized with its perfect managing time. As for video lesson, time management plays vital role in organizing and conducting it. Language teacher should be very good at managing time. Because, the wide information is quickly occupied in a short time. Teacher needs to manage the same time for giving instructions, watching the video, checking the answers, holding the discussions, listening to the learner's answers, opinions and etc.
- **Variety.** One language teaching process may contain several video lessons. That's why teacher needs to provide several lesson plans with different methods. The point is that when a variety of learning activities are used, learners tend to understand authentic principles better and retain more. Variety of methods, activities, strategies even instructions make lesson clearer, more interesting and more memorable. Basically, at least three different methods should be used in each lesson. Language learners expect something new for each lesson. They should not know what is going to take place next during the lesson.

- **Integrating study skills.** Each video lesson should be aimed at improving at least two language skills. Generally, main objective of video lessons is to practice listening skills. However, it can be related with the other skills such as speaking, writing, grammar, vocabulary, pronunciation and etc. In this case, it is easier for educator to increase learner's knowledge of target language.

In a world of information, teaching English through videos has already become modern and valuable methods of Communicative language teaching method. There is a variety of ways how to apply them in the ESL and EFL classes. Each video lesson must be accompanied by its own lesson plan, and the lesson plan must be targeted to meet teaching goals. Video lesson must include the following stages:

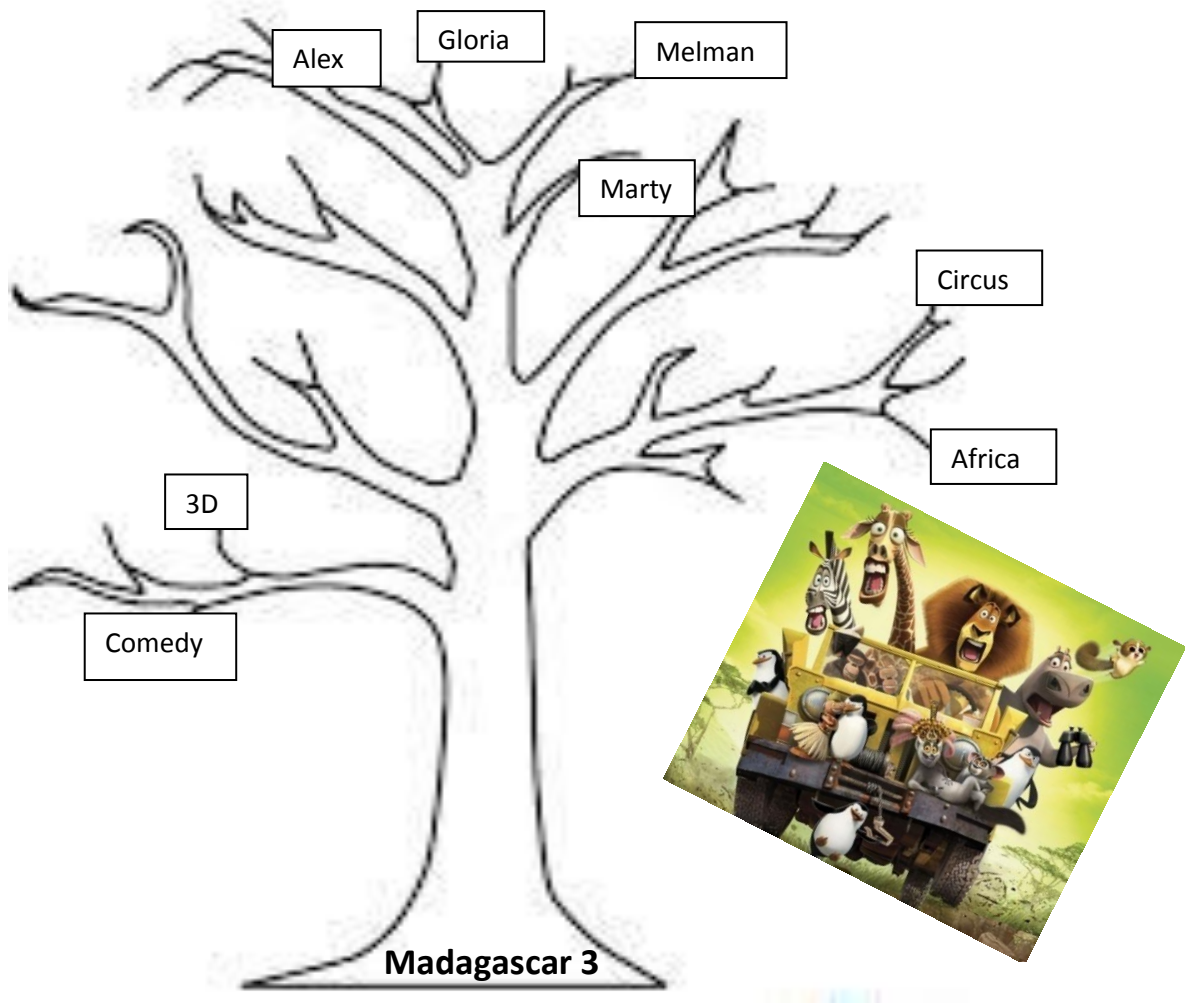
- A. Pre-viewing activities.** They are like “warm-up exercises” that are widely used before watching video to draw learners' attention to the learning process. Educator needs to establish objective for watching followed by pre-viewing activities. They are aimed at ensuring learners are prepared to watch a specific video and familiarizing learners with the video they are going to watch. If educator adopts effective pre-viewing activity, he/she can keep discipline till the end of the lesson. There are several pre-viewing activities can be applied, but language teacher should choose those which are adjusted with an objective of the lesson.
- B. While-viewing activities.** They are the strategies implemented by language teacher to motivate learners to be more active. While-viewing activities help the learner to improve his ability to become more fluent in English, especially in the area of expressing his opinions. Activities vary according to the teacher's aim in using a particular video. Moreover, they help learner be sure what he is watching and cope with problematic area of the video. While-viewing activities are the strategies of strengthening learner's knowledge gained while watching.

