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Speaking Skills

For Language Learners and Teachers

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Raxmatova Bahora

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ORIENTAL UNIVERSITY



**ORIENTAL
UNIVERSITETI**

SPEAKING SKILLS

*(for first-year undergraduate students majoring in English
philology and language teaching)*

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This teaching manual is designed to provide methodological support for instructors in teaching oral communication, to offer practical recommendations for the effective organization of classroom instruction, and to facilitate the step-by-step development of students’ communicative competence. Drawing on contemporary pedagogical approaches, the manual aims to support teachers’ professional practice in planning and conducting oral communication classes.

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ANNOTATION

This methodological guide has been developed with the aim of effectively organizing the teaching of the course “*Oral Communication Practice*” in higher education institutions, developing students’ communicative competence, and preparing them to use oral language in real-life communicative situations. The guide is based on modern approaches to foreign language teaching, including communicative competence–based instruction, a differentiated approach, interactive teaching methods, and the requirements of the CEFR. It provides a detailed description of a system of tasks designed to encourage students to actively use the target language.

The content of the guide outlines the aims and objectives of the “*Oral Communication Practice*” course, teaching methods applied in the instructional process, stages of lesson planning, types of classes, a set of tasks aimed at improving speaking skills, and assessment criteria. In addition, the guide extensively covers methodological principles for working with multilevel learners, organizing pair and group work, communication-oriented activities, role plays, and tasks based on real communicative situations.

INTRODUCTION

The course “*Oral Communication Practice*” occupies a central position in the foreign language teaching process and serves to develop students’ ability to communicate independently, fluently, and meaningfully in real communicative situations. This methodological guide provides theoretical and practical recommendations for teachers, early-career specialists, and students to effectively organize practical classes.

The guide presents clear guidelines on the main aims of the “*Oral Communication Practice*” course, the communicative approach applied in the teaching process, task design, lesson structure development, assessment criteria, and the creation of learning activities adapted to learners at different language proficiency levels. In the process of developing oral foreign language skills, primary emphasis is placed on fostering students’ communicative competence, including active language use, expressing opinions in problem-based situations, engaging in question-and-answer exchanges, and communicating on daily and academic topics. Accordingly, the guide gives extensive coverage to interactive methods, pair and group work formats, role plays, communication-oriented activities, and tasks based on real-life situations.

The methodological guide performs the following functions:

- defines the content and objectives of the course;
- proposes effective teaching methods for classroom practice;
- provides sample lesson plans for each class;
- offers step-by-step guidance on organizing lessons;
- explains assessment criteria, a criterion-referenced approach, and reflection techniques;
- outlines strategies for working with multilevel groups;
- provides recommendations for enhancing learner motivation in language teaching.

The guide is grounded in the communicative approach and has been developed in accordance with contemporary requirements of

language education, including the CEFR (Common European Framework of Reference), the competency-based approach, and the principles of differentiated instruction. Viewing the learner as an active participant in each lesson, fostering independent thinking, and increasing engagement in communication constitute key methodological principles of the guide. In addition, the guide includes differentiated versions of activities adapted for B1-B2 level learners, tasks that actively involve students in communication, and techniques that encourage active language use throughout the lesson.

As a result, the methodological guide enables teachers to:

- plan lessons effectively;
- organize classes in an optimal sequence;
- work simultaneously with learners at different proficiency levels;
- monitor and assess learning activities;
- develop students' communicative competence.

In summary, the methodological guide is designed as a comprehensive resource grounded in the communicative approach and aligned with contemporary requirements of language education, including the CEFR, the competency-based approach, and the principles of differentiated instruction. By positioning the learner as an active participant in the learning process, the guide promotes independent thinking and sustained engagement in meaningful communication. The inclusion of differentiated activities for B1–B2 level learners, communication-oriented tasks, and techniques that encourage active language use ensures that instruction is responsive to learners' varying proficiency levels and communicative needs. As a result, the guide equips teachers with practical tools to plan lessons effectively, organize classroom activities in a logical and pedagogically sound sequence, work efficiently with multilevel groups, and monitor and assess learners' progress.

CHAPTER I. THEORETICAL FOUNDATIONS OF TEACHING ORAL COMMUNICATION

The role of oral communication in foreign language education

Oral communication occupies a central position in foreign language acquisition, as it represents the most immediate, dynamic, and functional use of language in real-life contexts. Through speaking, learners are able to express personal ideas, share opinions, negotiate meaning, and respond spontaneously to interlocutors, which distinguishes oral communication from other language skills. It also plays a crucial role in the formation of interpersonal relationships, enabling learners to establish social connections, manage interactions, and participate effectively in both informal and formal communicative situations. In higher education contexts, well-developed oral communication skills are indispensable for active participation in seminars, academic discussions, oral presentations, debates, and professional interactions, where clarity, coherence, and appropriateness of speech are highly valued.

From a pedagogical perspective, oral communication should not be viewed merely as the production of grammatically accurate sentences. Rather, it constitutes a complex, multidimensional process that integrates several interrelated components of communicative competence. These include pragmatic competence, which allows learners to use language appropriately according to context and communicative intent; discourse competence, which ensures coherence and cohesion in extended spoken texts; fluency, which reflects the ability to speak smoothly and with minimal hesitation; accuracy, which involves correct use of linguistic forms; and sociolinguistic competence, which enables speakers to adapt their language to social norms, roles, and levels of formality. As a result, successful oral communication depends not only on linguistic knowledge but also on learners' ability to make strategic choices in real-time interaction.

Consequently, the teaching of oral communication requires an integrated and holistic approach that combines the systematic development of linguistic resources with meaningful communicative practice.

Instruction should create opportunities for learners to engage in authentic and semi-authentic speaking tasks that reflect real communicative purposes, encourage interaction, and promote active language use. By aligning linguistic input with communicative output, teachers can support learners in developing confidence, flexibility, and effectiveness in spoken communication, thereby enabling them to function competently in academic, social, and professional environments.

Communicative approach as a theoretical framework

The communicative approach conceptualizes language primarily as a tool for communication rather than as a collection of isolated grammatical rules and structures. Its fundamental goal is the development of communicative competence, a multifaceted construct that encompasses grammatical competence (knowledge of linguistic forms), sociolinguistic competence (appropriate language use in different social contexts), discourse competence (the ability to produce coherent and cohesive spoken texts), and strategic competence (the use of communication strategies to overcome breakdowns in interaction). Within this framework, successful language learning is measured not by the learner's ability to recall rules, but by their capacity to use language effectively and appropriately in real communicative situations.

In the context of oral communication practice, the communicative approach places strong emphasis on meaningful interaction rather than mechanical repetition or rote memorization. Learners are encouraged to use the target language to convey meaning, solve problems, exchange information, and express personal opinions. As a result, classroom activities are designed to simulate real-life communicative purposes, ensuring that language use is purposeful and contextualized. The use of authentic or semi-authentic materials, such as real-world texts, audio recordings, and situational prompts, further supports learners' exposure to natural language and promotes pragmatic awareness.

Another key feature of the communicative approach is the integration of task-based and problem-solving activities, which require learners to collaborate, negotiate meaning, and make decisions through spoken

interaction. These activities foster learner autonomy and critical thinking while simultaneously developing fluency and interactional competence. Pair and group work play a central role, as they increase opportunities for learner participation and maximize speaking time, which is particularly essential in oral communication classes.

Within this theoretical framework, the teacher's role undergoes a significant transformation. Rather than functioning as the primary source of knowledge or a controller of classroom discourse, the teacher acts as a facilitator, guide, and organizer of communicative activities. This role involves setting up tasks, providing linguistic support when necessary, monitoring interaction, and offering feedback that encourages further development. Such a shift is especially important in speaking lessons, where effective learning depends on ensuring that student talk time substantially exceeds teacher talk time. By creating a supportive and interactive learning environment, the communicative approach enables learners to develop confidence, spontaneity, and effectiveness in oral communication, which are essential outcomes of foreign language education.

Competency-based approach and CEFR alignment

The competency-based approach places primary emphasis on learning outcomes, defining language proficiency in terms of what learners are able to do with the language in real communicative contexts. Unlike traditional content-oriented models, which focus mainly on the transmission of linguistic knowledge, this approach prioritizes the development of practical abilities that enable learners to function effectively in academic, social, and professional environments. As a result, teaching and learning are organized around clearly formulated competencies, and progress is measured through demonstrable communicative performance rather than the mere accumulation of grammatical knowledge.

In this context, the Common European Framework of Reference for Languages (CEFR) serves as a comprehensive and internationally recognized framework for describing, planning, and assessing language

proficiency. The CEFR provides detailed descriptors that outline learners' communicative abilities across six proficiency levels (A1-C2), ensuring comparability, transparency, and coherence in language education. Its “can-do” statements offer concrete benchmarks that guide curriculum design, task selection, and assessment procedures, making it an essential reference point for competency-based instruction.

With regard to oral communication, the CEFR distinguishes between spoken interaction and spoken production, both of which are central to the development of communicative competence. At the B1-B2 levels, learners are expected to demonstrate an increasing degree of independence and control in spoken language use. Specifically, they should be able to express opinions and viewpoints with reasonable fluency, justify their ideas, and respond appropriately to others in interaction. Furthermore, learners at these levels are expected to participate actively in discussions on both familiar and more abstract topics, contribute relevant ideas, and sustain interaction without excessive hesitation. The ability to give clear, detailed descriptions and structured presentations, as well as to interact with a degree of spontaneity and confidence, reflects the transition from basic communicative ability to more advanced and flexible language use.

This methodological guide is explicitly aligned with the CEFR descriptors for oral communication. Learning objectives are formulated in accordance with CEFR “can-do” statements, ensuring that each lesson targets specific communicative competencies. Communicative tasks and activities are designed to reflect real-life speaking demands at the B1–B2 levels, while assessment criteria are directly linked to CEFR-based performance indicators such as fluency, accuracy, interaction, and coherence. Such alignment guarantees consistency, transparency, and validity in both teaching and evaluation, enabling teachers and learners alike to clearly understand expectations, monitor progress, and achieve measurable outcomes in oral communication development.

CHAPTER II. METHODOLOGY OF DEVELOPING ORAL SPEECH SKILLS

Principles of teaching oral communication

The methodology of teaching oral communication in a foreign language is grounded in a set of interrelated pedagogical principles that reflect contemporary views on language as social action, interaction, and meaning-making. In modern applied linguistics and language pedagogy, speaking is no longer viewed as a derivative skill dependent solely on grammatical knowledge, but rather as a complex communicative activity requiring linguistic, pragmatic, discourse, and strategic competences. Within this framework, three core principles are considered fundamental to effective speaking instruction: the communicative principle, the principle of activity and interactivity, and the learner-centered approach. Each principle is discussed below in terms of its theoretical foundations, pedagogical implementation, limitations, and contextual relevance.

The communicative principle

The communicative principle is based on the understanding that the primary purpose of language is communication and that language learning should therefore prioritize meaningful use over formal manipulation. This principle originates from the theory of communicative competence, first articulated by Dell Hymes, who emphasized that linguistic knowledge alone is insufficient without knowledge of how language is used appropriately in social contexts. Hymes famously stated that “there are rules of use without which the rules of grammar would be useless,” underscoring the inseparability of form and function in real communication.

Subsequent models of communicative competence further elaborated this idea by distinguishing grammatical, sociolinguistic, discourse, and strategic components. From this perspective, oral speech instruction must aim at developing learners’ ability to select and use

linguistic resources in accordance with communicative intent, interlocutor roles, and situational context.

Pedagogical implementation in speaking instruction

In methodological terms, the communicative principle requires that speaking activities be organized around communicative tasks, not isolated language items. Such tasks must include a clear communicative goal, a reason to speak, and an element of unpredictability that necessitates genuine interaction.

In communicative speaking lessons:

- a) grammatical and lexical material is introduced as a means, not an end;
- b) learners are encouraged to express meanings even when their linguistic resources are incomplete;
- c) errors are tolerated during communicative phases, as long as intelligibility is maintained.

Typical communicative formats include role-plays, simulations, information-gap activities, problem-solving discussions, and task-based interactions that mirror real-life communication. Importantly, feedback is usually delayed until after task completion in order to preserve communicative flow.

