#3 2019 English Teachers’ ROUND TABLE
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Developing students’ genuine communicative skills through the engaging activity “A Memorable Day”

Nazira Usmanova
Bishkek State University named after K.Karasaev

Personal involvement and exposure to a stimulating environment are key factors of the activity “A Memorable Day”. The fundamental purpose of this activity is to direct students’ attention to the experiences that make them feel motivated and comfortable. An important detail of this activity is that students see their teacher as an active individual, who participates in every step of the activity. This means that the teacher also asks questions, writes paragraphs, and makes presentations. Students will appreciate their teacher’s enthusiasm and they will put more effort into the activity.

A Memorable Day, as an engaging form of communication, demands that a teacher and students are involved in every step of the classroom process. In this regard, to make students curious about their teacher’s role in the activity, it is advisable for the teacher to perform after the students’ presentations. It is essential to emphasize the fact that teachers act as role models for their students and at the same time they strengthen their own repertoire of skills. Underhill (1999) considered that teachers’ involvement in classroom activities is beneficial for them and for their learners:

“My students’ learning may be about the topic, but my learning is about the group and its members, including myself, now, moment by moment. This is what keeps me and my students on the same side of the fence. (p.141)

The following students’ statements demonstrate that they benefit from having their teacher as part of their life-enhancing learning experience:

1: I have never seen that a teacher can also participate in the activities; 2: Truthfully, I was a little bit surprised. Teachers usually give some tasks and just observe, but our teacher participated in the activity too. She was very active and it motivated us to participate in the activity too. She was very active and it motivated us to participate in the activity too. She was very active and it motivated us to participate in the activity too. 3: I was always curious to know my teacher’s opinion. 4: It was interesting, because we got experience when we worked with our teacher. It is good that our teacher did not only control the situation in the classroom, but she was working with us.

This activity encourages students to develop good speaking and listening habits. Both listeners and speakers create meaningful learning opportunities for each other. In this context, one of the students commented: “When people listen to your presentation and ask questions, it gives you a feeling that they were paying attention to what you were saying and that they were interested in your story.”Wong(1987) believed that mutual respect between a speaker and a listener plays an important role in the outcome of a speaking experience:

First explain that in a communicative event, there is at least one speaker and one listener, and that both affect the success of that event. If listeners do not show that they are listening, speakers may not be interested in continuing to talk.(p.23)

Therefore, students put more effort into the activity when they realize that their opinion or question do play an important role in a classroom. They together continue striving towards creating and maintaining high expectations for academic success. Every student becomes a valued member of the class and he/she sees the class as a supportive place for learning.
Furthermore, this activity will improve students’ effectiveness if they have enough time for thinking and turning their thoughts into meaningful statements or questions. According to Peyton (2002), “To do any significant writing, in dialogue journals or elsewhere, students need time - time to think, plan, talk with others, or just gaze out the window” (p. 110). In this connection, students will benefit if they have a speech as a homework assignment. Next, they will be able to formulate high quality questions, if they have some time to organize their thoughts. In addition, when students write a paragraph for ten minutes, it will give them more opportunities to develop the ability to explore a range of ideas and place great importance on the quality of their paragraphs.

Providing students are engaged in interesting activities, they will gain new perspectives on their learning experiences. Students become receptive to new ideas and their interest in other students’ stories has a beneficial effect on them. Dörnyei (2001) stated, “People are usually quite willing to spend a great deal of time thinking and learning while pursuing activities they enjoy” (p.72). In this view, the following students comments will give valuable insights into the idea of creating enjoyable activities for promoting quality learning: 1: When my groupmates asked me questions, I felt that I was a very important person; 2: Writing a paragraph was more useful for me than just making up sentences with them; 3: I was the center of everyone’s attention. Everyone was listening to me and they looked only at me.

The activity A Memorable Day is a practical and helpful idea that will help teachers to discover their students’ academic and personal strengths. It is essential to note that this activity enforces the need for students to remain committed to their interests and beliefs. This kind of intellectual engagement increases students’ active learning and encourages them to value their imaginative ideas and thoughts. Every student has an active role in this activity, which increases their motivation to view language learning an authentic experience. A genuine touch of reality reinforces students’ sense of enthusiasm to continue working on their repertoire of learning approaches.

**Procedures:**

**Level:** Intermediate/ Advanced.

**Time required:** 50 minutes.

A student has two homework tasks before the presentation. Task #1: He/she should go to a favorite place that is located where the speaker lives at the moment of doing the activity. It should not be a university, work or home. This place should play a special role in the speaker’s life and evoke positive feelings, for example, a café, a park, a gym, a library, a garden or a cinema. Next, the student should visit that special place. During his/her stay at that important place, the student should come up with a short motivational message; for example, a quotation or some inspirational words. After that, the student prints out the photos with an inspiring message in them. Everyone in the class should receive one copy of the photo. Task #2: The speaker prepares a speech about one of his/her memorable days. The duration of the student’s performance is from three to five minutes. There should be from three to seven new words in the speech.