C. Post-viewing activities. One of the most important phases of video lesson is post-viewing activities. They are organized as the other stages of the lesson according to the aim of the language educator. Generally, they are applied to sum up what they have watched and to help learners to summarize their opinions about video as well as procedure of the lesson. They lead learners to discuss and analyze issues presented in the watching. Moreover, they provide language teachers with the opportunity to check how the learners understand the presented video.

Here we would like to demonstrate a wide variety of communicative and interactive activities for each stage of video lessons:

Pre-viewing activities:

1. Teacher shows a picture that can demonstrate the main idea of the video and asks some questions how it is related to the video they are about to watch.
2. Teacher writes the title of the today's video on the board and encourages learners to share what thoughts come to their mind.
3. Teacher writes some selected words from the video on the board and asks learners to guess what the video is about.
4. Language educator writes the names of the main characters in the film on the board and learners express their predictions about movie. For example, it is a film about war or it is a comedy movie and etc.
5. Educator asks learners to find the title of the video giving a brief description of it or telling the most famous saying from it.
6. Teacher writes the title of the video on the board. Teacher and students make associations with the title forming any shape from the nature. One more option is that, the main features of the movies can be placed on the shapes like sun, tree and etc. For example:



7. Teacher hangs some pictures taken from the video on the wall and asks learners to go round the class. They see the pictures and share their opinions with each other. Teacher inspires learners to relate the pictures with the video that they are about to watch.
8. Teacher writes the title of the movie, video clip and etc., on the board and students predict the words they will find in the video.

P.S. It important to have pre-viewing activities with the whole class.

While-viewing activities:

- 1. Discussion.** Before watching the video or movie teacher announces that the movie consists of some parts and they watch it with the little discussions after each part. Duration of each part of the video segment should last the same time. The following standard questions can be asked for discussions:
 - What is about?
 - Who are the characters?
 - What do they look like?
 - Where the setting is taking place? and etc.
- 2. Predictions.** In order to improve students' imaginative ability, discussion can be continued with the question "What happens next?" Teacher involves learners to predict what happens in the next parts of the video mainly, movie.
- 3. Charts.** Teacher creates some written exercises for each part of the video segment. Fill in key information in a chart are one of the main activities of watching for skimming and scanning. Teacher distributes handouts with chart and asks learners to complete while watching. Items such as names of characters, family relationships, occupations, appearance, clothing and settings can be asked to fill in the chart. Answers will be checked after watching each part of the video.
- 4. What? Where? When?** Teacher writes question words like What? Where? When? On the board and invites learners to capture presented information from the movie or video segment. After watching students presents their answers to the questions. This may be applied in a variety of ways using different interaction pattern (in pairs, small groups and etc.)
- 5. Back to the screen.** Students will be divided into two equal groups. Group A sits facing the screen and Group B with their back to the screen. Teacher plays the video/movie turning off the sound. After

watching 1st part of the video the group who watched tells the other group what have happened. Then, groups will change the places to watch the 2nd part of the movie/video. Finally, everyone watches the video with sound together.