Critical evaluation and limitations

Despite its methodological strengths, the communicative principle has been subject to criticism. One major concern is that excessive focus on meaning may lead to insufficient attention to linguistic accuracy, especially in contexts where learners have limited exposure to the target language outside the classroom. In such cases, communicative fluency may develop faster than grammatical control, resulting in fossilized errors. Furthermore, purely communicative tasks may disadvantage lower-proficiency learners who lack sufficient linguistic resources to participate meaningfully. This highlights the necessity of systematic scaffolding, including pre-task language support and focused post-task feedback.

Thus, the communicative principle should not be interpreted as the rejection of form-focused instruction, but rather as its integration into a broader communicative framework.

Implications for EFL contexts

In EFL settings, including Uzbek higher education institutions, the communicative principle is particularly relevant due to traditionally form-oriented teaching practices. However, its successful implementation requires: careful balancing of fluency and accuracy, adaptation of tasks to learners' proficiency levels, alignment of communicative objectives with institutional assessment systems. When appropriately adapted, communicative instruction significantly enhances learners' confidence and functional speaking ability. The principle of activity and interactivity reflects the psycholinguistic understanding that speaking competence develops through active language use and social interaction. Language acquisition research emphasizes that interaction provides learners with opportunities to negotiate meaning, notice gaps in their linguistic knowledge, and modify output in response to communicative demands. From an interactionist perspective, conversational exchanges that include clarification requests, confirmation checks, and reformulations play a crucial role in language development. These interactional moves draw learners' attention to form while remaining meaning-focused.

Pedagogical realization

In practical terms, this principle requires maximizing learner talking time and minimizing teacher domination. Speaking lessons should be structured so that learners engage in frequent, short, and purposeful speaking turns rather than extended teacher-led exchanges. Key methodological strategies include: pair and group work as the dominant interactional format, role distribution within groups to ensure participation, task repetition under varying conditions to promote fluency. In addition, interactivity also implies that speaking tasks must

be reciprocal: learners must listen, respond, and adjust their speech based on their interlocutor's reactions.

Methodological challenges

A potential limitation of highly interactive classrooms is the risk of superficial interaction, where learners exchange minimal or formulaic responses without cognitive engagement. Additionally, in large classes, monitoring interactive work can be methodologically demanding, and weaker students may remain passive unless interaction is carefully structured. To address these challenges, tasks should include clear outcomes, accountability mechanisms (e.g., reporting results), explicit instruction in interactional strategies.

Contextual relevance

In English as a Foreign Language (EFL) environments, instructional conditions differ fundamentally from those in second language (ESL) contexts, primarily due to the absence of sustained natural exposure to the target language outside the classroom. Limited contact hours, restricted opportunities for authentic interaction, and examination-oriented curricula significantly constrain learners' chances to develop oral proficiency. Under such conditions, interactive speaking tasks are not merely methodological options but a pedagogical necessity, as they function as a partial substitute for real-life communicative experience.

From a critical perspective, one of the central challenges in EFL contexts is the quantitative insufficiency of input and output. Learners typically encounter English only during scheduled lessons, which may amount to a few hours per week. If these limited hours are dominated by teacher talk, explanation of rules, or mechanical exercises, learners receive minimal opportunities to engage in spoken interaction. Interactive speaking tasks directly address this constraint by maximizing learner talking time and creating multiple communicative exchanges within a single lesson. In this sense, interaction serves as a compensatory mechanism that intensifies exposure and practice within

restricted temporal boundaries. Furthermore, interactive formats play a crucial role in mitigating the qualitative limitations of EFL input. Classroom interaction, when carefully structured, exposes learners to varied interlocutors, discourse patterns, and communicative strategies, thereby approximating the diversity of real-world communication. Tasks such as information gaps, problem-solving discussions, and role-based simulations encourage learners to process input actively and produce contextually appropriate output, rather than relying on memorized or formulaic language.

The relevance of interactivity becomes particularly pronounced in the Uzbek educational context, where class sizes in higher education and secondary schools are often relatively large. In such settings, traditional teacher-fronted speaking practice-characterized by individual responses to teacher questions-results in uneven participation, with a small number of confident students dominating classroom discourse while others remain passive observers. Structured interaction formats, including rotating pairs, small-group discussions, and time-limited speaking cycles, redistribute speaking opportunities more equitably and reduce participation anxiety. By lowering the affective filter, these formats enable learners to engage in speech without the pressure of public performance. From a critical standpoint, however, the effectiveness of interactive tasks in large classes depends on methodological precision rather than mere inclusion. Unstructured group work may lead to superficial interaction, excessive use of the first language, or off-task behavior. Therefore, contextual relevance demands that interactive tasks be accompanied by clear instructions, defined roles, explicit communicative outcomes, and accountability mechanisms (e.g., reporting, peer evaluation). Only under these conditions can interaction fulfill its compensatory function in EFL classrooms.

Additionally, interactive speaking tasks align with institutional realities by allowing for efficient classroom management and scalable practice. Time-limited tasks and rotating interaction patterns enable teachers to monitor multiple learners within a single lesson, collect

diagnostic data on speaking performance, and provide targeted feedback without disrupting communicative flow. This efficiency is particularly valuable in contexts where curriculum demands are extensive and instructional time is constrained.

In sum, the contextual relevance of interactive speaking instruction in EFL environments lies in its capacity to address systemic limitations—restricted exposure, large class sizes, and uneven participation—through pedagogically structured interaction. In the Uzbek context, interactive speaking tasks, when critically and strategically implemented, function as an essential tool for ensuring equitable access to oral practice and for fostering communicative competence under constrained educational conditions.

Learner-centered approach

The learner-centered approach positions the learner as an active agent in the educational process, rather than a passive recipient of teacher-transmitted knowledge. In this paradigm, the role of the instructor shifts from authority to facilitator, and learners assume responsibility for selecting strategies, setting goals, and engaging in self-regulated practice. This orientation is particularly significant in speaking instruction, where performance is not only a cognitive process but also an affective one, shaped by learners' emotions, beliefs, and attitudes toward communication. Research across second language acquisition consistently demonstrates that affective constructs such as motivation, anxiety, and willingness to communicate are deeply interwoven with learners' oral performance outcomes¹ (*Pessoa, 2020; Peng, 2024*). Extensive evidence shows that motivation functions as a central driver of engagement; intrinsically motivated learners tend to participate more fully in interactive tasks, persist through communicative difficulties, and invest greater effort in seeking language practice opportunities. García-Sampedro and Agudo Prado studied investigating affective factors in English learning contexts

¹ Peng J.-E. Willingness to communicate in the Chinese EFL classroom: A situated perspective // *Language Teaching Research*. 2014. – Vol. 18, No. 3. – P. 341–360.

report that motivation positively correlates with learners' communicative efforts, while anxiety exerts a constraining effect on oral participation. Low anxiety and high positive affect create a classroom climate conducive to risk-taking, which in turn enhances both the quantity and quality of spoken output. In the absence of supportive affective conditions, learners often remain reticent, withdraw from interaction, or engage only minimally despite possessing sufficient linguistic competence. The construct of Willingness to Communicate (WTC) further elucidates why learner-centered environments are crucial for developing oral proficiency. WTC research indicates that learners' propensity to initiate discourse in a second language is not determined solely by linguistic ability, but also by situational and psychological factors (*See Peng, 2024*). When learners perceive classroom tasks as relevant to their communicative goals and when they are supported in managing affective barriers, their WTC increases. This, in turn, leads to more frequent and genuinely interactive speaking opportunities, which are essential for incremental improvements in fluency and pragmatic competence.

In a learner-centered classroom, instruction deliberately integrates affective considerations into task design and assessment. For example, tasks are selected to align with learners' *needs, interests, and communicative purposes*, thereby increasing intrinsic motivation and lowering affective thresholds. Scaffolded interaction formats, peer collaboration, and options for choice and self-direction help to reduce anxiety, build confidence, and sustain engagement. Such practices are consistent with broader educational research indicating that learner autonomy and engagement are positively associated with language achievement (*See Hidalgo-Camacho, 2017*). Moreover, by creating contexts in which learners feel empowered to take conversational risks, learner-centered pedagogy directly enhances WTC, making oral practice both more accessible and more effective.

Thus, the learner-centered approach not only accommodates the linguistic demands of oral performance but also strategically addresses the affective dimensions of speaking. By foregrounding learner

motivation, reducing anxiety, and fostering a willingness to communicate, this pedagogy supports a more holistic development of oral skills that aligns with individual learner profiles and communicative goals.

Implementation in speaking methodology

Learner-centered speaking instruction involves a number of stages: selecting topics relevant to learners' academic, professional, or social contexts, offering choices in tasks, roles, and modes of expression, encouraging learner reflection and self-assessment. Differentiation is a core component of learner-centeredness, especially in mixed-ability groups. This may involve varying task complexity, providing optional linguistic support, or setting flexible performance criteria.

Critical considerations of the learner-centered approach

While learner-centered pedagogy is widely promoted as an effective framework for fostering autonomy, engagement, and meaningful language use, it is not without challenges and limitations that must be understood both theoretically and pedagogically. Recognizing these limitations is essential to prevent misapplication and to ensure effective instructional design, particularly in EFL (English as a Foreign Language) contexts.

1. Potential Loss of Structure and Premature Autonomy

One significant concern with learner-centered instruction is the risk of insufficient structure when learner autonomy is introduced too early or without appropriate guidance. Learner autonomy refers to learners' ability to take charge of their own learning processes, including goal setting, strategy use, and self-assessment². In language learning, autonomy can enhance motivation and self-regulation; however, when autonomy is implemented before learners have acquired essential language frameworks or self-regulatory skills, it may lead to

² Holec, H. *Autonomy and foreign language learning*. Oxford: Pergamon Press. 1981.-P.3

uncertainty and avoidance of complex linguistic challenges. As researchers have noted, learners with insufficient language resources may become confused or overwhelmed without clear task progression or scaffolding, thereby reducing the potential for productive participation³. In structured instructional contexts such as second language classrooms, scaffolding and guided practice are crucial for helping learners move from controlled to more autonomous use of language. Without such guidance, learners may default to simpler language, avoid risk, or become reluctant to engage in extended discourse, undermining the intended benefits of learner-centeredness.

2. Cultural and Contextual Constraints on Autonomy

Empirical studies also reveal that cultural and educational traditions influence responses to learner-centered methods. For example, research in contexts where teacher-centered norms are deeply rooted suggests that learners and teachers may resist learner-centered practices due to unfamiliarity or cultural expectations about authority and expertise in the classroom. In some national education systems, students are socialized to view the teacher as the primary knowledge source, which can make implementation of autonomous roles challenging without incremental adaptation and explicit support. This insight emphasizes that learner autonomy is not culturally neutral, and in certain educational settings, immediate transition to autonomous tasks without mediated support may exacerbate learner anxiety rather than ameliorate it.

3. Constraints Imposed by Standardized Testing and Curriculum Requirements

Another practical limitation stems from institutional and assessment constraints. In many educational systems, including EFL programs with standardized exit exams or proficiency benchmarks, the curriculum and assessment schedules are tightly structured around pre-specified content coverage and performance criteria. These constraints can limit the extent to which learner choice can be exercised, especially

³ Bremner, S., Sakata, N., & Cameron, L. (2022). Teacher autonomy, learner autonomy and assessment in EFL contexts. *System*, 105, 102709. <https://doi.org/10.1016/j.system.2022.102709>

in speaking instruction where performance tasks require time, iterative practice, and individualized attention. When the instructional focus disproportionately prioritizes preparation for standardized tests, teacher control often increases at the expense of learner autonomy, as teachers narrow classroom activities to align with test formats and predicted items. This structural constraint challenges the implementation of genuinely learner-centered practices and necessitates careful alignment between learner-centered activities and assessment requirements⁴.