1. The student makes a speech about one of his/her memorable days. During the speaker’s performance, his/her groupmates take notes on key ideas. 2. Students have two minutes to formulate their questions based on the speaker’s performance. Every question should include a new word or the words that students need to practice. When the speaker answers the questions, it is recommended that he/she uses new words in his/her answers. 3. The speaker puts two personal items on the desk in front of him/her. The first item should be connected to his/her memorable day. The second item is just a usual object without any connection to the student’s memorable day. The goal of the second item is to mislead the group. 4. Every student receives one card of the same color and size. Their task is to guess which of the objects is connected to the speaker’s memorable day. They write a short paragraph of around 7 to 10 sentences. Students should support their ideas with persuasive arguments. The speaker also writes a paragraph, but he/she writes about the genuine object and gives reasons why it is
connected to the memorable day. Time for writing the paragraph is ten minutes. 5. The speaker reads the paragraph to the group and students see if they were able to guess the genuine object and reasons. A short discussion could take place at this stage. 6. Students give the cards with their paragraphs to the speaker. 7. The speaker gives the photo that contains a motivational message to his/her groupmates. In addition, the speaker explains to the group why he/she loves that place and why he/she chose that inspirational message for the photo.

References:


When Communicative Methods Cause Problems

Not long ago, I tried to use a video clip from a popular American television comedy about a group of scientists. The characters all have different speaking styles, so I thought it would work well as a model of the way English sentence stress, thought groups, and intonation influence meaning. However, after watching it, my students didn’t ask about the linguistic aspects of the video. Instead, the asked, “What’s a photon?”

Fortunately, I had my smartphone, so I quickly opened the Encyclopedia Britannica and read, “Photon, also called light quantum, minute energy packet of electromagnetic radiation…. Considered among the subatomic particles, photons are light-speed bosons; they are field particles that are thought to be the carriers of the electromagnetic field” (The Editors of Encyclopedia Britannica, 2019). Unfortunately, that definition seems a little complex, so I copied the text to Google Translate, and read, “Photon, ошондой эле жарык оныш, электромагниттик нурлануунун Мүнөт энергия пакет деп аталган.” According to Google Translate, there’s no way to say photon in Kyrgyz!

What’s the problem here? The problem is that you cannot really translate technical terms unless you understand them. The English phrase “light-speed bosons” makes sense to physicists, but it confuses most linguists. How, then are English teachers supposed to teach the language of science and technology? Do we need to be masters of everything? I

If you approach a language class with the idea that the teacher is the source of all knowledge, then, yes, we must limit all conversations to topics we know. However, if you approach it believing that the world has more wonders than any person can master, so a teacher’s job is to help learners discover the wonders – an approach common in STEM methodology – then we don’t need to know it all. We just need to help the students develop and apply their 21st-Century Thinking Skills (communication, collaboration, critical thinking, and creativity) in English.

Communicative Methods + Problems = STEM?

For over ten years now, there has been a growing worldwide call for improvement in STEM education. STEM (Science, Technology, Engineering, Mathematics) education refers to a methodology, not a collection of university subjects. It is not just the instruction of topics like chemistry, biology, construction, or algebra, but a way of teaching them as an integrated tools for solving real-life problems.

For instance, a STEM teacher may ask students, “Imagine that you went with eight friends to a restaurant, and you all ordered plov and salad. The restaurant added a 15% service charge to the total order. How would you know how much each person had to pay before you receive the total bill? Let x = the cost of one plov and salad, and y = the total cost per person.” Students may come up with a formula such as \( ((x + x + x + x + x + x + x + x) + (x + x + x + x + x + x + x + x)(.15))/8 = y \). Or they may decide that \( ((8x) + (8x)(.15))/8 = y \). Or they could decide that \( x + (x)(.15) = y \). The final answer will be the same, but students can solve the problems many ways.

This is very similar to what communicative language teachers have been doing for decades: encouraging learners to combine vocabulary, grammar, listening, speaking, reading, and writing to produce original communication. Communicative methods move beyond “repeat after me” to “tell me something worth knowing.”
methods move beyond “describe the process of salinization” to “what are some ways soil by the Aral Sea could be desalinized?” In both cases, the teacher asks questions that require students to use their skills creatively to come up with answers that are beyond the teacher’s knowledge.

**Bringing STEM to English Class**

What would it look like to apply STEM methodology to your English class? It might look something like this:

Student: What’s a photon?

Teacher: Excellent question! Thanks for introducing your next task! For tomorrow’s lesson, you need to work in groups to tell us the answer. In fact, I would like one group to tell us about photons, one to tell us about bosons, one to tell us about ways that electromagnetic radiation is changing our planet, and one to tell us about plants that like red light and plants that like blue light.

Student: Wait a minute! This sounds like a science class.

Teacher: No, it’s an English class, but we want to use English to talk about life. You will evaluate each other based on factual accuracy, clarity, creativity, and relevance. I will evaluate you based on your language use.

Please notice that the teacher in this situation is not a physicist or biologist; the goal of the lesson is to learn English. However, in this lesson, the students do not learn about English; instead, they learn English to learn about life.

If you wanted to engage your artistic students, you could ask the students to present their findings by making an infographic explaining their findings. You could build writing skills by requiring them to write a report on their findings. You could build speaking skills through group presentations or panel discussions.