- 6. A brief chronology.** Teacher asks learners to take notes about the events in the video/movie. Then, after awhile, gives a chance to write the sequence of actions in a chronological order. Answers will be checked and discussed with the whole class.
- 7. Dubbing.** There are two basic options of using video dubbing activity. Generally, they are applied to involve substituting student voices for an existing soundtrack. Learners get the soundtrack in advance. The preparation help to improve their listening and reading skills, as well as pronunciation practice. A muted video can be taken for the students at a higher level. They are asked to create from scratch their own storyline and accompanying script. Usually, videos with subtitles are widely used in teaching ESL. Teacher plays video turning off the sound and matches the learners with the characters to substitute their voices.
- 8. Fill-in-the gaps.** This activity is widely used to practice grammar and vocabulary. Students are asked to complete the sentences with gap fillings based on what they have learned in the course with new vocabulary and grammar structures. Sentences with omitted words can be listened in the video; however, the students need to use them in an appropriate place.

P.S. While viewing activities can be used in variety of ways depending on the instructor's creativity. Above suggested strategies can be adapted. Moreover, at least 3 of them are used in one video lesson to provide variety of the lesson.

Post-viewing activities:

- 1. Role-play.** This is an activity aimed at promoting students' speaking skills. They give learners great chance to practice new vocabulary and grammar. It is used in a variety of settings. In this activity, students are encouraged to act out roles of people in different spheres of society. After watching a video, students are divided into some groups. Each group is asked to dramatize an episode from the video/movie they watched. Students in groups discuss their performance and divide roles themselves according to the choice of the group members. How to organize and how to play their roles depends on their desire.
- 2. Exit card.** After watching the video/movie, teacher distributes colorful cards with the questions about what they watched. Questions should demonstrate the whole duration of video/movie. To have effective result, educator needs to warn students to observe the plot of the video in details. It provides opportunity for teachers to check how learners understand the presented video/movie.
- 3. Create and present.** Teacher divides students into small groups and involves them to prepare presentations with posters. Students work in groups and create posters that determine the main idea of the movie. Group members choose a presenter for their group for making presentation. Teacher needs to announce a list of criteria and asks to be ready following the demands of criteria. Representatives of each group present their posters.
- 4. Puzzles or Crossword.** At the end of the video/movie teacher divides students into small groups and hangs worksheets for each group with word search puzzles or crosswords on the wall. Tasks are set according to the purpose of the teacher. For instance, find the adjectives that you met in the movie/video segment, complete the crossword puzzles answering to the question on the left and etc. In a limited time groups members need to work on their worksheets and present answers.

Find the words you hear in the cartoon “Madagascar 3”.

“MADAGASCAR 3”



A G P P O A
L L I Z A N
E O H A M 3
X R A R L D
M I R A E S
A A B G M N
R L E O Z I
T I Z P A U
Y O N E N G



Pictures from the cartoon are taken from: www.kinogallery.com/films/foto/php?id=madagascar3

5. **Writing.** Depending on the teacher’s purpose, different writing tasks can be done after watching video/movie. For example, a letter to one of the characters, request letter to a producer, or descriptive, problem/solution essays. Moreover, if learners are practicing review writing, it also can be written related to the movie, cartoon, clip or video segment they have watched.

P.S. If post-viewing activities connected with the whole duration of the video, teacher needs to announce what learners should focus on beforehand. The point is that, till the end of the lesson they cannot memorize all the information in details.

Here we are presenting more suggestions to conduct effective video lesson based on demands of communicative language teaching method on the material of cartoon “Hansel and Gretel”.

“HANSEL AND GRETEL”

1. Look at the pictures. How are the pictures and the title related to each other? Share your opinions with the class.



www.artrep1.com/tag/realism/

<http://www.mylifescoop.net/knowledge-base/top-10-fairytales-that-want-disney-remedy/>



2. Before you watch cartoon, match the following words with appropriate definitions.

A

Pebble _____

Woodcutter _____

Cruel _____

To get rid of _____

To drop _____

Terribly _____

B**a.** to fall; descent**b.** very, or extremely**c.** a person whose job is felling (to cut down) trees**d.** a small stone**e.** someone who enjoys making other people unhappy or upset**f.** to throw away, give away, to remove**3.** Make up sentences using the words in exercise 1.**4.** Watch the 1st part of the cartoon and number the sentences in the right order.