4. Teacher Expertise and Resource Limitations

Effective learner-centered instruction demands a high level of pedagogical expertise and familiarity with various interactive and self-directed learning strategies. Research indicates that without adequate training, teachers may revert to familiar teacher-centered practices even within nominally learner-centered frameworks. In addition, practical factors such as time constraints, inadequate learning materials, and large class sizes further complicate implementation. Teachers must plan and monitor individualized tasks, provide targeted feedback, and manage diverse learner trajectories; without sufficient support, the intended benefits of learner-centeredness may not materialize. Therefore, a balanced approach is methodologically essential. Learner autonomy should be introduced gradually and strategically, with initial phases characterized by structured tasks and explicit language support, followed by increasing opportunities for self-directed activity as learners develop confidence and competence. This graduated approach ensures that learners are not left to negotiate communicative demands without the necessary linguistic resources or self-regulatory strategies.

Implications for EFL education

In the Uzbek EFL context, learner-centered speaking instruction represents a shift from traditional teacher-fronted models. However, when implemented systematically, it fosters greater learner responsibility, increased motivation, and improved communicative

⁴ Bremner, S., Sakata, N., & Cameron, L. (2022). Teacher autonomy, learner autonomy and assessment in EFL contexts. *System*, 105, 102709. <https://doi.org/10.1016/j.system.2022.102709>

confidence-qualities essential for real-world language use. The communicative principle, the principle of activity and interactivity, and the learner-centered approach constitute a unified methodological framework for teaching oral communication. Each principle addresses a different dimension of speaking development: communicativeness defines the purpose of speech, interactivity defines the mechanism of development, and learner-centeredness defines the conditions for sustainable engagement. Their integrated application ensures that speaking instruction is linguistically grounded, pedagogically effective, and responsive to learner needs.

CHAPTER III. CLASSROOM ACTIVITIES FOR ORAL COMMUNICATION PRACTICE

Activities for Developing Monologic Speech

Descriptive Speech Activity

Activity title: *Describe and Guess*

Aim: To develop learners' ability to produce structured descriptive monologues using appropriate vocabulary.

Procedure:

1. The teacher prepares a set of pictures (objects, places, people).
2. Each learner chooses one picture secretly.
3. The learner describes the picture without naming it, following

a structure:

- ✓ general identification
- ✓ physical characteristics
- ✓ function/use
- ✓ personal evaluation

4. *Other learners listen and guess what is being described.*

Interaction pattern:

Individual → Whole class

Time: 5–7 minutes per round

Expected output:

A 1-2 minutes descriptive monologue with logical organization and clear vocabulary.

1.2. Narrative Speaking Activity

Activity title: *Story from Pictures*

Aim: To develop narrative coherence and correct use of past tense forms.

Procedure:

1. Learners are given a sequence of 4-6 pictures showing a story.
2. Individually or in pairs, learners organize the pictures logically.

3. Learners tell the story using narrative connectors (*first, then, after that, finally*).

4. Another learner retells the story in their own words.

Interaction pattern:

Pair work → Individual performance

Time: 10–12 minutes

Expected output:

A coherent narrative monologue (2–3 minutes) with chronological structure.

3.1.3. Topic-Based Presentation Activity

Activity title: *Mini Presentation*

Aim: To develop extended monologic speech and basic presentation skills.

Procedure:

1. Learners choose a familiar topic (e.g. *My favorite place, Technology in my life*).
2. They prepare a short outline (introduction – two main points – conclusion).
3. Each learner delivers a 3-minute oral presentation.
4. The audience asks one follow-up question.

Interaction pattern:

Individual → Whole class

Time: 15–20 minutes (depending on class size)

Expected output:

A structured topic-based presentation with audience awareness.

2. Activities for Developing Dialogic Speech

Question-and-Answer Activity

Activity title: *Interview a Partner*

Aim: To develop spontaneous question formation and responsive listening.

Procedure:

1. Learners work in pairs.
2. Each learner prepares 5 interview questions on a given theme (e.g. education, hobbies).

3. Learners interview each other and take brief notes.
4. Each learner reports one interesting fact about their partner to the class.

Interaction pattern:

Pair work → Whole class

Time: 10 minutes

Expected output:

Natural question–answer exchanges and short oral summaries.

Role Play Activity

Activity title: *Real-Life Situation*

Aim: To practice functional language in realistic communicative contexts.

Procedure:

1. The teacher assigns roles and situations (e.g. student–teacher consultation, customer–shop assistant).
2. Useful phrases are provided on the board.
3. Learners act out the role play in pairs.
4. Selected pairs perform for the class.

Interaction pattern:

Pair work → Whole class

Time: 10–15 minutes

Expected output:

Context-appropriate dialogic interaction using functional language.

Situational Dialogue Activity

Activity title: *Solve the Problem*

Aim: To develop problem-solving and negotiation skills in spoken interaction.

Procedure:

1. Learners are given a problematic situation (e.g. missed deadline, group conflict).
2. In pairs, they discuss possible solutions.
3. They perform a dialogue showing how the problem is resolved.
4. The class discusses alternative solutions.

Interaction pattern:

Pair work → Group discussion

Time: 12–15 minutes

Expected output:

Dialogues demonstrating negotiation, clarification, and agreement.

Activities for discussion and debate

Opinion and Justification Activity

Activity title: *Agree or Disagree*

Aim: To express opinions and support them with reasons.

Procedure:

1. The teacher presents a controversial statement (e.g. *Online education is better than traditional education*).
2. Learners decide whether they agree or disagree.
3. In small groups, learners explain and justify their opinions.
4. Groups share their arguments with the class.

Interaction pattern:

Group work → Whole class

Time: 10 minutes

Expected output:

Opinion statements supported by logical reasons and examples.

Responding to Counterarguments Activity

Activity title: *Yes, but...*

Aim: To develop polite disagreement and rebuttal strategies.

Procedure:

1. Learners work in pairs.
2. Learner A states an opinion.
3. Learner B responds with a counterargument using polite disagreement phrases.
4. Roles are switched.

Interaction pattern:

Pair work

Time: 8-10 minutes

Expected output:

Balanced exchanges showing disagreement without conflict.

Academic speaking activity

Activity title: *Mini Academic Debate*

Aim: To introduce elements of academic oral discourse.

Procedure:

1. Learners are divided into two groups (for/against).
2. Each group prepares arguments using academic discourse markers (*however, moreover, in contrast*).
3. Groups present arguments in turns.
4. The teacher provides feedback on structure and language.

Interaction pattern:

Group work → Whole class

Time: 15 minutes

Expected output:

Structured oral arguments with academic language features.

Methodological suggestions for the activities

A system of classroom speaking activities can only be considered methodologically sound if it achieves three non-negotiable conditions: (1) *sufficient speaking opportunities per learner*, (2) *communicative legitimacy (meaningful purpose and interactional consequences)*, and (3) *demonstrable learning value beyond “students talked.”* The activities proposed for monologic, dialogic, and debate-oriented speech meet these conditions in principle, but their effectiveness is contingent on careful sequencing, scaffolding, and assessment alignment. Without these controls, the same activities can easily produce *performance* (talking) without *development* (measurable improvement).

1) Adaptability to proficiency levels: a methodological strength with a built-in risk

Logical rationale – The activities are designed to be adaptable because speaking development depends on matching task demands to learners’ available linguistic resources (lexis, grammar, discourse markers) and interactional competence (turn-taking, repair,

questioning). Adaptability allows the same task architecture (e.g., describing, narrating, role-playing) to be used across proficiency levels by varying the input complexity (simple pictures vs. multi-factor scenarios), the required output (30-second description vs. 2-minute structured talk), the support (sentence stems, word banks, discourse frames), the success criteria (intelligibility and participation vs. argument quality and coherence).

Critical limitation- Adaptability can become methodological *vagueness* if the teacher does not specify minimum performance requirements and differentiated outcomes. In practice, “adaptable” tasks often lead to two predictable failures: under-challenge for stronger learners (they recycle familiar language and plateau); Overload for weaker learners (they withdraw, use L1, or produce minimal speech), Design control (what must be built in): each activity should include:

- a baseline outcome (what every learner must achieve), and
- an extension outcome (what higher-level learners must add).
- Example (Descriptive monologue):
- Baseline: 6 sentences + 3 adjectives + 2 connectors.
- Extension: comparison + evaluation + one precise example.
- Without explicit baseline/extension criteria, differentiation exists only in theory.

2) Feasibility in limited contact hours: efficiency is necessary but not sufficient

Logical rationale- in EFL contexts with limited instructional time, the main methodological problem is not “what to teach” but how to generate enough speaking turns for each learner to develop automaticity. Pair/group formats, time limits, and rotation patterns are used because they increase: quantity of output (more turns per learner), distribution equity (more learners speak, not only the confident few), fluency pressure (time constraints encourage faster retrieval and smoother delivery).

Critical limitation- efficiency can easily produce fast but shallow speaking. If tasks are implemented as one-off performances, learners

may practice *the same mistakes repeatedly*, and fluency gains can be illusory (speed without control). Time-limited speaking also risks rewarding verbosity rather than coherence. How to design it : each activity must include a learning cycle, not only a speaking event:

- Task (fluency-focused performance)
- Feedback (selective, focused, actionable)
- Re-task (repeat with improvement)
- For example:
- Narrative: first telling → feedback on sequencing + connectors → second telling to a new partner.

This converts “speaking practice” into “speaking development.”

3) Alignment with communicative and learner-centered principles: valid in concept, fragile in implementation

Logical rationale – the activities are aligned with communicative teaching when they contain a purpose (solve, persuade, choose, explain), an information gap or decision requirement, listener consequences (questions, guessing, negotiation, counterarguments), interactional accountability (reporting outcomes, peer response). They are learner-centered when learners: exercise choice (topic, stance, examples), use self/peer assessment (guided reflection), engage in autonomy-supporting strategies (planning, monitoring, repairing).

Critical limitations are Two common implementation failures undermine “communicative” and “learner-centered” claims: (A) Pseudo-communication

Learners speak, but no one *needs* the information. Output becomes rehearsed monologue in pairs. This is typical when tasks have no information gap, or listeners are not required to respond in a meaningful way. (B) Unstructured autonomy when teachers reduce control but do not replace it with scaffolds. Learners experience freedom as uncertainty, and the strongest learners dominate.

Design control is used to preserve methodological integrity every task must include an obligatory listener move (ask 2 follow-up questions; choose the best solution; challenge one argument). In addition, learner

choice must be bounded by clear task frames (role cards, rubrics, sentence starters, time allocation).

Learner-centeredness is not the absence of structure; it is guided participation.

4) Quality assurance: what these activities must be assessed for (and what not)

Logical rationale – Speaking activities should be evaluated on a limited set of core constructs, otherwise assessment becomes inconsistent and demotivating. Across the activity types, the most defensible criteria are task achievement (did they meet the communicative goal?), coherence (logical sequencing, linking), interaction (turn-taking, follow-up questions, repair), intelligibility (pronunciation that supports understanding), range and appropriacy (not maximum complexity, but suitable choice).

Critical limitations are if assessment is purely error-counting, learners become risk-averse and avoid complex speech. If assessment is purely “participation,” stronger learners receive no developmental pressure.

Design control is used two-layer assessment during-task: fluency + interaction (minimal interruption), post-task: targeted accuracy focus on 2–3 recurring issues. This keeps communicative flow while still improving form. There are also some specific critical notes by activity cluster for monologic activities (description, narration, presentations), strength: develop discourse organization and extended production. Risk becomes memorized speech, not communicative competence. Control requires audience action (guessing, Q&A, peer summary) and re-performance. Dialogic activities (Q&A, role plays, situational dialogues) and strength builds turn-taking and functional language. At last, risk degenerates into scripted dialogues with minimal negotiation.

In conclusion, the activity set is methodologically defensible because it targets three complementary dimensions of oral competence: extended production (monologue), interactional competence (dialogue), and higher-order discourse (debate/academic speech). However, its success is not guaranteed by the activity titles themselves.

It depends on whether the teacher operationalizes each task through (i) explicit outcomes, (ii) scaffolding, (iii) accountability, and (iv) task–feedback-re-task cycles. Without these elements, the activities risk becoming performative classroom rituals rather than a system that produces measurable growth in speaking proficiency.

CHAPTER IV. ASSESSMENT AND MONITORING OF ORAL COMMUNICATION

Assessment and monitoring of oral communication constitute an essential component of speaking instruction, as they provide systematic evidence of learners' progress, inform instructional decisions, and support the development of communicative competence. In modern language pedagogy, speaking assessment is understood not merely as a summative measurement of performance, but as a continuous, formative process that guides learning and enhances learner autonomy. This chapter outlines the criteria, forms, and reflective practices involved in assessing oral speech in EFL classrooms.