What vocabulary would the students learn? Probably at least 10 technical words.

What verbs would they use? A lot of simple verbs, some perfect verbs, and some conditionals.

What kinds of sentences would they use?

A lot of descriptive sentences, and a lot of sentences showing cause-effect or conditionals.

What kinds of language skills would they use? Group conversation skills, reading, writing, listening, speaking…

When you put STEM in the language lesson, you don’t end up with a lesson on the grammar of computer science or the pronunciation of biology; you end up with a lesson on all parts of language being used for genuine communication. And the best part of it is that you, as the teacher, don’t have to know it all beforehand! With a communicative STEM-based lesson, the teacher gets to show the students how to learn!

**References**

So, you are full of creative ideas, but just exactly how do you go about seeing these ideas come to life? When we make a plan for implementing our ideas, we call that a project. A project needs to be completed within a certain time frame. Usually projects are completed with teams or groups. In the introduction I mentioned that teachers are in general independent, preferring to work alone or take charge of planning, as we do professionally in our work. Just as with teamwork, working on a project with others may not feel comfortable to some teachers. The process might be difficult, but ultimately will help you grow professionally in the planning, implementation and reflection stages.

Managing a project is a step-by-step plan, just like writing a lesson for class. Phases of managing a project include plans for use of time, human, financial and material resources. All projects, no matter how big or small, require planning and goal setting. There is order for managing a project and it usually falls something like this:

I. Set goals and chart progress - Write out the proposal. Sketch out ideas, design the project and define the scope of what the project will and will not include. Ask questions like: What do we hope to accomplish? What kind of staff do we need? Do we need committees? Who are the stakeholders, who will benefit? Who will be directly involved? Will you provide gifts or materials to participants? How much money will we need? How soon should we begin planning?

For a large project, define what kind of committees you need and take a realistic look at the budget. At this stage of project management, you will define the plan, but realize that in the implementation you will refine the plan. Large projects require more of everything, but even small projects need plans for logistics, materials, budget.

II. Break down tasks and set deadlines - Now that you have an idea of what you hope to accomplish, you need to decide who will do what. This phase of project management is still in design, but a step farther in. Most projects are completed in a linear timeline instead of all parts converging at the same time, so define deadlines for each phase of the project and include extra time to anticipate any delays.

III. Implement plan - Committees or groups begin work to accomplish tasks such as gathering information, designing, ordering, interviews, making calls or reservations, gathering supplies, etc.

IV. Monitor, adjust and problem solve - This stage happens at every level and especially during implementation, corrections and adjustments to plan as needed and as fits into the overall goal of project.

V. Complete and close - Every good project does come to an end! At the end of some projects there are celebrations, parties; the result of a lot of hard work. There are also necessary reports, receipts or other documents that may be needed to close out your project.

Project Charts and Agendas

Find below an example of a Camp Project Chart. This particular camp had a different theme every day but can be adjusted for what you need. It asks these questions:
• How many local staff do you need (cooks, cleaning, maintenance staff, doctors, etc.)?
• How many Access (or school) staff will be there?
• Who are special guests for the day?
• What is the main theme? Quote of the day?
• Will there be English lessons? Who is teaching today?
• Will there be Arts/Crafts? Who is leading today?
• Who will lead sports?
• Who is leading team building today?

| Local staff (caretakers) onsite | # / names |
| Access or school staff onsite | # / names |
| Special Guests | |
| Theme/Quote | |
| English Teachers lessons | |
| Art / Craft teachers | |
| Sports and activities leaders | |
| Team Building | |
| Culture or Theme lessons | |

On Agenda ...

After 35 years of camping or planning camps, I can say that the less complicated a daily agenda is, the better. If student campers have a regular daily routine, it is great. They might have a copy of the agenda in their own personal folders or it can be posted on dorm or cabin walls, in public areas such as bathhouse, and in the cafeteria.

Ideas for evening activity:

Local Entertainment, American Culture and slideshow, Movies (not too long) with follow-up discussion, popcorn; Talent show (last night of camp), campfire with smores, game night with board games.

Service Learning Project Management:

COMMUNITY SERVICE PROJECT GUIDE TEMPLATE

Project: ______________________________
Name: ________________________________
Date: ________________________________

Step 1 – Pick a Project

1. This is what I want to do: (Write down what you want to do in your project. Example: I plan to organize members in a mass planting of flowers in various public locations in the city.)
2. This is why it is important to the community: (Example: The flowers will make the street beautiful and people will start to think our community is beautiful, which can reduce crime and increase satisfaction among our citizens.)
3. Great projects are designed to meet specific objectives.

Through this project I want to (check those that apply and add more if needed):
• Engage in the valuable work of helping others.
• Practice life skills such as organizing, problem-solving and decision-making.
• Increase communication skills.
• Reinforce and further enhance skills and knowledge acquired during my community service.
• Build teamwork, cooperation and diversity skills.
• Develop self-confidence and a sense of empowerment that comes from reaching out and helping others.
• Practice good citizenship by making a difference in the community.
• Gain experience in the work world.
• Other - Please list.