	She made a plan.
	Well, Hansel and Gretel had heard them talking, and Hansel had a plan of his own.
	Along the way Hansel dropped pebbles from his pocket.
1	Once upon a time in a little house near the forest lived the brother and sister Hansel and Gretel.
	She told to her husband, the woodcutter, that they should take the children into the forest and leave them alone as fast as they could.
	As soon as they fell asleep, the parents quickly went home, leaving both children in the forest.
	This made the woodcutter very sad, but finally he agreed.
	They lived with their father, a woodcutter, who loved them very much, and a stepmother who was very cruel.
	The stepmother was terribly angry, she became all red in the face.
	In the morning the children were given some bread to eat and were led into the forest.
	In fact, the stepmother wanted to get rid of the children, because they were very poor, and so there was not much food to eat.
	After a while the father helped the children to build a fire and told them to rest.
	The next morning the children once again were given bread and taken to the forest.
	When they woke up Hansel and Gretel were able to find their way home, following the pebbles.

5. Watch the 2nd part of the cartoon and complete the sentences with the words in box.

1. So, he dropped bread _____ instead.
2. They had night really _____, lonely and _____.
3. They fell asleep in a _____ of tree.
4. At last, they came to clearing in the forest and saw _____ little house.
5. It was made of _____ within _____ roof and lollypops sticking out of the _____.
6. “_____ like a mouse, who is nibbling at my house?”
7. The _____ planned to keep him there until he grew _____ off to eat.
8. One afternoon, the witch sent Gretel to _____ sticks to build the _____.

gather	fatten	cake	fire	icing	hole	tired	witch
chimney	nibble-nibble	frightened	crumbs	beautiful			

6. Are these statements true (✓) or false (x)?

- The stepmother thought over about how to keep children away from her.
- Stepmother was aware of Hansel's plan.
- Woodcutter never agreed with his wife's decision.
- Parents led the children into the forest.
- Hansel and Gretel hardly ever get their home.
- The witch spoke kindly and invited Hansel and Gretel inside.
- Their father helped Hansel to get out of cage.

The importance of games in CLT

Lesson is like a stage in theatre where teacher is a dramaturge. To make a performance more impressive and unmissable, dramaturge needs to choose meaningful play for performers. As for ESL and EFL class, teacher is the only person who chooses appropriate ways of teaching for language learners. Adopting games is one of the prominent strategies to teach efficiently within a language class. The aim of using any kind of game is to make learning atmosphere easier and fascinating. They create motivation for learners of English to get involved and participate actively in the learning process.

Reasons for applying games

Games play a range of roles in the language teaching. Basically, they are adopted as:

- Warm-up activities in the introduction stage of class. As this point, the teacher attracts learners' attention and interest from the very beginning of the lesson.
- Strengthening activities at the end of lesson. It is a stimulating way to involve learners to practice what they have learnt and realize whether learners achieve expected result.
- Interactive games to add variety into language teaching-learning process.

Games are very useful teaching techniques, due to they provide free communicating atmosphere for learners rather than the pressure of doing it absolutely rightly. Moreover, a main factor for applying games in the lesson is the relationship between teacher and students. This is very important, because the teacher should inspire learners' confidence.

On the other hand, considering the demands of CLT, language games are effective strategies to conduct student-centred lessons. The point is that, teacher assumes a role as a moderator, whose function is observing, analysing, helping, taking notes and providing feedback when the game is over. Teacher gives clear instructions and a little demonstration of the game to assure that learners understand the activity.

Classification of language games

Today, majority of language instructors are using games more often. Creative teachers are creating various games depending on the presenting or practicing topic. However, classifying games into categories is still more complicated issue. Hadfield presents two ways of classifying language games⁴.

1. She distinguishes two types of language games:
 - Linguistic games which focus on correct language accuracy, e.g. supplying the correct form of the verbs.
 - Communicative games that emphasise successful exchange of information and ideas, e.g. two students identify the differences between two pictures which are similar one another.
2. The second division of language games is more detailed that contain several categories.
 - Sorting, ordering or arranging games;
 - Information gap games;
 - Guessing games;
 - Search games;
 - Matching games;
 - Exchanging games;
 - Board games.

Another ways of classifying games are worked out in accordance with level and age of the students or language skills (listening, speaking, reading, writing, grammar and vocabulary), sub skills (pronunciation, spelling, punctuation, etc.) and size of class. In this chapter, we are suggesting some interactive games that help to improve communication skills of language learners. They are excellent techniques to motivate learners and to provide effectiveness of each lesson.

⁴ Hadfield J. Intermediate vocabulary games. Harlow, Essex. Longman. 1999.