Criteria for assessing oral communication

Effective assessment of speaking must be criterion-referenced, transparent, and aligned with instructional objectives. The following core criteria are widely recognized in applied linguistics and are applicable across proficiency levels.

Fluency refers to the learner's ability to produce spoken language smoothly, with an appropriate rate of speech and minimal disruptive pauses. It reflects the degree of automaticity in language processing and is a key indicator of communicative confidence. Assessment is focused speech rate and rhythm continuity of speech; use of hesitation devices (e.g. fillers) without excessive breakdowns.

Classroom application involves timed speaking tasks (e.g. 1–2 minutes talks); repeated speaking activities (e.g. 4–3–2 technique), and observation-based rating scales during discussions.

Assessment note At lower proficiency levels, fluency should be judged primarily on intelligible continuity, not speed. Penalizing pauses excessively may discourage risk-taking.

Accuracy concerns the correct use of grammatical structures, pronunciation, and basic sentence patterns. While communicative teaching tolerates errors during meaning-focused tasks, accuracy remains essential for clarity and precision.

Assessment is focused grammatical correctness, pronunciation that supports intelligibility, appropriate sentence formation.

Classroom application short focused speaking tasks targeting specific structures; post-task corrective feedback; error analysis after role plays or presentations.

Assessment note: Accuracy should be assessed selectively. Overcorrection during speaking tasks can negatively affect fluency and learner confidence.

Lexical and grammatical range refers to the variety and appropriateness of vocabulary and structures used to express meaning. This criterion reflects learners' ability to move beyond basic language and express nuanced ideas.

Assessment is focused range of vocabulary, use of topic-specific and functional language, grammatical variety (simple vs. complex structures).

Classroom application for topic-based monologues and presentations, debate and opinion tasks, rubrics that distinguish "basic," "developing," and "extended" language use.

Types of Ongoing, Mid-term, and Final Assessment

Speaking assessment should be conducted at multiple stages of instruction to ensure both progress monitoring and achievement evaluation.

Ongoing (Formative) Assessment

Purpose is to monitor learners' progress continuously and provide immediate feedback for improvement. There are a number of methods used including short oral tests (e.g. describing a picture), teacher observation during pair/group work, informal questioning. Classroom usage involves conducted regularly, low-stakes and supportive, focused on improvement rather than grading.

Mid-term Assessment

Purpose is to evaluate learners' development at key instructional stages.

Methods are used structured interviews, topic-based presentations, role-play assessments. Classroom usage involves clear rubrics provided

in advance, combination of fluency, accuracy, and interaction criteria, feedback-oriented grading.

Final (Summative) Assessment

Purpose is to determine overall achievement of speaking objectives at the end of a course. Methods are oral exams, panel or pair-based speaking tasks.

Classroom usage involves standardized tasks for fairness; balanced weighting of criteria; alignment with institutional requirements.

Pair and Group Assessment

Speaking is inherently interactive; therefore, assessment should also reflect collaborative communication. Methods are peer assessment checklists, group performance ratings, Collaborative task outcomes.

Classroom usage involves clear guidelines to ensure objectivity, training learners in constructive feedback, emphasis on interaction quality, not dominance.

Self-Assessment and Reflection

Modern assessment theory emphasizes learner involvement in evaluation processes. Self-assessment and reflection enhance metacognitive awareness and promote autonomous learning.

Reflective Tasks

Purpose is to help learners analyze their speaking performance and identify areas for improvement, for example, reflection journals; post-task self-evaluation forms, Guided reflection questions (e.g. *What did I do well? What was difficult?*).

Classroom usage involves Short written or oral reflections after speaking tasks, teacher-guided reflection discussions.

Speaking Portfolio is a systematic collection of learners' spoken work that demonstrates progress over time. The components are audio or video recordings, self-reflection notes, teacher feedback forms, peer assessment records. Classroom usage involves digital or paper-based portfolios, periodic review sessions, use for both formative and summative purposes. Assessment value Portfolios shift assessment focus from isolated performance to developmental progress, supporting learner-centered evaluation.

SAMPLE LESSON PLANS

LESSON. Introduction to the course: course syllabus, assessment specification

Lesson objectives by the end of the lesson, students are able to

- to identify the main learning outcomes of the course
- to become familiar with assessment types and grading criteria
- to understand assessment deadlines and submission requirements
- to clarify academic expectations and course policies

1. ORIENTATION STAGE

Activity name: Expectations activation

To introduce the course context, activate students' prior expectations, and set an academic tone from the first lesson. The teacher then asks students to work individually and think about the following prompts, which are written on the board or shown on a slide:

1. What do you expect to learn from this course by the end of the semester?
2. Which skills do you think this course will help you develop?
3. How do you think this course is connected to your future academic or professional goals?
4. What responsibilities do you believe you will have as a student in this course?
5. How much independent work do you expect to do outside the classroom?
6. What type of assessment do you think will be the most challenging for you, and why?
7. What do you expect from the teacher in this course?
8. What do you expect from yourself as a learner in this course?

NOTE: Students are not required to answer all questions orally. The purpose is reflection, not evaluation. The teacher may select 2–3 questions for brief class sharing, depending on time.

2. COURSE OVERVIEW STAGE: GUIDED DISCUSSION QUESTIONS

Activity name: Guided discussion

To help students clearly understand the course purpose, scope, and academic relevance.

The teacher asks the following questions and invites students to respond orally. Not all questions must be answered; the teacher selects those most relevant to the group.

1. What is the main focus of this course?
2. Why do you think this course is included in your study program?
3. How is this course different from other courses you have studied before?
4. Which knowledge areas does this course mainly focus on?
5. What skills do you expect to develop through this course?
6. How do you think this course will support your academic development?

Instructions:

Read the questions below and think carefully. You are not required to write full answers. Short notes are sufficient. Some questions will be discussed in class.

1. In your opinion, what is the main aim of this course?
2. What knowledge do you expect to gain from this course?
3. Which academic or professional skills do you think this course will help you develop?
4. How is this course connected to your field of study?
5. What do you think will be expected from you as a student in this course?
6. How do you think this course will contribute to your overall academic progress?

NOTE: Optional reflection:

Write one sentence explaining why this course may be important for you personally.

3. SYLLABUS STRUCTURE STAGE

Activity: Syllabus scanning task

Students are given the syllabus and asked to quickly identify and mark the following sections: course description, learning outcomes, weekly topics, assessment, and attendance policy.

Pedagogical purpose: *Develops students' ability to use the syllabus as an academic document.*

4. LEARNING OUTCOMES STAGE

Activity name: Outcome Interpretation Task

Stage aim: *To ensure that students clearly understand the meaning, purpose, and practical value of the course learning outcomes.*

WHAT THE TEACHER DOES (Procedure)

1. The teacher explains that learning outcomes describe what students are expected to know and be able to do by the end of the course.
2. The teacher distributes a handout containing selected learning outcomes from the syllabus.
3. The teacher gives clear instructions:
4. The teacher allows 5–7 minutes for individual or pair work.
5. During this time, the teacher monitors, provides clarification if necessary, but does not give answers.
6. After the task, the teacher invites several students to share their interpretations.
7. The teacher paraphrases students' answers and links them back to assessment and course expectations.

HANDOUT: Learning Outcomes Interpretation

Instructions: Read the learning outcomes below. For each outcome, write what it means *in your own words*. Do not copy the text. Focus on what you are expected to learn or be able to do.

Learning Outcome 1

(Example: Students will be able to analyze academic texts critically.)

In my own words, this means:

.....
.....

Main focus (circle one):

Knowledge / Skill / Competence

Learning Outcome 2

(Example: Students will demonstrate effective academic writing skills.)

In my own words, this means:

.....
.....

Main focus (circle one):

Knowledge / Skill / Competence

Learning Outcome 3

(Add real outcomes from your syllabus)

In my own words, this means:

.....
.....

Main focus (circle one):

Knowledge / Skill / Competence

OPTIONAL FOLLOW-UP QUESTION (Discussion)

1. Which learning outcome do you think will be the most challenging for you? Why?
2. Which learning outcome is most important for your academic or professional goals?

5.ASSESSMENT SPECIFICATION STAGE

Activity name: Assessment Analysis Task

The teacher explains that assessment is an essential part of the course and directly reflects learning outcomes. Students are divided into small groups (3–4 students). The teacher distributes the Assessment Analysis Handout. Clear instructions are given. Students should carefully study the assessment table. They should discuss the questions in their group. One student in each group should be ready to report answers. The teacher allows 12–15 minutes for group work. During group work, the teacher monitors, clarifies terminology (e.g. weighting, criteria, continuous assessment), but does not provide answers. Each

group briefly reports their findings. The teacher summarizes key points and corrects misunderstandings.

HANDOUT: Assessment Specification Analysis

Course title: _____

Student name(s): _____

Group number: _____

Part 1. Understanding assessment types

Look at the assessment table in the syllabus and answer the questions below.

1. How many assessment components are there in this course?

.....

2. List all assessment types (e.g. assignment, test, presentation, exam):

.....

3. Which assessment component is continuous (done during the course)?

.....

Part 2. Performance expectations

7. What skills or knowledge are mainly assessed in: assignments?

presentations?

exams/tests?

8. What do you think is expected for a high mark in this course?

.....

Part 3. Reflection

9. Which assessment component do you think will be the most challenging for you? Why?

.....

10. What should you do during the semester to succeed in all assessments?

.....

OPTIONAL WHOLE-CLASS FOLLOW-UP QUESTIONS

1. Why is continuous assessment important?
2. How are learning outcomes connected to assessment tasks?
3. What happens if assessment deadlines are missed?

6. DEADLINES & POLICIES STAGE

Activity name: Policy Check (Understanding Course Rules)

Stage aim: *To ensure students clearly understand submission deadlines, attendance rules, late submission policy, and academic integrity requirements.*

The teacher explains that deadlines and academic policies are binding and must be followed throughout the course. The teacher distributes the Deadlines & Policies Handout. Clear instructions are given: Students should read each statement carefully. They should decide whether the statement is True or False according to the syllabus. They should be ready to justify their choice. Students work individually for 4-5 minutes. The teacher then checks answers with the whole class, asking students to justify their responses using the syllabus. The teacher clarifies key rules and emphasizes the consequences of non-compliance.

HANDOUT: Deadlines & Policies Check

Course title: _____

Student name: _____

Date: _____

Instructions

Read the statements below. Decide whether each statement is **True (T)** or **False (F)** according to the course syllabus. Be ready to explain your answer.

1. All assignments can be submitted after the deadline without penalty.

T / F

2. Late submission affects the final grade.

T / F

3. Attendance is optional and does not influence assessment.

T / F

4. Independent work is an essential part of this course.

T / F

5. Plagiarism is allowed if sources are mentioned.

T / F

6. Students are responsible for checking assessment deadlines regularly.

T / F

7. Missed assessments can always be retaken without justification.

T / F

8. Academic integrity is required in all written and oral tasks.

T / F

OPTIONAL WHOLE-CLASS DISCUSSION QUESTIONS

1. Why are deadlines important in academic work?
2. What are the possible consequences of plagiarism?
3. How can students avoid policy violations?

7. REFLECTION

Activity name: Exit Ticket Reflection

Stage aim: *To consolidate students' understanding of the course syllabus, assessment system, deadlines, and academic expectations, and to identify any remaining questions.*

How confident do you feel about the course requirements after today's lesson?

Very confident Confident Not sure yet

LESSON. Animals.

By the end of the lesson, students are able to

LESSON OBJECTIVES

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

- use a range of discovery- and invention-related vocabulary accurately (e.g. *types of different animals, distinction, habitat*)
- understand the gist and key details of a listening text about an important invention or discovery
- explain how an invention works using simple process language (*first, then, as a result*)
- evaluate the impact of inventions on society and respond critically to ideas
- participate actively in pair and group discussions, expressing and justifying opinions

Lesson structure and activities

1) Lead-in (5 min)

“Do you have any pets?”

“What is your favourite animal?”

“Have you ever visited a zoo?”

It is important to encourage short answers of students and follow-up discussion.