Step 2 – Plan Your Project and Get Some Publicity

An Action Plan may help you to get organized and to develop a timeline once you have brainstormed what is needed to complete the project.

Action Plan

List the tasks, who is responsible to complete them, what is needed and when the tasks need to be completed. Make copies for team members so they remember what they have agreed to do! Post a master copy in your meeting space, so the team members can monitor their progress.

1. What are the tasks to be completed?
2. Who will do them?
3. What resources are needed?
4. When do these tasks need to get done?

   Ask yourself the question – what problems might I run into? List them:

   What Have I Forgotten?

   Leave enough time to gather necessary materials, to pick up last-minute supplies and to enjoy the energy that comes from doing these types of projects. There will always be unexpected challenges that come up along the way and the day of if the project cumulates in one big event. A little humor in dealing with these challenges helps the team deal with the stress of the day.

   Step 3 – Do the Service

   Take lots of pictures and enjoy the process and the day, knowing that the team has planned for every possible challenge, and when the project or event day is over, close it with some wrap-up questions.

   Step 4 – Reflect: Look back over your experience and complete the following.

   1. This is what we did:
   2. This is what we learned:
   3. This is who we helped:
   4. The project made a difference because:
   5. My thoughts and feelings during the project were:
   6. Next time I would:
   7. As I look back at the objectives that I chose in Step 1, those that I accomplished were:
   8. I would apply the skills that I learned from the project in this way:
   9. Overall, I feel that the project:

   Step 5 – Celebrate: Take the time to celebrate your accomplishments.

   1. My community service project celebration included the following people or groups:
   2. What we did to celebrate was:
   3. This is how I can share what I learn:

   Potential Problems with Projects

   1. Failure to define scope and quality

   Some projects are big and some are small: know the scope so you can plan for a quality project! Consider minimum quality that is acceptable for whatever project: creating a poster, painting a building, planting a garden, making a brochure or booklet, writing and filming an activity or event, marketing and conducting a fundraiser, play or music performance. One of the most important things is to consider the audience and potential future impact when determining quality and scope of project.

   2. Under-estimating the costs and resources needed

   The importance of having a realistic picture of the true cost of any project cannot be underestimated. Often, project proposals fall short in this area as there is a misconception that the less a project costs the more likely it is to be accepted. When estimating costs, average a high and low end of what is needed, then add a little from the average. It is better to have more money and resources than not enough, and you should be realistic in planning.

   3. Interference with time and schedule

   Delays are bound to happen in some part of your project, especially if it is a large project.
The Inventions

Anush Matinyan
English teacher, Faculty of European Civilizations, Bishkek State University

Level: Intermediate, Upper-Intermediate
Age: high school students, adults
Time: 1 h 20 m

Objective of the lesson: Students will be given a chance to think creatively and present in front of the class.

Equipment of the lesson: Copies of the text “What did Steve Jobs invent” for each student, copies of unknown words for visually impaired students, laptop, two photos of Steve Jobs, a photo of Apple products (attached to the lesson plan).

Before the lesson, the teacher can check the multiple intelligences of his/her students by passing the test on the internet (teacher either can print the test, or if his/her school has access to the internet, pass it via internet, or ask the students to pass it at home and tell her/him their results at the next lesson. Make sure students tell you their top 3 intelligences). Here is the link: http://www.literacynet.org/mi/assessment/findyourstrengths.html

Plan:
1. Warm-up activity:
   The students guess the theme of the lesson. Seven words out of ten they have learnt during the previous two weeks. (5 min)
   I – doing things on your own, without help (independent)
   N - (Especially of a child) badly behaved; disobedient (naughty)
   T – a person who teaches (teacher)
   I – receive (money, property, or a title) as an heir at the death of the previous holder (inherit)
   O – antonym of “close” (open)
   N – cloth or paper used to wipe the hands or mouth (napkin)
   S – children who are given anything they want (spoilt)

2. Pre-reading: a) Do you know what do the words “invention” and “inventor” mean? If yes, can you explain? Do you know any inventors? Which technological invention is the best one in your opinion? (7 min) b) Teacher shows the students the photo of Steve Jobs (Appendix 1) and asks them if they know him. If yes, what do they know about him and his company (Apple). (Teacher shows a photo of Apple products (Appendix 2) Does anyone in the group have an Apple product? Was Steve Jobs an inventor? (5 min)

   c) Brainstorming the meaning of unknown vocabulary from the text by giving explanation in English or showing pictures where necessary. Teacher is going to write the words on the board and to hand papers with the words to students who are visually impaired. After explaining the words teacher reads the words and students repeat. (7 min)

3. While – Reading: Reading #1: teacher gives clear instructions: students need to read the text (Appendix 3) once individually and find the answers to the main questions (What did Steve Jobs invent? How did apple get its name? Who
invented the iPad?) After reading, they need to discuss their answers in pairs and then discuss the answers in an open class. (7min)

Reading #2: Then students will read the text for the second time, this time they need to find more details, again discuss in groups and then in an open class. (5min)