Three in a row is a game that reinforces effective communication, listening and teamwork. Before the class, teacher prepares some questions on the topic that they are discussing, e.g. education, human cloning, technology and etc. Next stage is drawing a nine square grid on the board and filling each box with question. Teacher divides the class in half and designates one half as “x” and the other half as “o”. Seats of the groups are arranged in round tables facing each other. Coin is the best tool to identify who starts first. The first group chooses the question and prepares answer in a limited time. They discuss the question and identify a

How do many schools in your country expect their pupils to dress?	What opportunities are there in your country for further education?	How big are the classes in your country? Do you think the class size affects learning?
What do you think <u>should be done</u> to improve the quality of education in your country?	Is uniform important at schools: Why/Why not?	Why should government pay much more attention to education?
Why do people strive to be educated?	What is the basic aim of education?	What is the role of parents in their children's education?

volunteer to present the answer. When answer is presented, teacher and the other group decide whether it is acceptable. If answer is accepted teacher marks sign of the group over the question, otherwise the other group gets their sign instead. The questions are discussed until getting three the same sign in a row. Three in a row wins. One more option is that, grid can be drawn on a sheet of paper and presented to each group. Group members are in charge to mark “x” or “o” on their own.

When students are allowed enough time for discussion, teacher observes the groups how well they are communicating using the target language. Moreover, the game helps students to learn how to listen to each other rather than ignoring others' opinions. This is a perfect strategy to teach learners working with others.

Back to the board is a game adopted in variety of ways, depending on the teacher's decision. Traditionally, it is played in small groups in order to raise enthusiasm of learners for winning the game. Moreover, it is a stimulating technique for practicing language and as well as new vocabulary. Thus, it is applied to help learners to memorize new vocabulary in an easy way. Procedure of the game starts with dividing students into two equal groups. One volunteer from each group sits on a chair with their back to the board, facing other members of the group. Teacher writes a word on the board and encourages volunteers not to look at the board. Other members of the groups give definitions that can describe what word is on the board. Each volunteer guesses the word, listening to the definitions presented by their group members. The first volunteer who guess the word gets a point for their team. All members of the groups should have a seat with the back to the board. In accordance with the amount of points, the winners are announced.

Phrase box is applied to revise vocabulary and to practice grammar, mainly tenses such as present perfect, past perfect and etc. Class is divided depending on the number of the students. Organizing this grammar game with the whole class is one more option to involve all the learners at the same time. Before the class, teacher prepares some cards with the sentences omitting the items that they are discussing. If the aim is to practice grammar, filling the gaps with the correct form of the verbs can be set as a task. Game commences asking all the learners to come to the middle of the class and stay as a circle. Teacher places cards in the box and gives it to one of the students. When teacher plays the song, students start passing the box to each other. Since the song is off, the student who catches the box takes a card and presents a phrase filling the gaps. Whereas, game is played in a small groups, correct answers can get points for the groups. Teacher observes procedure of the game and analyzes the answers. At the end of the game, the group who has more points is winner.

For example,

We _____ (to be) not able to get a hotel room, because we _____ (not/to book) in advance.

When my friends _____ (arrive) at cinema, the movie _____ already _____ (to start).

To begin the game, teacher whispers any letters until learners disturb by saying “Stop!” Whenever teacher stops, the last letter becomes the capital letter of each word for completing the chart. For example, if teacher stops at letter “G”, groups need to write a word which starts with the letter “G” in each column such as, for name – George, noun – garden, adjective – gentle, etc. A minute is enough for completing each letter. Games continues with checking the different and the same words after each letter. Scores are calculated by the group members as following:

1. For single word (the word that the others cannot find) – 15
2. For two the same words – 10
3. For the same words that every group has – 5
4. No any word – 0

In this game, the role of teacher is moderator. After allowed time, teacher strictly stops each group and analyses each word with the members of the groups. Each group calculates their scores after each letter, considering the words of other groups. Scores are written in the last column of the chart in order to calculate the total score at the end of the game. The group who has highest score is winner!

“Whispering game” or **“Broken telephone”** is an enjoyable and fun game to play with language learners. In this game, teacher can keep points to identify winners or it can be played just for pleasure. Class is divided into two equal groups. If there is an odd number of students, one can be “assistant” for teacher. Both of the teams are called to the middle of the class. Groups are asked to take a place from the right and left side of the teacher or assistant. For example, group A is on the right and group B is on the left. The teacher whispers a message to the first person in the lines. The game starts when first players know the message. Then, each player whispers the message to the next player in the group until the last player gets the message. The group who correctly repeats the message first gets a point. Teacher’s assistant is in charge to compute the points. Players who are the second in line takes a turn for the next message.

Game lasts until the last player becomes the first in line.