Background note. The photo shows animals working. In this picture, a team of dogs are pulling the sledge. This particular breed of dog is called a husky, and they are very fast and powerful. They are found in the arctic, in regions such as Alaska, Canada, Scandinavia and Russia.

UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Look at the photo. What work are the dogs doing?
- 2 What other types of work can animals do?
- 3 Are animals used for work in your country?
If yes, what work do they do?



2) Pre-speaking (15 min)

Students discuss the questions in pairs. Allow a minute for discussion, before inviting feedback the class.

Vocabulary and phrases:

- Animals: mammals, birds, reptiles, insects
- Verbs/phrases: live in the wild, hunt for food, endangered species, feed, take care of

Pronunciation focus:

- Sounds: /æ/, /ɪ/, /ɔ:/
- Stress and intonation: *lions, elephants, giraffes*

Activity:

Fill in the gaps with suitable words above. Give students one minute to read the information and be ready to explain what the

organization does. Elicit a brief explanation from one of the students. With a stronger class, you could ask the students to read through the text and pay special attention to the words in bold. With a partner, they should then take it in turns to try and explain the meanings of the bolded words.

abuse (n) – violent or unfair treatment of someone

conditions (n pl) – the situation in which someone lives or works

cruel (adj) – not kind

issue (n) – a topic or problem which causes concern and discussion

protect (v) – to keep safe from danger

suffer (v) – to feel pain or unhappiness

survive (v) – to continue to live, in spite of danger and difficulty

welfare (n) – someone's or something's health and happiness

1 Some people feel that using elephants in the circus is animal_____ . To be healthy, elephants need to live in the wild.

2 This animal organization helps to _____ animals which are in danger. It saves thousands of animals every year.

3 People who let animals go hungry are _____ how they can do that. I don't understand how can they do that.

4 Some wild animals _____ in zoos. They live in small, uncomfortable cages and they don't have enough space to run.

5 The _____ in this zoo are excellent. All of the animals have plenty of space and are treated very well.

6 The biggest _____ for many animal rights organizations is the use of animals in scientific experiments.

7 Sharks continue to _____ humans. in the ocean, despite the threat from

8 There are laws which protect the _____ sure humans are punished for hurting them. of animals by making

Note: *Allow the students two minutes to match the words with the definitions either individually or with a partner (stronger students may need less time).*

Answers: 1. *herd* 2. *capture* 3. *wildlife conservation* 4. *sedate*
5. *savannah* 6. *relocate*

While-speaking (30 min)

WHILE WATCHING THE VIDEO AND UNDERSTANDING MAIN IDEAS

Students watch the video and decide which animals are mentioned.

<https://youtu.be/SRhGSiU1LX8?si=KeUSsnounkcBq7Ru>

Answers: *lions, rhinos, zebras, elephants, giraffes and gazelles*

Ask the class to read the three captions for each photo and to decide with a partner which are the best. Then play the video a second time and ask the students to check their answers. Elicit the answers from the class.

UNDERSTANDING DETAIL. Ask students to read statements 1-5 first, and decide whether they might be *true* or *false*. Then play the video again for them to check their answers.

1 In the wild, chimpanzees have to look for friends.

2 Panzee can often complete mazes which she has never seen before.

3 Planning before acting is just a human skill.

4 The scientist says that chimpanzees reflect upon the past.

5 Chimpanzees can plan ahead for centuries.

Optional activity. Students often like discussing TV programmes they remember from their childhood, and this provides a good opportunity to personalize the next section. Ask students to think of some TV programmes they remember from their childhood that involved animals. In groups of three, the students should take it in turns to describe one of the TV programmes they thought of, but not to say its name. The other students should try and guess the name of the programme. Allow up to five minutes for the discussion, then quickly elicit the names of all of the TV programmes described from the class.

PRONUNCIATION FOR LISTENING

Language note. We use a special intonation pattern when reading out items in a list. Each item has a rising tone until the final item. The final item has a falling tone. This indicates to the listener that the list is finished. Examples of this are given in the next listening task. However, do not be surprised if some students find the differences in intonation hard to distinguish. Some people find it difficult to detect differences in intonation (listening in their own, or in a second language).

Tell the students that they are going to hear two clips from a radio programme, and that their task is to listen carefully to the intonation of the lists. First, ask the students to read the extracts and the rules so that they know exactly what they have to do. Play the recording once and ask students to quickly compare ideas with a partner. Then, play the recording again and tell the students to check their answers. Elicit the completed rules from the class.

Listen to two extracts from the radio programme. Then circle the correct rule about the intonation of lists.

1 We've always been surrounded by animals – like ... cats, dogs, donkeys, goats, horses ...

The speaker pauses between each animal in the list, and stresses each word. In this example, the last word in the list has rising intonation. The speaker thinks this *is* / *is not* a complete list.

2 Well, my job was to help with the animals ... clean them, feed them and take care of them. The speaker pauses between each activity in the list. In this example, the *first* / *last* activity has falling intonation. The speaker *wants* / *doesn't want* to add more examples, and the list is *finished* / *not finished*.

Answers

1 The speaker pauses between each animal in the list, and stresses each word. In this example, the last word in the list has rising intonation. This means that the speaker thinks this is not a complete list.

2 The speaker pauses between each activity in the list. In this example, the last activity has falling intonation. This means that the speaker doesn't want to add more examples and the list is finished.

Write the names of five types of food that you like on the board (e.g. *bananas, grapes, cheese, coffee, cakes* – any five will do). Call on one student to read the list out. Give feedback on the student's intonation. Next, ask each student to write their own list of five items personal to them. You could give examples, such as *favourite songs, countries I have visited, food I don't like*, etc. In pairs, the students read out their lists. Finish off by inviting some of the students to read their lists out to the class.

WHILE LISTENING. LISTENING FOR DETAIL

Optional activity. Ask the students to read the box on taking notes. If you feel comfortable talking about yourself in class, choose a topic that might interest your students based on one aspect of your life (e.g. *How I became a teacher / My first job / My studies*, etc.). Tell the students that you are going to talk about the topic for two minutes and that they should take notes. Give an informal talk, then ask the students to compare their notes in small groups. During their discussions, they should focus on similarities and differences in their note-taking style. For example, did they write full sentences? Did they use any abbreviations?

The notes in Exercise 6 include abbreviations. Match the abbreviations (1–5) to the meanings (a–e).

- | | |
|---------|---------------------------|
| 1. yr. | a. and |
| 2. e.g. | b. students |
| 3. sts. | c. etcetera (= and so on) |
| 4. etc. | d. for example |
| 5. & | e. year |

POST-LISTENING

Give the students up to two minutes to complete the task individually or in pairs.

Quickly go through the answers with the class.

Look at the sentences below. Guess the meaning of the words in bold.

1 I help examine, diagnose and treat sick animals.

a wash

b recognize an illness

2 And the last one is exotic animals – like snakes.

a unusual or foreign

b pets

3 It was an amazing experience and it convinced me to apply for veterinary school.

a disagree

b make someone decide something

4 Many pet owners don't realize that food which is harmless to humans can be dangerous to their pets.

a believe

b know or understand

Answers

1 b 2 a 3 b 4 b

DISCUSSION

Give the students 3–5 minutes to discuss the questions in small groups, then elicit one or two ideas for each question from the class.

Work in small groups and discuss the questions below.

1 Do you think it is important to look after animals? Why?

2 Do you think some animals are more important than others?

Why / Why not?

3 What can people do to take better care of animals?

Word families

You can develop your academic vocabulary by working on word families. When you record a new word in your notebook, make sure to write down any other forms from its word family.

Give the students up to 10 minutes to complete the task individually or in pairs. Remind them that they can use dictionaries, and point out that many good dictionaries are available for free online (for example, by typing *Cambridge dictionary* into a search engine). If some students finish early, ask them to either go online and find examples of

these words in use, or to write down sentences of their own illustrating the use of the words. Elicit answers from the class. If any students have written example sentences, elicit examples of these and comment as appropriate.

Complete the table below. Sometimes there is more than one possible answer. Use a dictionary to help you.

noun	verb	adjective	adverb
abandoned			
abuse			
analysis	analyze	analytical	analytically
beneficially			
communication			
debate			
domestically			
environment			
involved			
survivor/survival			
treatable/treated			

Task. Give the students 5-10 minutes to complete the task individually and then check their answers with a partner. Go through the answers with the class.

Complete the sentences with the correct form of the words in brackets.

1 The analysis of the blood sample showed that he was healthy (analyze).

2 _____ animals may find it very hard to _____ in the wild (domesticate) (survive).

3 Owners sometimes _____ their pets on the street when they can no longer look after them (abandon).

4 There is a cure for this disease, but the _____ takes a long time (treat).

5 Global warming is one of the biggest _____ problems we face (environment).

6 Some scientists have explored how birds _____ with each other by using different sounds (communicate).

7 She has been _____ with animal rights for 25 years (involve).

8 Having a pet can be _____ to your health (benefit).

9 I listened to a _____ about animal rights (debate).

10 Many people who are _____ to their pets don't do it on purpose (abuse)

MODALS FOR OBLIGATION AND SUGGESTIONS.

Ask the students to read the information in the box and to complete the task individually. Give the students up to two minutes, then elicit the answers from the class.

Look at the sentences below and the underlined modals. Which sentences express obligation? Which sentences are recommendations?

1 You have to love animals to be a vet.

2 You should not give your pet human food.

3 What courses do you need to complete to get a veterinary degree?

4 If your pet is ill, you ought to take it to a vet.

Complete the rules below using modals from the box

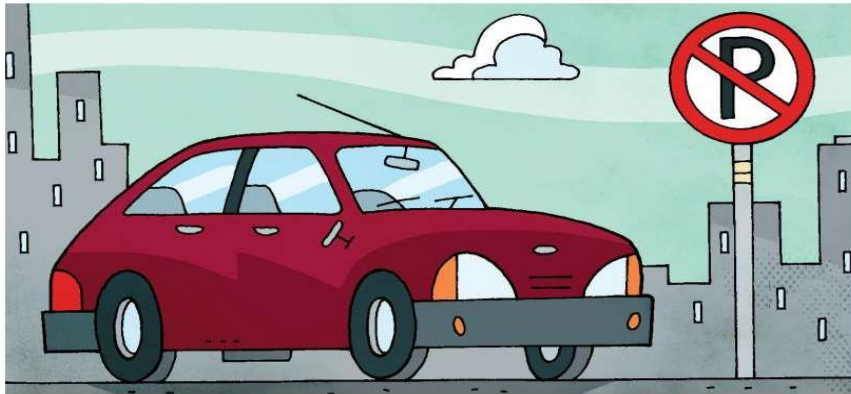
Modals for obligation and suggestions. We can use modals like *have to* to talk about obligations (things that are necessary). We can use modals like *should* to give strong advice or suggestions.

We can use _____, _____, and to express obligation. This means things that you believe are important and _____ necessary, or the things that are required by a school or a formal authority. We can use _____, _____ and to make a recommendation.

5 Choose the sentence which best matches each picture.



- 1 a We have to wear a uniform.
b We shouldn't wear a uniform.



- 2 a You mustn't stop here.
b You don't have to stop here.

PREPARING TO LISTEN UNDERSTANDING KEY VOCABULARY

1 Challenge the students to complete the task in under one minute

PREPARING TO LISTEN

1 Match the words (1–9) to the definitions (a–i).

- | | |
|----------------|---|
| 1 protect | a not kind |
| 2 Zoology | b the study of animals |
| 3 domesticated | c to keep safe from danger |
| 4 search | d kind and gentle |
| 5 issue | e not wild; kept at home |
| 6 suffer | f the situations in which someone lives or works |
| 7 humane | g a subject or problem that causes concern and discussion |
| 8 conditions | h to feel pain or unhappiness |
| 9 cruel | i look for something |

Answers 1c, 2b, 3 e, 4 I, 5 g, 6 h, 7 d, 8 f, 9 a



Complete the sentences with words from Exercise 1.

1. After graduating in _____, my sister got a job working with animals in the zoo.
2. This animal organization helps to _____ endangered species.
3. People should treat animals in a _____ way.
4. Some wild animals _____ in captivity.
5. The _____ in this zoo are very good. All of the animals have plenty of space and are treated very well.
6. The biggest _____ for many animal rights organizations is the use of animals in scientific experiments.
7. Cats and dogs are the most common _____ animals.
8. A friend of mine has to _____ for his cat which went missing last week.