4. Post reading activities: a) Teacher again shows the photo of Steve Jobs (Appendix 4), but this time with his famous quote: “Stay hungry, stay foolish,” asks the students to think and discuss in pairs what it can mean. After getting their opinion, teacher explains the meaning of the quote (It means never be satisfied, always push yourself and do the things people say cannot be done). (5 min) B) Then teacher says: “I wish you to be hungry and be foolish. And although we live in the 21st century, in the age of technology, I’m sure that there are still a lot of things which can be invented, or the existing inventions which we can improve (make better).” Then the students are divided into teams of inventors with three people in each group. They need to invent something we can use in our life, they need to discuss the details of their invention, how it will work, design and one of the most important things, it should be something which they can sell. (17min) C) when the time is up and they’ve finished discussing their invention. Teacher says, “You already know that Steve Jobs wasn’t an inventor he was a businessman who could sell his product quite well. Have you ever seen the presentation of any apple product? (Students’ answers). So, as I’ve already told you, you needed to invent something you could sell. And now I’m going to show you a video of Steve Jobs’ presentation of one of the Apple products, you’ll guess which one and discuss with you the key points of a perfect presentation.” (16min)

Video: “Present like Steve Jobs” https://www.youtube.com/watch?v=2-nLG0yHw4. Teacher shows the above-mentioned video stopping it in the following minutes and explaining:

00:36 – 00.44, 1.10 – 1.12, 1.47 – 1.52, 2.06 – 2.15, 2.28 – 2.30, 2.42 – 2.45, 3.11, 3.24 – 3.34, 4.16, 5.09 – 5.17, 5.32, 6.15

P.S. one may want to use the other video (https://www.youtube.com/watch?v=uAKX-TZE_FpgE). This video is also good and you don’t need to stop and explain it, students can watch and then you can ask questions to understand if they get the information right.

5. Homework: Students need to plan a presentation. In each group, we have a spatial smart student who will be responsible for the visual part; the students who are language smart will be responsible for writing a script and the social smart ones – for presenting. However, the students must know that it is a group work and if one fails, the whole group fails, so they need to help each other. In several days, (the lesson was on Thursday, so I gave them time until Monday) they need to present their product in front of the other teams and make them want to buy it. (3min)

Appendix 1

Photo N1 – Steve Jobs (pre-reading activity “b”)  

Appendix 2

Photo N2 – Apple gadgets (pre-reading activity “b”)  

Appendix 3  

What did Steve Jobs invent?

Although Steve Jobs was listed as a co-inventor on numerous patents, he did not really invent anything in the traditional sense. Jobs was a business executive known for his leadership.
Jobs is one of the founders of Apple Computers. Along with Steve Wozniak, he led the company as it brought many revolutionary technologies to the market. The Apple III computer, USB mouse, iMac, PowerMac, iPod and iPhone count among the biggest successes of the business, and the industry in general. Even the glass staircases at Apple retail stores have patented designs.

However, Jobs was not an engineer. His focus was product design and marketing. What he did well, according to many industry experts, was integrate features into products that were aesthetically pleasing and user friendly. For example while he didn’t invent glass touchscreens, he saw the potential of making them a part of the Apple line of products.

**How did Apple get its name?**

Steve Jobs, co-founder of Apple, considered the name after visiting an apple orchard. At the time, Jobs was practicing a fruitarian diet, a kind of veganism in which people only consume foods harvested from plants that don’t damage the plant, including fruits, seeds and nuts.

Co-founders Jobs and Wozniak were concerned about infringing on the rights of Apple Records, the Beatles-owned record label. They thought about more technology-sounding names such as Executex and Matrix Electronics, but nothing stuck with them as much as Apple did. Since 1978, Apple Inc. has faced numerous lawsuits from Apple Records.

**Interesting fact**

**Who invented the iPad?**

Steve Jobs gets credit for inventing the iPad, but the idea goes back to 1987. The vision for this device occurred when Jobs was not a part of the company. Steve Jobs did not design the iPad with his own hands, but he is responsible for the ideas about how the device should perform and how it should look.

**New Words from the Text**

1. Business executive
2. Glass staircases
3. Retail Store

4. Integrate
5. Aesthetically
6. orchard
7. co-founder
8. infringe
9. stick with
10. lawsuit

**Appendix 4**

Photo N3 – Steve Jobs and his famous quote (post-reading activity “a”)
Unit 5 C: Kyrgyz Sportsman’s Abilities

Chynara Abdysheva
Senior Instructor, Bishkek State University
English Teacher & Trainer, Lingua English Language Foundation

Level: Elementary

Time required: 45 min.

Goals: To increase students’ anticipation skills (through pictures), to practise skimming and scanning skills in reading, and to make students familiar with the modal verb can.

Materials: a picture of a man riding a horse, a national coursebook for the 5th class, whiteboard or blackboard and chalk or board markers.

Preparation: Prepare a picture of a man riding a horse. You can use a picture from the coursebook or you can print any picture of a man in a national Kyrgyz costume riding a horse. The picture should be big enough for the students to see.

Procedure:

1. Write the following collocations on the board: ride a horse, write books, take part in competitions, speak English, a professional horse racer and be good at athletics. Focus students’ attention to the collocations written on the board and tell them to ask their partner to explain them if they do not know them. Explain any collocations students do not know and give examples with them because they need to see how they are used in the sentence.