**LESSON
PLAN FORMS
AND SAMPLES**

LESSON PLAN FORMS

Name of the teacher

“Topic”

Date:

Timing:

Level:

Text-book:

Number of students:

Aim:

Activity	Aids	Procedure	Timing	Interaction
Opening Objective:				
Pre-activity Objective:				
1.				
2.				
While-activity Objective:				
1.				
2.				
Post-activity Objective:				
1.				
2.				
Closure: Objective:				

Name of lesson:

Teacher: _____

Date: _____

Group: _____

Level: _____

Materials: _____

Goals: _____

Time	Activity	Focus	Comments

Prepared by: _____

Date:

Subject:

Topic:

Group:

Level:

Objective:

Procedure

Time

Introduction

Pre-activity

While-activity

Post-activity

Closing

INTEGRATED SKILLS LESSON PLAN SAMPLE DESIGNED WITH ACTIVITIES OF COMMUNICATIVE APPROACH

Masuma U. Akbarova

“FAMILY VALUES”






Subject: Integrated Skills








Timing: 80 minutes

Level: Pre-intermediate

Number of students: 10

Aim: Lesson aimed at helping students to improve their reading, listening, speaking and writing skills around the topic “Family”.

Activity	Aids	Procedure	Timing	Interaction	
Opening					
Greeting; Find someone who...	Board, chalk, pen a sheet of paper	Greet with students and write down the new topic - “Family Values” on the board. Distribute handouts with the 7 questions (Handout #1) starting with “Find someone who”. Ask students to look through the questions and to come to the middle of the class. Give them 10 minutes to ask questions from each other.	10 min		
Reading					
Objective: By the end of the lesson, students will be able to analyze a text using scanning skills as well as new vocabulary.					
Pre-reading					
1.	Asking questions		Ask each student the same questions about their family (Handout #2). Discuss their answers with the whole class.	10 min	
2.	True or false activity	Handout, pen	1. Involve students to work in pairs. Give students 5 statements (Handout #3) about families in their country. Ask students those statements were true or false and they agree or not with their partner’s answers. 2. Encourage them to compare statements with the American families and discuss the answers with the whole class.	10 min	 
While-reading					
1.	Matching	Handout, pen, dictionary	After reading 1 st part of the text (Handout #4) ask students to match the underlined words with the definitions above the text. Let them to use English-English dictionary. Check the answers with the whole class.	10 min	

2.	Matching	Handout, pen, dictionary	After reading 2 nd part of the handout #4 ask students to complete the sentences using appropriate words from the box in handout #4. Let them to use English-English dictionary. Check the answers with the whole class.	10 min	
Post-reading					
Objective:					
1.	Differences and similarities	Paper, pen	1. Divide the students into 2 equal groups. Ask Group A to write differences between American families and families in their country. Ask Group B to write similarities between American families and families in their country (Handout #5) 2. Involve one representative from each group to present the group's answers to the whole class. Ask groups whether they agree or disagree with the opposite group.	10 min	 
Listening and speaking					
Objective: By the end of the activity, the students will be able to improve their listening skills as well as vocabulary by listening to a song.					
Pre-listening					
Listening to a song		Tape recorder, mp3	Ask students to close their eyes and listen to a song. Encourage them to share their feelings they have while listening.	5 min	
While-listening					
Fill-in the - gaps		Handout, tape recorder, mp3	Involve students to work with their partner and listen to a song one more time. Ask students to complete the song choosing the appropriate words on the right in their handout. Check the answers of the pairs with the whole class.	5 min	
Post-listening					
Discussion			Ask students 3 question about the song such as "What is the song about?", "What thoughts did come to your mind when you listened to this song?" "Do the authors of the song like their country?" Invite them to discuss the answers with the whole class.	5 min	
Closure					
Writing					
Objective: by the end of the lesson students will be able to write a letter to a friend about holidays.					
Home work		Pen, paper	Say that they will write a letter (no more than 250 words) to a friend who lives in the USA describing the holidays their family always celebrates together. Encourage them to write the best unforgettable holiday that they have ever had with their family.	5 min	

Handout #1

Find someone who ...

1. is the only child in his/her family _____
 2. has twin brother or sister _____
 3. likes being the eldest child in the family _____
 4. is from extended family _____
 5. doesn't like his/her position in the family _____
 6. is responsible to prepare breakfast _____
 7. has more than 3 sisters and brothers _____
-

Handout #2

FAMILY VALUES

READING AND SPEAKING

American Family Values

Pre – reading

- 1 Answer the questions.
 - *What type of family do you come from?*
 - *What is something unusual or special about your family?*
 - *What rules do you have in your family?*
 - *Who do you talk to in your family when you have a problem?*
 - *Is there a holiday your family always celebrates together?*
 - *If you have any brothers or sisters, what things do you enjoy doing together?*

Handout #3

- 2 Work with a partner. Are these statements true (✓) or false (x) for families in your country? Then discuss your answers with a whole class.