Challenge the students to complete the task in under three minutes (two minutes in the case of a stronger class).

Answers

1 Zoology

2 protect

3 humane

4 suffer

5 conditions

6 issue

7 domesticated

8 search

PREDICTING CONTENT

Elicit one reason in favour of using animals for work and one reason against from the class. Then give the students four minutes to list as many reasons for or against as they can. Go through the answers with the class. Begin by calling on the student sitting furthest away from you to give one reason for using animals for work, then quickly ask each student in turn to give a different idea until all ideas are exhausted. Repeat the same procedure for question Finish off by getting a show of hands of those in favour and those against.

LISTENING FOR MAIN IDEAS.

Play the recording again. Students complete the task individually and then check their answers with a partner. You could ask them to try and complete the table using their own ideas and what they remember from the first playing of the recording. Then, they check their answers during the second playing. Go through the answers with the class.

<https://youtu.be/n3SUIPVXsdA?si=Pv24utOFvu9fCVni>

Answers:

protection	building	transport	war
dogs	✓	✓	
horses	✓	✓	✓
elephants	✓	✓	✓

Ask students to discuss the possible answers to questions 1–6 in pairs. Then play the recording a third time and ask the students to complete the task in pairs.

Answers

1 A 2 K 3 A 4 K 5 K 6 A

Listen again and decide who expresses the opinions below, Amy (A) or Dr Kuryan (K).

- 1 Animals should be replaced by technology.
- 2 People in the cities are too kind to their pets.
- 3 Animals should have equal rights to humans.

4 Poor people need to use animals.

5 Animals have special skills that should be used by humans.

6 Without animals, human civilization would not have survived.

Language note. We use linkers (*but, yet, on the contrary, even though, however, etc.*) to contrast ideas and help the audience understand our point of view. Ask the students to complete the extracts. Go through the answers with the class.

CONTRASTING IDEAS

Students complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers

1. Even though 2. On the contrary 3. Yet 4. Even though 5. Yet

Task. Complete the extracts with the contrasting linkers in the box. Sometimes more than one answer is possible.

1 Animals, like elephants and horses, were used to build amazing structures, like the pyramids _____, their hard work and suffering are hardly ever acknowledged.

2 Horses, camels and elephants were used to transport armies and soldiers during wars _____, many of these animals died in these wars.

3 _____ animals work hard for us, they are often abandoned when they get sick or too old to work.

4 In modern cities, we don't see animals suffering _____, developed countries spend a lot of money every year on pet food, pet toys and health care.

Task. Circle the correct contrasting linkers.

1. *Even though / However* I love animals, I don't think people should keep them in their homes.

2. Some people think the reason I became vegetarian is because I love animals. *Even though / On the contrary*, I am vegetarian for health reasons, and not because I care about animal rights.

3. Many people are against animal testing. *Even though / Yet* without such tests, we would not have developed new medicines.

4. *Even though / Yet* people claim that animal rights aren't protected, there are many organizations all over the world that focus on this issue.

5. Many people eat meat. *Yet / On the contrary*, humans don't need animal protein to stay healthy.

DISCUSSION

Give students three minutes to complete the task individually in preparation for Exercise 10. Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the arguments put forward. Then ask the first group to summarize their discussion. Ask each group in turn if they have anything to add that hasn't already been said.

DISCUSSION AS A WHOLE CLASS.

Read the statements below. Do you agree or disagree with them? Work alone and make notes. Think of reasons for your opinion.

1. In the modern world, there is no longer any need to use animals for work. We have developed technology that can replace them. Their situation is similar to using children to work in factories.

2. People often care more for animals than the poor.

CRITICAL THINKING

At the end of this unit you are going to do the speaking task below. Using animals for entertainment should be banned.

APPLY. Students read the introduction to this section. Then put them into small groups and ask them to see how many places and situations they can list in two minutes. One person in each group should act as secretary. After two minutes, tell the secretaries to put their pens down and find out which group has the most ideas. Ask that group to present their ideas, then elicit any other suggestions from the rest of the class.



Work in small groups. Make a list of places and situations where animals are used for entertainment.

What could be some problems that animals face while working in the places you listed?

Look at the statements below. Which are arguments *'for'* and which are *'against'* using animals for entertainment?

- 1 Animal trainers force animals to do things that are not natural.
- 2 Watching circus performances helps people to see animals up close.
- 3 Zoo animals are kept in very small spaces.
- 4 Zoos educate people about animals.
- 5 Watching animals is fun, especially for children.
- 6 Animals used for entertainment are not in their natural habitat.
- 7 Keeping animals in zoos helps protect some endangered species.
- 8 Animals should not be used in TV shows or films.

Work with a partner. Think of an example which could support each argument in Exercise 3.

Ask students to read the question, then lead a class discussion on the problems faced by working animals. Keep the discussion fairly fast paced, bringing it to a conclusion when ideas start to run out.

Students complete the task individually or in pairs. Allow 2–3 minutes, then go through the answers with the class.

Answers

1 against 2 for 3 against 4 for 5 for 6 against 7 for 8 against
CREATE

Students complete the task in pairs. Tell them that they should find examples to support the arguments made in Exercise 3, not arguments to support their own ideas. Allow up to five minutes for students to think of an example for each argument, then elicit ideas for each from the class.

PREPARATION FOR SPEAKING OPENING STATEMENTS

Task. Listen to an opening statement in a debate about using animals for entertainment. Answer the questions below.

1. What is the speaker's opinion about using animals for entertainment?
2. What arguments are used by the speaker?
3. What examples are given to support each argument?
4. What information is given at the end of the presentation?

Using signposting language to help the audience. Good speakers use signposting phrases (*for example, first of all, to summarize*) to organize their arguments. These phrases are like road signs – they help the listeners understand where the presentation is going and help the listeners understand your main points.

Which phrases does the speaker use?

- 1 Firstly,
- 2 First of all,
- 3 Furthermore,
- 4 It's crucial to remember that ...
- 5 It is well-known that ...
- 6 Secondly,
- 7 Another point is that ...
- 8 To sum up,
- 9 In conclusion,
- 10 To summarize the main points,
- 11 In short,
- 12 Finally,

Work with a partner and discuss the questions below.

1 Which phrases from Exercise 2 introduce the first argument?

2 Which phrases add another idea?

3 Which phrases summarize the main arguments?

Language note. In law, an opening statement is made by each side at the start of a trial. During their opening statements, which are usually quite brief, the two sides in a case outline their version of the facts to the judge and/or jury. In a debate, the opening statement serves a similar purpose. Each side presents their main argument to the audience before going into greater detail during the debate. In a trial, the judge or jury decide on a party's guilt (in criminal law) or liability (in civil law). In a debate, the audience decide on the winning side by voting for the debating team that had the best arguments.

1 Ask the class to guess what an opening statement is. Elicit an explanation of the term 'opening statement' from the class (see Language note above). Tell the students to quickly read the four questions so that they know what to listen out for. Play the recording and ask the students to answer the questions. At the end of the recording, ask the students to check their answers with a partner. Elicit the answers from the class.

Answers

1. Keeping animals in zoos helps to protect them; it educates people about animals. We should support zoos.

2. Zoos protect animals; they educate our children; modern zoos are comfortable and in good condition.

3. Many endangered species (e.g. the giant panda, the snow leopard) are kept safe in zoos; speaker learnt about exotic animals as a child after being taken to the zoo; animals in zoos now have large areas which resemble their natural habitat.

4. A summary and a recommendation to visit zoos or give financial support.

SPEAKING TASK PREPARE.

1 Remind the class of the debate topic: Using animals for entertainment should be banned. Ask them to decide if they are for or

against using animals for entertainment, and give them five minutes to take notes to support their opinion.

2 Give the students five minutes to develop their three strongest arguments. If they have access to the internet, you could give them 10–15 minutes to research the topic online.

You are going to prepare a two-minute opening statement for a debate on the topic below. Using animals for entertainment should be banned.

1 Decide whether you are for or against using animals for entertainment. Think of some arguments and make notes.

2 Choose the three strongest arguments from your notes and add examples.

3 Prepare your final notes. Follow the organization below.

- say which side of the debate you support – for or against
- first argument + example
- second argument + example
- third argument + example
- summary
- your recommendation

4 *Work with a partner. Take turns to practice your opening statements.*

5 *Give feedback on your partner's statement. Use the ideas below.*

1 Is it clear whether the speaker is for or against the topic?

2 Does the speaker use signposting phrases to help the listener?

3 Does the speaker use examples to support arguments?

4 How can the speaker improve the presentation?

Work in small groups. Take turns to present your opening statements.

Give the students 5–10 minutes to sketch out their final notes according to the outline in the box. Encourage them to write their ideas in note form so that when they refer to them during their conversation they will sound more fluent. You could point out that it is often very dull to listen to someone reading prepared sentences out loud. Using

notes encourages a more natural delivery, although may require more preparation and confidence.

PRACTISE

Students complete the task in pairs, each reading their statement out once. Remind the students that their statements should be about two minutes long. Tell students to time each other and to say when two minutes have passed, at which point the student speaking must finish off his or her statement. Allow up to five minutes for the complete task.

Give the students five minutes to give each other feedback and up to five minutes to make any changes to their outline notes based on the feedback they are given.

PRESENT

Students present their opening statements in groups of three. You could try to make sure that both sides of the debate are represented in each group by getting a show of hands for or against the statement and organizing the groups accordingly. Allow up to 10 minutes for the delivery of the opening statements and encourage follow-up discussion.

Optional activity. You could ask each group to decide which member of their group gave the best opening statement. Those students then give their opening statements to the whole class. Once each student has given their opening statements, the class then vote (either on paper or by a show of hands) for the person they think gave the best statement. It can give the student elected to speak in front of the class a huge confidence boost, whether or not they win the final vote; it shows the other students that speaking in front of a class in English is possible, and may encourage the quieter students to be more forthcoming; finally, it gives all members of the group the chance to participate in three aspects of a genuine debate, giving the opening statements, listening to and following arguments presented, and voting on the best speaker.

RESEARCH PROJECT.

Give a lecture on the most endangered species in the world. Divide the class into groups and ask each group to investigate the most endangered species. Students can search for ‘the top-ten endangered species in the world’. Each group will then prepare a 15-minute

presentation, including time for questions. Learners could develop the wiki further with their final research and refer to this during their presentation, create slides using presentation software and produce a leaflet to email to the rest of the class.

TASK CHECKLIST		✓
Did you use appropriate intonation in lists?		
Did you use modals for obligation and suggestions?		
Did you use linkers to contrast ideas?		
Did you support arguments with examples?		

WORDLIST

UNIT VOCABULARY		ACADEMIC VOCABULARY	
abuse (n)	protect (v)	abandon (v)	realize (v)
conservation (n)	relocate (v)	analyze (v)	results (n)
cruel (adj)	savannah (n)	benefit (v)	survive (v)
debate (v)	search for (v)	communicate (v)	
emergencies (n)	sedate (v)	conditions (n)	
feed (v)	specialization (n)	convince (v)	
harmless (adj)	suffer (v)	diagnose (v)	
herd (n)	take care (v)	domestic (adj)	
humane (adj)	treat (v)	environment (n)	
issue (n)	wildlife (n)	involve (v)	
poisonous (adj)	Zoology (n)	issue (n)	

ASSESSMENT CRITERIA

<i>Criteria</i>	<i>Description</i>
Fluency	Pauses, hesitations
Grammar	Accuracy, sentence structure
Vocabulary	Word choice, topic relevance
Pronunciation	Stress, intonation
Communication strategies	Asking questions, explaining opinions

LESSON. The environment

LESSON OBJECTIVES

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

- use key environmental vocabulary accurately (e.g. pollution, climate change, recycling, sustainability)
- express and justify opinions about environmental issues
- understand the gist and key details of a listening text on environmental problems
- respond critically to ideas presented in the listening
- participate actively in pair and group discussions using appropriate functional language

HANDOUT 1 – Lead-in (Speaking)

Instructions: Discuss the questions with your partner.