2. Ask students to look at the picture of a man riding a horse and tell them that his name is Emir Sultankanov. Have students speculate about the man in the picture using the collocations written on the board. Put their ideas on the board.

3. Tell students to read the text (Appendix 1) and to compare their ideas with the text working in pairs. Then students discuss which of their ideas were similar to the text.

4. Students read the text again and answer the questions in exercise 2b. (Appendix 2)

5. Students read the text again, tick the things Emir can do and cross the things he can’t do in exercise 3a.

      ride a horse □ do karate □
      speak English □ play tennis □

6. While the students are doing this assignment and comparing it in pairs, write the following on the board:

      ride a horse □ do karate □
      speak English □ play tennis □

   Ask one of the students to come to the board and to put ticks and crosses. The whole class agrees or disagrees with the student. Then ask students: Does he know how to ride a horse? The students are supposed to give a positive answer. Ask them: How else can we say this sentence? If the students do not give an answer, ask them to look back at the text and find the sentence with ride a horse. When they find and read the sentence, explain that can is a modal verb used to express ability. Then ask a CCQ (Concept Check Question) again: - Does he know how to ride a horse? - Yes, he does. Have the students repeat the sentence chorally, individually and randomly: He can ride a horse.

7. In order to elicit the negative form, ask the students: Does he know how to do karate? No, he doesn’t. Elicit the negative form of can and ask them to make a sentence with do karate. The students produce the sentence: He can’t do karate. Have the students repeat this sentence chorally, individually and randomly.

8. Write the sentence on the board: He knows how to ride a horse. Underline knows how to and again elicit can, write can above knows how to and highlight it. Also write the transcription [kən]. Write the sentence on the board: He doesn’t know how to do karate. Underline doesn’t know how to and elicit can’t, write can’t above doesn’t know how to and highlight it. Write its transcription [kən’t]. Also elicit
the full negative form cannot. Have the students copy the sentences from the board.

9. Ask the students to make up sentences about Emir with speak English and play tennis.

10. Ask the students to complete the rule. (Appendix 3)

11. The students write sentences with can or can’t in exercise 5. (Appendix 4)

12. The students look at the pictures and write sentences with but about what Maksat can and can’t do. (Appendix 5)

13. Before the students do the activity Find someone who, make sure they understand the phrases in exercise 7. Elicit from students how to make questions with can and write it on the board: Can you ride a horse? Yes, I can. No, I can’t. The students walk around the classroom and ask their classmates questions to find people who can do the activities. If they get the answer “Yes,” they write his/her name in the column. Make it clear to the students that they write as many people as possible. They cannot write one name in all columns. (Appendix 6)

14. When the students complete the table, get feedback from the students.

Appendix 1

A great Kyrgyz sportsman and writer

Emir Sultankanov is one of the organizers of the World Nomad Games in Kyrgyzstan. He’s 35 years old. He’s married and he’s got three sons.

Emir is a horse racer. He’s got 88 prizes from horse racing competitions. His favourite horse is Akkula. Emir rides Akkula very fast. He takes part in a lot of competitions.

But Emir isn’t only a professional horse racer – he can do other things too. He writes books about Kyrgyz national games such as Atchabysh, Kyz-kuumai, Ulak-tartysh, Oodarysh, and ToguzKorgool. He writes some of his books in English because he can speak it very well. He wants to make Kyrgyz national games popular in other countries.

What else can he do? Emir is good at athletics. He runs very fast because he trains a lot every day. He says, “Athletics and horse racing are the same. You need to come first to the finish line.” But he can’t do karate and he can’t play tennis. He wants to learn to do these sports one day.

Appendix 2

1. How old is Emir Sultankanov?
2. How many children has he got?
3. What does he write about?
4. Why does he write about Kyrgyz national games?
5. What sports does he want to do?

Appendix 3

| Positive (+) | I/you/he/she/it/we/they sing |
| Negative (-) | I/you/he/she/it/we/they sing |
| Question (?) | _________ I/you/he/she/it/we/they sing? |
| Answers | Yes, I/you/he/she/it/we/they sing |
| | No, I/you/he/she/it/we/they sing |

Appendix 4

a. (+) I/swim very well.
b. (-) he/do karate.
c. (?) you/use a computer. (+) Yes, I/
d. (?) they/do aerobics (-) No, they/
e. (+)(-) Azamat/read French, but he/speak it.
f. (-) Lira and I/speak Chinese
g. (?) her parents/ski (+) Yes, they/
## Appendix 6

<table>
<thead>
<tr>
<th>Find someone who can …</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ride a horse</td>
<td></td>
</tr>
<tr>
<td>2. play the piano</td>
<td></td>
</tr>
<tr>
<td>3. play football</td>
<td></td>
</tr>
<tr>
<td>4. swim</td>
<td></td>
</tr>
<tr>
<td>5. use a computer</td>
<td></td>
</tr>
<tr>
<td>6. cook</td>
<td></td>
</tr>
<tr>
<td>7. speak four languages</td>
<td></td>
</tr>
</tbody>
</table>
Level: Pre-Intermediate

Time required: 45 - 60 minutes

Goals: To revise adjectives and vocabulary connected to the topic “Are you successful in language learning?” from unit 2D (Английский Язык 6 класс); to teach the learners to recognize and use the adjective such and the adverb so; to develop problem solving skills; to develop writing skills.