- There are much more blended families in my country.*
- Mothers are responsible for taking care of the children.*
- Children leave their parents away at age 18.*
- Fathers are breadwinners for the family.*
- Boys are responsible for helping their mothers at doing housework.*

Handout #4



American Family Values

While – reading

1 Match the underlined words with the definitions.

someone who invites people to a meal or party, or stay in their home

someone who you have invited to your home for a party or a meal

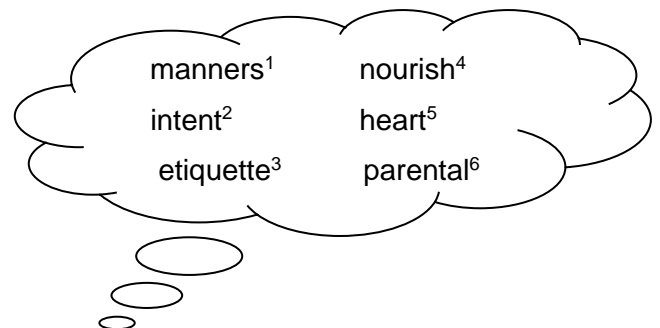
to make someone feel confused

someone who is not a citizen of the country they are living in

something nice that you say to praise someone

Line

2 Complete the sentences using an appropriate word from the box. Use each word once only.



¹manner – a way of behaving

²intent – determined to do something

³etiquette – a set of rules for behaving correctly in social situations

⁴nourish - to give a person, animal, or plant the food and care that they need to live, grow, and be healthy

⁵heart – the most important part of something

⁶parental – provided by parents

Part I

One of the aspect of American society that may bewilder non – Americans is the family. The nuclear family structure (parents and children) is so alien to most cultures in the world that it is often misunderstood. The main purpose of the American family is to bring about the happiness of each individual family member. The traditional family values include love and respect for parents, as well as for all members of the family.

However, the emphasis on the individual and his/her right to happiness can be confusing. It allows children to disagree, even argue with their parents. While in most other cultures such action would be a sign of disrespect and a lack of love that is not the case in the US. It is simply a part of developing one's independence.

Part II

Traditional American family values mean different things to different people. Additionally, American values shift depending on the setting. For example, the _____ and manners for one's home is different than American business etiquette, and practically speaking that's how it should be. Etiquette is not a "one size fits all" proposition. Nonetheless there seem to be some fundamental foundation in which American etiquette bases itself.

Home is where heart is Individuals who had a strong, happy family have warm, comforting feelings about the word "home". In ancient times the kitchen fire was the first part of a house constructed because it represented the

Many foreign students and visitors are welcomed by host families, who invite them into their homes for dinner or to join in family activities. Frequently visitors are told to "make themselves at home" and, at times, may appear to be "left alone".

It certainly is nice to be treated as an honored guest in someone's home, but one of the highest compliments that an American can give foreign guests is to treat them like members of the family, which means to give them the "freedom of the house" to do what they want, to raid the refrigerator on their own, or to have some quiet time alone.

Adopted from
americanhospitals.com/questions/66american/amervalues.htm

_____ of the home. To this day, kitchens remain a gathering place where people socialize, learn and _____ body and mind from one proverbial platter. Here, and around the dining room table, a family's ethics values, convictions and _____ get passed along by example and through _____ guidance. Growing up there was a neighbor who did fully _____ teaching me table manners without me knowing it. Every Saturday most people have tea, with elbows of the table and the pinky out. In retro respect these were lessons in etiquette that tie into one common American family – namely the table is no place for arguments; it is a center of bonding.

Adopted from
Practicaletiquette.com/American-family-values.html

Handout #5

Post – reading

- 1 Think of similarities and familiarities between American families and families in your country. Write down the first five things you think of.

Similarities:

Differences:

The same purpose of making family

The same features about host families

Compare your list with other students' list.

WRITING

- 1 Write a letter (no more than 250 words) to a friend who lives in the United States describing the holidays your family always celebrates together. Describe the best unforgettable holiday that you have ever had with your family.

Dear _____ ,

LISTENING

Family values

- 1 Close your eyes and listen to a song.
- 2 Answer the questions:
What is a song about?
What thoughts did come to your mind when you listened to this song?
Do the authors of the song like their country?
- 3 Work with a partner. Complete the song, choosing the best word on the right for each line.