1. What environmental problems do you know?
2. Which problem is the most serious today? Why?
3. Do people do enough to protect the environment?
4. What can individuals do to help the environment?

2. Presentation / Clarification (Vocabulary)

T presents vocabulary using visuals and elicitation. Target lexis: *pollution, climate change, recycling, renewable energy, sustainability.*

CCQs:

- ❖ Is pollution good or bad for nature?
- ❖ Does recycling reduce waste?
- ❖ Is renewable energy unlimited?

HANDOUT 2 – Vocabulary Clarification

Match the words with the meanings.

Word	Meaning
pollution	damage to air, water, or land
recycling	using waste again
climate change	long-term change in weather
renewable energy	energy that does not run out
sustainability	protecting resources for the future

3. Controlled Practice (Written)

HANDOUT 3 – Controlled Practice

Complete the sentences using the correct word.

1. Plastic causes serious _____ in oceans.
2. _____ helps reduce waste.
3. _____ is a global environmental problem.
4. Wind and solar power are forms of _____.
5. We need _____ to protect the planet.
6. Using public transport reduces air _____.
7. Factories and cars produce harmful _____.
8. Planting trees helps reduce _____ change.
9. Burning fossil fuels increases global _____.
10. Bicycles are an environmentally friendly _____.

4. Freer Speaking Practice (Pre-listening)

HANDOUT 4 – Speaking Cards

(Teacher cuts)

- a) Pollution in cities
- b) Climate change
- c) Recycling at home
- d) Renewable energy
- e) Traffic congestion
- f) Air quality

Useful language:

- *In my opinion...*
- *I believe that...*
- *One solution could be...*

5. While-Listening

5a. Listening for Gist

HANDOUT 5 – Gist Task

 *Listen and choose the main idea.*

- a) Environmental problems are exaggerated
- b) Human activity causes environmental damage

c) Nature can recover without help

5b. Listening for Detail & Critical Thinking

HANDOUT 6 - Detail & Critical Thinking

Answer the questions.

1. What environmental problems are mentioned?
2. What causes these problems?
3. What solutions are suggested?
4. What causes these problems?
5. What solutions are suggested?
6. Which type of transport is described as the most harmful to the environment?
7. Which transport option is presented as the most eco-friendly?
8. How does increased car use affect air quality?
9. Why does public transport help reduce pollution?
10. What is the connection between traffic congestion and environmental damage?

Critical thinking:

Do you agree with the speaker? Why / Why not?

HANDOUT 7 – Discussion

Discuss in groups.

1. *Who is responsible for protecting the environment: governments or individuals?*
2. *Should environmental laws be stricter?*
3. *What is one realistic solution to an environmental problem?*

7. Language Feedback

(Anticipated language feedback on the board)

Decide if the sentences are correct (✓) or incorrect (X). Correct the wrong ones.

1. *Pollution affect the environment badly.*
2. *Recycling are very important.*
3. *People should protect the environment.*
4. *Climate change causes many problems.*

Essential vocabulary of the lesson

Word	P.O.S.	Definition	Example
pollution	noun	harmful substances in air, water, or land	<i>Air pollution is a serious problem.</i>
waste	noun	unwanted material	<i>Too much waste harms the environment.</i>
renewable energy	noun phrase	energy from natural sources	<i>Solar power is renewable energy.</i>
conserve	verb	use carefully	<i>We need to conserve water.</i>
lead to	phrasal v.	cause	<i>Pollution leads to health problems.</i>
sustainable	adj.	able to continue long-term	<i>We need sustainable solutions for environmental issues.</i>
eco-friendly	adj.	not harmful to nature	<i>Bicycles are eco-friendly transport..</i>

LESSON: TRANSPORT

LESSON OBJECTIVES

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

➤ use a range of transport-related vocabulary accurately and appropriately (e.g. *public transport, traffic congestion, carbon emissions, sustainable transport, commuting*)

➤ understand the gist and key details of a listening text focusing on transport problems, causes, and solutions

➤ express, justify, and support opinions about different transport options using appropriate functional language (e.g. *in my view, one major advantage is..., however...*)

➤ respond critically to ideas presented in the listening by evaluating advantages and disadvantages of transport solutions

➤ participate actively and fluently in pair and group discussions, comparing transport systems and suggesting improvements in their local context

HANDOUT 1 – Lead-in & Activation



Task 1. Look and think. Answer the questions.

1. What types of transport do you usually use during the week?
2. Which type of transport do you use the most? Why?
3. What transport problems can you see in big cities today?
4. How do transport problems affect people's daily lives?

Discuss your answers with a partner.

HANDOUT 2 – Transport Vocabulary

Task 2A. Match the words with the definitions.

1. public transport
 2. traffic congestion
 3. carbon emissions
 4. fare
 5. commute
 6. eco-friendly transport
 7. crowded
 8. convenient
- a) the money you pay to travel
 - b) travel regularly between home and work/study
 - c) transport that causes little or no harm to the environment
 - d) buses, trains, metro used by many people
 - e) very full of people

- f) gases released into the air by cars and factories
- g) a situation where too many vehicles are on the road
- h) easy and comfortable to use

Task 2B. Check meaning (CCQs – learners answer)

- Is traffic congestion fast or slow?
- Do carbon emissions help or damage the environment?
- Is cycling eco-friendly or harmful?

HANDOUT 3 – Controlled Practice

Task 3. Complete the sentences with the correct word. (public transport / fare / commute / traffic congestion / carbon emissions / eco-friendly)

1. Many people choose _____ because it is cheaper than driving.
2. _____ is a serious problem in large cities during rush hour.
3. Cars produce a lot of _____ which damage the environment.
4. My daily _____ takes about 40 minutes each way.
5. The _____ for the bus has increased this year.
6. Cycling is one of the most _____ ways to travel.

Compare your answers with a partner.

HANDOUT 4 – Accuracy + Personalisation

Task 4. Make the sentences true for you.

1. The most convenient transport for me is _____ because _____.
2. In my city, traffic congestion is worst at _____.
3. I prefer _____ to _____ when travelling short distances.
4. One transport problem I would like to solve is _____.

Share your answers with your partner.

HANDOUT 5 – Pre-listening Discussion

Task 5. Discuss in pairs.

1. What transport problems are common in your city?
2. Why do many people still prefer cars to public transport?

3. How does transport affect air quality and daily stress levels?
4. What changes could improve transport in big cities?

Be ready to share one idea with the class.

HANDOUT 6 – While-listening

Task 6. Listen and choose the main idea. What is the listening mainly about?

- a) Different types of transport in the past
- b) Transport problems in cities and possible solutions
- c) How people choose transport for holidays

HANDOUT 7 – While-listening

Task 7. Answer the questions.

1. What transport problems are mentioned in the listening?
2. What causes these problems?
3. Which types of transport are criticised? Why?
4. What solutions are suggested?
5. Which solution seems the most realistic?
6. What role do governments play according to the speaker?
7. What responsibility do individuals have?

Discuss your answers in small groups.

HANDOUT 8 – Vocabulary in Context

Task 8. Find words or phrases from the listening that mean:

1. too many cars in one place
2. damage caused to the environment
3. transport that is better for the planet
4. money paid to travel

HANDOUT 9 – Post-listening Speaking

Task 9. Group discussion. Discuss the questions below.

1. Which transport solution would work well in your city? Why?
2. Should governments limit car use in city centres?
3. What changes could individuals make to travel more sustainably?
4. What might stop people from changing their transport habits?

One student reports your group's idea to the class.

HANDOUT 10 – Reflection (Optional / Homework)

Task 10. Writing (120–150 words)

Write a short paragraph answering the question:

How can transport in your city become more efficient and environmentally friendly? Use at least 5 transport-related words from the lesson.

Essential vocabulary of the lesson

Word	P.O.S.	Definition	Example
commute	verb	regular travel to work or study	<i>My daily commute takes an hour.</i>
fare	noun	money paid for transport	<i>The bus fare has increased recently.</i>
traffic congestion	noun phrase	too many vehicles on the road	<i>Traffic congestion causes delays on the roads.</i>
carbon emissions	noun phrase	gases released by vehicles	<i>Cars produce carbon emissions.</i>
infrastructure	noun	roads, bridges, transport systems	<i>The city needs better transport infrastructure.</i>
break down	phrasal v.	Stop working	<i>My car broke down yesterday..</i>
convenient	adj.	easy to use	<i>The metro is convenient.</i>

LESSON. Customs and traditions

LESSON OBJECTIVES

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

- use a range of customs- and traditions-related vocabulary accurately (e.g. *custom, tradition, celebration, social norms, cultural differences*)
- understand the gist and key details of a listening text about customs and traditions in different cultures
- express and justify opinions about cultural practices using appropriate functional language
- respond critically to ideas presented in the listening text
- participate actively and fluently in pair and group discussions, comparing customs in different countries



HANDOUT 1 – Lead-in

Discuss:

1. What traditions are important in your family?
2. Which traditions are disappearing today?
3. Do you think traditions should change? Why / why not?

HANDOUT 2 – Vocabulary. *Match the words with the definitions.*

- | | |
|-------------------------|---|
| 1. tradition | a) the way people are expected to behave |
| 2. custom | b) something people do on special occasions |
| 3. celebration | c) long-established beliefs or practices |
| 4. social norms | d) differences between cultures |
| 5. hospitality | e) a usual way of doing something |
| 6. cultural differences | f) being friendly and welcoming to guests |

HANDOUT 3 – Controlled Practice (Gap-fill). *Complete the sentences.*

1. In many cultures, respecting elders is an important _____.
2. Weddings are usually big _____ with family and friends.
3. Social _____ tell us what behaviour is polite.
4. Traditions are often passed _____ from generation to generation.
5. Cultural _____ can sometimes cause misunderstandings.
6. In some countries, greeting guests politely is a common _____.
7. Many traditional festivals are connected to religious or historical _____.
8. People may experience culture _____ when they visit a new country.
9. It is considered _____ to remove your shoes before entering someone's home in some cultures.
10. Family traditions help strengthen social _____.

HANDOUT 4 – Pre-listening task. Discussion

Discuss in pairs:

1. Why do people follow traditions?
2. Are traditions more important in the past or today?
3. Which traditions should be kept forever?

HANDOUT 5 – While-listening (Gist)



Listen and choose the main idea

- a) Traditions are the same everywhere
- b) Different cultures have different customs and values
- c) Traditions are no longer important

HANDOUT 6 – Detail & Critical Thinking

Answer the questions.

1. What customs are mentioned in the listening?
2. Why are these customs important in those cultures?
3. What problems can arise from cultural differences?
4. Do you agree with the speaker’s opinion? Why / why not?

HANDOUT 7 – Post-listening Speaking. Discuss in groups.

1. Which custom from another culture do you find interesting or strange?
2. Should people adapt to local customs when they travel?
3. How can understanding traditions help avoid conflict?

HANDOUT 8 – Optional Writing / Homework

Write 120–150 words:

Describe one tradition from your culture and explain why it is important today.

Use at least 5 words from today’s lesson.

Essential vocabulary of the lesson

Word	P.O.S.	Definition	Example
social norms	noun phrase	rules about acceptable behaviour	<i>Social norms differ across cultures.</i>
custom	noun	a usual way of behaving in a society	<i>It is a custom to greet guests politely.</i>
cultural practice	noun phrase	traditional behaviour in a culture	<i>Weddings are important cultural practices.</i>
preserve	verb	keep something alive	<i>We should preserve cultural heritage.</i>
grow up with	phrasal v.	experience from childhood	<i>I grew up with these traditions.</i>
fit in	phrasal v.	belong socially	<i>Learning customs helps you fit in.</i>
look down on	phrasal v.	think someone is inferior	<i>We shouldn’t look down on other cultures.</i>

LESSON. Health and fitness

LESSON OBJECTIVES

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

- use a range of health and fitness-related vocabulary accurately (e.g. *balanced diet, physical activity, mental health, workout, lifestyle diseases*)
- understand the gist and key details of a listening text about health habits and fitness routines
- express and justify opinions and advice related to health and fitness using appropriate functional language (e.g. *you should..., one benefit is...*)
- respond critically to ideas presented in the listening text
- participate actively and fluently in pair and group discussions about healthy lifestyles



HANDOUT 1 – Lead-in. Discuss: look at the picture. Why is it difficult to keep a healthy lifestyle?