Materials: Black (white) board; chalk or whiteboard markers; Английский Язык 6 класс coursebooks; notebooks. Optional: Board game sheet (one per a group), a dice (one per group), a counter (one per player).

Overview: Before teaching this lesson, make sure the students have a solid understanding of the difference between countable and uncountable nouns, adjectives and nouns, and the position of adjectives in sentences or noun phrases.

Preparation: No special preparation is needed except for the optional stage. If the optional stage is going to be used, prepare a board game sheet (one per a group), a dice (one per group), a counter (one per player).

Procedure:

1. Lead-in: (optional) Books closed. The teacher asks students to work with a partner and tell each other about how they spent their day while using as many adjectives as possible. Each of the students must speak for one minute. The winner in each pair is the person who is able to use the most adjectives. Note: If your students’ level of English is not high enough, you might want to demonstrate your story first, and/or give them about a minute to prepare.

2. Write the following sentences on the board: I’m motivated to learn English.
   I’m realistic in setting my study goals. I’ll have good opportunities. I’m planning to be a professional computer programmer.
   3. Highlight the following words in the sentences: motivated, realistic, opportunity, and computer programmer. Ask the students to identify the part of the speech. Ask if the nouns are countable or uncountable and ask about the difference.

4. Option 1 (If the class is strong): Ask the students to make the sentences stronger by putting only one word. Students are likely to suggest using the words really and/or very. Ask them if they know any other words which can help them to make sentences stronger. If they are struggling to come up with answers, introduce the words so and such and ask them to try to use them in the sentences. Write down the correct variants on the board.

   I’m so motivated to learn English.
   I’m so realistic in setting my study goals.
   I’ll have such good opportunities.
   I’m planning to be such a professional computer programmer.

5. Option 2 (if the class is weak): Write down the following sentences on the board next to the previous ones. I’m motivated to learn English. - I’m so motivated to learn English. I’ll have good opportunities. - I’ll have such good opportunities. Ask the students what the difference is between the pairs of sentences and elicit / teach that the words so and such make the sentences stronger and mean “very”. Ask the students to complete the rest of the sentences with the correct word and write them on the board. I’m so realistic in setting my study goals. I’m planning to be such a professional computer programmer.

6. Ask students to look on page 36 in the student’s book and complete the rules in the exercise 7. a).

7. Write down the sentences It was ______ terrible weather. I couldn’t go out on the board and
ask the students to help you complete the gap with so or such. Ask the students to explain their choice.

8. Explain to the students that they are going to do an exercise in which they will have to write the correct word and ask them to do exercise 8 on page 36.

9. When the students have finished doing the task, ask them to compare the sentences with a partner, and then check in open class.

10. Exercise 7. b) Can be done on the board or in the course book. The teacher asks the students to analyze the sentences and prepare the rules on when and (or formulas) how the word such is used. Help the students note them on the board:
   a) such + adjective + plural countable noun.
   b) such + adjective + uncountable noun.

Remind the students that uncountable nouns don’t need an indefinite article (a).

11. Write the sentence Ski resort Nooruz is _______ good place to go skiing on the board and explain to the students that they need to complete the gap with the correct option: such or such a/an. Do the first example with the whole class and ask the students to explain their choice.

12. Ask the students to complete the gaps in exercise 9 on page 36 in the course book.

13. When the students have finished doing the task, ask them to compare the sentences with a partner, and then check in open class.

14. Write the sentences The reality show was so interesting, and Anton’s father is such an intelligent person on the board and explain that the students must rewrite the sentences so that it means the same as the first, but with so instead of such, and such instead of so. Demonstrate the task on the board for the whole class. The reality show was so interesting. – It was such an interesting show. Anton’s father is such an intelligent person. – Anton’s father is so intelligent.

15. The students do exercise 10 on page 37 individually. After they have finished, ask them to compare the sentences with their partner, and then check in open class.

16. Optional. The activity (Appendix 1) can be done as a practice activity for the next lesson or if there is time you can use it at the end of the lesson. This activity is designed for practicing different intensifiers. Students need to work in small groups of 3 – 4 students. They will need a board game per a group, a dice and a counter per player. The students need to roll a dice and choose the correct intensifier for the sentence provided. If the group agrees with the answer, the answering student can continue the game in the next go. If the player makes a mistake, they must skip their turn. Comments: To make the activity more learner-centered you might want to nominate one student in each group who will get the answers sheet and monitor the game.