Family values by Johnossi

I had a sister named Emma Mississippi
Is a river that _____ in the states
Just like the memory and the wisdom of the water
Our souls were connected in so many _____
Even though we haven't talked in a while
I'm still waiting for the day to come when you will arrive
I'm sorry if I ruined happy times we've been through
But now I wonder, if I can _____ my days without you and

I had a mother, and her name was Carolina
Carolina is a _____ in the states
I think there's fifty but there's only one mother
And she won't even look in my _____
You know I'd give it all to be loved by you again
But everything's my fault so I carry the blame
But now I'm growing, I get _____ while the days pass by
Soon I'll be dying thinking you won't even look me in the eyes

And it's sad
So sad
Family values
That we had, it's just a memory
In your mind, we've gone bad
I had a _____ named Mr. Engelbert
Engelbert Humperdinck sings really _____
I haven't heard him but I hear my father's voice
It's in the _____ where things are like they should
I miss your love which came naturally
Sometimes I _____, when I think about how things used to be
Well at _____ come and visit me for only one time
Daddy I love you but I know you won't _____ me no mind

And it's sad
So sad
Family values
That we had, it's just a memory
In your mind, we've gone bad
There's no love

follows floats

ways case

spear
spend

city state

case face

folder older

father brother
good God

dreams streams

try cry
list least
pay stay



GLOSSARY

Activity	– work mainly, done by language learners, that involves direct experience by the student rather than text book study
Approach	– a set of principles about teaching including views on method, techniques, activities
Assessment	– is the process of evaluating achievements of learners
Attitude	– the specific ability of teacher/learner for teaching/learning a second language
Authentic Language	– is a real and natural language used by native speakers in real life contexts
Authentic materials	– are the materials of language teaching, that were originally intended for native-speakers, e.g. newspaper texts, TV, radio or internet broadcasts
Body Language	– the gestures used by individuals in communicating with others
Classroom observation	– is the practice of sitting in another teacher’s class to observe
CLT	– Communicative language teaching
Communication	– is the process of sending and receiving messages. Verbal and written communication types are distinguished
Communicative activities	– activities aimed at improving communication skills
Communicative approach (CLT)	– is the theory that language is communication and it emphasizes developing language proficiency through interactions in meaningful contexts

Communicative Competence	– refers to a learner’s ability to understand and use language effectively to communicate successfully in social settings
Communication skills	– the ability to convey information to another effectively and efficiently
Content-based teaching/learning	– is an approach in language teaching based on content/information that students will require
Critical thinking	– is evaluating claims, assumptions, and implications without simply accepting them as facts
Educator	– Language teacher
EFL	– English as a foreign language
ELT	– English language teaching
ESL	– English as a second language
ESOL	– English for speakers of other languages
Facilitator	– is the term used for language teacher in CLT
Formative assessment	– is a type of assessment completed during the course, learners can improve, it always includes feedback
Grammatical Competence	– is the ability to recognize and produce the distinctive grammatical structures of a language
Group formation	– is a process of setting/organizing learners into groups
Group work	– is requiring students to work together in learning procedure

Handout	– a sheet provided to each student by the teacher, it contains information, a task to be completed for an assignment
Independent learning	– is a way of learning completed by an individual without the assistance of teacher
Integrated Skills	– are defined as the combination of two or more skills within a communicative task
Interactive methods/activities	– are methods that involve learners to communicate and interact with others to receiving feedback after completion of a task
L1	– First language, native language
L2	– Second language
Language educator / instructor / teacher	– Foreign language teacher
Language learner	– is a person who learns foreign language
Learning styles	– the different preferences of learners in the process of learning foreign language
Linguistic Competence	– refers to the ability to use the language code or system itself and all its component parts
Mentor	– adviser to a language learner
Method	– is a way, procedure of teaching, made up of a set of techniques
Motivation	– is the encouragement, lots of attention which helps students to accomplish learning process
Multiple choice	– is an assessment where answers provided with several options

Native speaker	– is a person who speaks a language as his/her first language or mother tongue
Observation form	– is a usually sheet, that are completed by the observer
Observer	– is a person, mainly teacher who observes another teacher's lesson
Peer observation	– is a type of observation where teaching stuff observes each other's lessons and at the end, they discuss strengths and weaknesses of the lesson procedure
Student (learner)-centred education	– language learners are the focus in the whole procedure of the lesson
Summative assessment / Final assessment	– is a type of assessment typically occurs at the end of the learning period, learners receive final score
Target language	– a foreign language students are in the process of learning
Task-based learning/teaching	– refers to an approach based on the use of tasks as the core of planning in language teaching, it is presented as a logical development of CLT
TBL	– Task-based learning
Teacher-centred education	– in the centre of the class is teacher who gives instructions with little input from students
Teamwork	– is the process of engaging individuals in a cooperative effort to achieve a common goal
TESOL	– Teaching English for speakers of other languages
TFL	– Teaching foreign language

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