1. What healthy habits do you already have?
2. Which habits would you like to improve?

3. What is more important: diet or exercise? Why?

HANDOUT 2 – Vocabulary. Match the words with the definitions.

- | | |
|----------------------|--|
| 1. balanced diet | a) regular exercise or movement |
| 2. physical activity | b) illness caused by unhealthy habits |
| 3. mental health | c) planned exercise session |
| 4. workout | d) eating different healthy foods |
| 5. lifestyle disease | e) the condition of your mind and emotions |
| 6. stress management | f) ways to control stress |

HANDOUT 3 – Controlled Practice (Gap-fill). Complete the sentences.

1. A _____ helps the body get all necessary nutrients.
2. Regular _____ improves both physical and mental health.
3. Stress _____ is important for a healthy lifestyle.
4. Lack of exercise can lead to _____ diseases.
5. Many people do a short _____ at home.
6. Getting enough _____ is essential for recovery and energy.
7. A healthy lifestyle can reduce the risk of _____ problems.
8. Many people struggle with _____ because of busy schedules.
9. Regular exercise helps improve _____ levels and mood.
10. Doctors often recommend _____ changes to improve overall health.

HANDOUT 4 – Pre-listening Discussion

Discuss in pairs:

1. Why do many people find it hard to stay fit?
2. What role does technology play in our health?

HANDOUT 5 – While-listening (Gist)



Listen and choose the correct answer.

What is the main idea of the listening?

- a) Exercise is only for young people
- b) Small daily habits can improve health

c) Fitness is expensive

HANDOUT 6 – Detail & Critical Thinking. *Answer the questions.*

1. What health problems are mentioned?
2. What habits cause these problems?
3. What solutions does the speaker suggest?
4. Which idea do you find the most useful? Why?

HANDOUT 7 – Post-listening Speaking

Discuss in groups:

1. What changes would you recommend for a healthier lifestyle?
2. Should governments promote fitness more actively?
3. How can people stay motivated to exercise?

HANDOUT 8 – Optional Writing / Homework

Write **120–150 words**: **Describe your ideal healthy lifestyle and explain how you can achieve it.** Use at least 5 words from today’s lesson.

Essential vocabulary of the lesson

Word	P.O.S.	Definition	Example
balanced diet	noun phrase	eating a variety of healthy foods in the right amounts	<i>A balanced diet helps you stay healthy and energetic.</i>
mental health	noun phrase	the condition of a person’s emotional and psychological well-being	<i>Exercise has a positive effect on mental health.</i>
workout	noun	a planned session of exercise	<i>I usually do a short workout at home.</i>
fitness routine	noun phrase	regular exercises done to stay fit	<i>She follows a daily fitness routine.</i>
lifestyle disease	noun	illness caused by unhealthy habits	<i>Diabetes is often called a lifestyle disease.</i>
stress management	noun phrase	ways of controlling and reducing stress	<i>Stress management is important for overall health.</i>
sleep quality	noun phrase	how well you sleep	<i>Poor sleep quality affects concentration.</i>
sedentary lifestyle	noun phrase	little physical activity	<i>A sedentary lifestyle can harm your health</i>

well-being	noun	feeling healthy and happy	<i>Exercise improves overall well-being.</i>
recovery	noun	time needed to rest after exercise	<i>Sleep is important for muscle recovery</i>
long-term health	noun phrase	health over a long period	<i>Good habits support long-term health</i>

LESSON. Discovery and invention

LESSON OBJECTIVES

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

- use a range of discovery- and invention-related vocabulary accurately (e.g. *invention, discovery, innovation, breakthrough, device*)
- understand the gist and key details of a listening text about an important invention or discovery
- explain how an invention works using simple process language (*first, then, as a result*)
- evaluate the impact of inventions on society and respond critically to ideas
- participate actively in pair and group discussions, expressing and justifying opinions

HANDOUT 1 – Lead-in. Discussion



Discuss:

1. Which invention do you use every day?
2. Which discovery do you think changed the world the most?
3. Can inventions sometimes be dangerous?

HANDOUT 2 – Vocabulary (Matching)

Match the words with the definitions.

1. invention
2. discovery
3. inventor

4. device
5. innovation
6. breakthrough
 - a) a new idea or method
 - b) finding something that already exists
 - c) a person who creates something new
 - d) an important scientific development
 - e) a machine or tool
 - f) something created for the first time

HANDOUT 3 – Controlled Practice (Gap-fill)

Complete the sentences.

1. The telephone was an important _____ in communication.
2. Scientists made a major _____ in medical research.
3. An _____ often spends years testing ideas.
4. This _____ helps people work faster.
5. Many modern technologies are based on scientific _____.
6. The invention of the internet led to a major technological _____.
7. Marie Curie is known as an important scientific _____.
8. New medical _____ have saved millions of lives.
9. Engineers continue to _____ new devices to solve everyday problems.
10. Many discoveries were the result of careful _____ rather than luck.

HANDOUT 4 – Pre-listening Discussion

1. Why do people invent new technologies?
2. How do inventions change the way we live and work?
3. Should there be limits on scientific experiments?

HANDOUT 5 – While-listening (Detail & Critical Thinking)



Listen and answer the questions.

1. What invention or discovery is mentioned?
2. What problem did it solve?
3. How did it change people's lives?

4. What negative effects are mentioned or implied?
5. Do you think the invention was more helpful or harmful? Why?

HANDOUT 6 - Post-listening Speaking

Discuss in groups:

1. Which invention could people not live without today?
2. Are modern inventions better than older ones?
3. What invention would you like to see in the future?

HANDOUT 7 - Optional Writing / Homework

Write 120-150 words:

Describe an invention or discovery that has had a big impact on society. Explain why it is important.

Essential vocabulary of the lesson

Word	P.O.S.	Definition	Example
inventor	noun	a person who creates new things	<i>Edison was a famous inventor.</i>
scientific breakthrough	noun phrase	an important discovery or development	<i>The vaccine was a scientific breakthrough.</i>
innovation	noun	a new idea or method	<i>Innovation drives modern technology.</i>
carry out (an experiment)	phrasal v.	do or perform	<i>Scientists carried out several experiments.</i>
come up with (an idea)	phrasal v.	think of or create	<i>She came up with a brilliant idea.</i>
innovative	adj.	using new ideas	<i>It is an innovative solution.</i>
groundbreaking	adj.	completely new and important	<i>The discovery was groundbreaking.</i>

REVIEW TEST

Name:

Date:

LISTENING (20 marks)

LISTENING 1

1 1.1 Listen and underline the stressed syllable in each word. 1 mark for each correct answer.

- 1 convinced
- 2 relocated
- 3 survive
- 4 communicate
- 5 poisonous
- 6 harmless
- 7 environment
- 8 treated
- 9 realize
- 10 conditions

LISTENING 2

2 1.2 Listen to the recording. Are the statements true (T) or false (F)? 1 mark for each correct answer.

- 1 The speaker doesn't like dogs. _____
- 2 He prefers animals to people. _____
- 3 He has never been to a zoo. _____
- 4 He had a pet dog when he was younger. _____
- 5 He wasn't happy when his pet became ill. _____
- 6 He never played with his pet. _____
- 7 He wanted to have another pet. _____
- 8 His son would like a pet. _____
- 9 He doesn't want an exotic pet. _____
- 10 He thinks that people should not buy pets from shop. _____

LANGUAGE DEVELOPMENT (15 marks)

3 Complete the table. 1 mark for each correct answer.

<i>noun</i>	<i>verb</i>	<i>adjective</i>
1	analyze	analytical
environment	2	
3	communicate	communicating
4	involve	involved
5	abuse	abused

4 Complete the sentences below with a word from the table in Exercise 3. 1 mark for each correct answer.

1. Men need to become more in the raising of their children.
2. After years of , it now looks as though these poor animals have finally found a new home.
3. Ms Graham, what's your of the current situation? How are things likely to develop?
4. Unless world leaders are prepared to do something to fight global warming, we really do face and disaster.
- 5 The smartphone is by far the most popular means of ever.

5 Are the sentences true (T) or false (F)? 1 mark for each correct answer.

- 1 Things described as *domestic* are to do with the home or with your own country.
- 2 Zoology is the study of plant life.
- 3 If you abandon something, then you leave it for a short time.
- 4 A savannah is a large area of grassy land in a hot area.
- 5 If something is harmless, then it can hurt you.

REVIEW TEST ANSWERS

Task 1. 1 convinced 2 relocated 3 survive 4 communicate 5 poisonous
6 harmless 7 environment 8 treated 9 realize 10 conditions

Task 2. 1 F 2 F 3 F 4 T 5 T 6 F 7 F 8 F 9 T 10 T

Task 3. 1 analysis 2 environmental 3 communication 4 involvement 5
abuse

Task 4. 1 involved 2 abuse 3 analysis 4 environmental 5
communication

Task 5. 1 T 2 F 3 F 4 T 5 F

ADDITIONAL SPEAKING TASK

Do you like working with animals? Full-time work available over the busy summer season. The position involves feeding the animals, cleaning the animal enclosures and answering visitors' questions. Experience with animals would be an advantage.

Interviewers

Student A: Zoo general manager You will interview the candidates together with the head zookeeper. You want to find out:

- why they want the job
- what experience they have in working with tourists
- what they think about zoos
- if they'd like a full-time position.

Student B: Head zookeeper You will interview the candidates together with the general manager. You want to find out:

- what experience they have with animals
- what qualities they feel are important for the job
- if they would be interested in full-time work
- how well they speak English.

Interviewees.

Student C You have applied for a position at the local zoo in the summer holidays. You have little experience with animals, but did once feed your aunt's dog while she was away. You think that zoos are important for research and nature conservation, and would be interested in working full-time after your studies if you are unable to find an office

job. Your English is quite good, and last year you worked as a tour guide in your hometown.

Student D. You have applied for a position at the local zoo in the summer holidays. Last year, you worked parttime at a safari park, although you left the job to continue your studies. When you were younger, you believed that all zoos should be closed down because they were an unnatural environment for animals. However, you now think that zoos are beneficial. You would like to work with animals following your studies. Your English is quite good, and you have many English friends.

1. General Speaking Rubric (Monologue & Dialogue)

Criterion	4 - Excellent	3 --Good	2 - Developing	1 - Limited
Fluency	Speaks smoothly with natural pace; minimal hesitation	Generally fluent; occasional pauses do not disrupt meaning	Frequent pauses; fluency sometimes breaks down	Speech is halting; communication is difficult
Accuracy	Consistent grammatical control; errors are rare and non-impeding	Some errors, but meaning is clear	Frequent errors that occasionally obscure meaning	Persistent errors that impede understanding
Lexical & Grammatical Range	Uses varied vocabulary and structures appropriately	Adequate range for the task	Limited range; repetition of basic forms	Very limited vocabulary and structures
Pronunciation & Intelligibility	Clear pronunciation; fully intelligible	Mostly intelligible; minor pronunciation issues	Intelligibility sometimes reduced	Frequently unintelligible
Task Achievement	Fully meets task purpose and communicative goal	Meets task requirements	Partially meets task	Does not meet task requirements

Recommended for monologues: presentations, storytelling, descriptions and dialogues: interviews, role plays, situational tasks

2. Interaction-Focused Rubric (Dialogue / Discussion)

Criterion	High	Satisfactory	Limited
Turn-taking	Manages turns naturally	Occasional interruptions or long turns	Poor turn control
Responsiveness	Responds appropriately and extends interaction	Responds but rarely extends	Minimal or inappropriate responses
Interactional Strategies	Uses clarification, follow-up questions, repair	Limited use of strategies	No visible strategies
Cooperation	Actively supports partner(s)	Neutral participation	Dominates or withdraws

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RAXMATOVA BAHORA IBODULLA QIZI

SPEAKING SKILLS

OG‘ZAKI NUTQ AMALIYOTI FANIDAN

O‘QUV-USLUBIY QO‘LLANMA

**Oliy o‘quv yurtlarining Filologiya va tillarni
o‘qitish (Ingliz tili) yo‘nalishi 1- bosqich talabalari uchun**

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