Answer key:

1) b, d; 2) c, d; 3) a, d; 4) b; 5) b, d; 6) c; 7) c; 8) b, c; 9) a, d; 10) a; 11) a, b; 12) c, d; 13) b, c, d; 14) b, d; 15) a, b, c; 16) b, c, d.
Appendix 1

**So such a very really such**

Choose all the correct answers

1. This ice cream sundae is _____ yummy.
   a. a lot
   b. so
   c. such a
   d. really

2. This is _____ delicious birthday cake.
   a. so
   b. such a
   c. a lot
   d. a really

3. This coffee is _____ awful.
   a. so
   b. such a
   c. a lot
   d. really

4. We have _____ new students this year.
   a. very
   b. a lot of
   c. such a
   d. really

5. That was _____ great film.
   a. so
   b. a really
   c. a lot of
   d. such a

6. I like chocolate ice cream _____.
   a. so
   b. such a
   c. a lot of
   d. very

7. This is _____ perfect day.
   a. a lot of
   b. such
   c. such a
   d. very

8. I am _____ tired.
   I need a nap.
   a. such a
   b. so
   c. very
   d. a lot of

9. These are _____ tasty cherries.
   a. really
   b. such
   c. such a
   d. very

10. I've got _____ friends.
    a. a lot of
    b. such a
    c. very
    d. really

11. This computer game is _____ cool!
    a. very
    b. so
    c. a lot of
    d. such

12. Your new jeans are _____ super!
    a. such a
    b. a lot of
    c. really
    d. so

13. I was _____ happy to see you.
    a. such a
    b. really
    c. so
    d. very

14. Star Wars is _____ terrific movie.
    a. such
    b. such a
    c. very
    d. a really

15. The kittens are _____ cute!
    a. really
    b. so
    c. very
    d. such

16. Boy, I was _____ glad to receive your e-mail!
    a. such
    b. very
    c. so
    d. really

When in doubt, use really or so. End sentences with a lot. Or say I have a lot of CDs. Use very and very much sparingly.
SUPER INTUITION

Marina Patanina
English teacher, Lingua English Language Foundation, Bishkek city

Level: Intermediate
Age: 14+
Activity: group work

Aim: to guess classmates’ future, to practice asking and answering questions, report to the rest of the class about classmates’ future

Grammar and Functions: Future Continuous and Future Perfect tenses

Preparation: a copy per student
Time: 20-30 minutes

Procedure:

1. Ask students to complete the sentences with the names of their classmates and use verbs in the correct future form (Future Continuous or Future Perfect). They shouldn’t ask their classmates, rather they should complete the names by intuition individually. The teacher should monitor students to make sure they use correct tenses.

   2. Students walk around the class and ask each other questions to check if their guesses are right.

   E.g. Will you be living in Thailand in 2035? Will you have won the lottery by 2035?

   3. If the answer is affirmative – put a tick √ next to the sentence, if not – make necessary corrections. Students must ask all the students whose names they have written in their sentences.

   4. Students report back to the rest of the class about their classmates’ future. The teacher asks students how many sentences about their classmates turned out to be true. The student who has made up more true sentences becomes the winner.

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SUPER INTUITION

In 2035…
________________________(live) in Thailand.
__________________________ (learn) Japanese.
___________________________(run) a big business.
___________________________(drive) a Ferrari.
____________________________(skydive).

By 2035…
________________________(win) the lottery.
___________________________(buy) a big house.
___________________________(read) 2000 books.
___________________________(learn) English.
___________________________(stop) watching cartoons.
More than 150 English Language teachers from all regions of the Kyrgyz Republic shared their work experience, academic specialties and learned about the innovative methods of teaching at the 14th Annual National Teachers of English Conference (ANTEC). The conference took place on June 26-27, 2019 at the Kyrgyz State Technical University named after I.Razzakov. The conference was organized by the Young Educators Association with support from the U.S. Embassy in Bishkek. The event opened with the welcome remarks from Gulmira Kudaiberdieva, Ministry of Education and Science of Kyrgyz Republic, Ambassador of the United States Donald Lu, Almaz Tokтомаметов, the President of Kyrgyz Academy of Education and Rector of Kyrgyz State Technical University Murataly Dzhamanbaev.

The conference was continued by the keynote speaker Randall Gwin, the Academic Dean of Hope Academy of Bishkek. Randall was reflecting on and sharing his own experience Designing Language Learning with Constructivist Technologies.

The topic of the conference was Leading Initiatives for Integrated Teaching with the major themes in Writing Instruction, Educational Policy, STEM, Current Trends in Education in Central Asia, and The Arts in the Classroom. The conference featured international and local speakers and presenters, including four US State Department sponsored English Language Fellows Jill Tyson, Heidi De-
Impressions from the Kyrgyz representatives at the Central Asian Teachers of English Conference 2019

“Let me state that CATEC 2019 in Kazakhstan gave me an opportunity to discover the magnificence of sharing my teaching experience with exceptionally dedicated educators. Most importantly, it laid the basis for the organization of BishTECH 2019 in Bishkek, namely a conference for highly enthusiastic teachers of Kyrgyzstan. I am extremely gratified by presenting at both conferences. In this context, more teachers of Central Asia learnt the details of the activity Gift Giving, which was created by me and successfully implemented at Bishkek State University named after K. Karasaev. It is essential to emphasize the importance of participating in this sort of professional development events, since they act as an ideal vehicle for gaining more insights into the realm of teaching English.”

Sincerely, Nazira Usmanova
Bishkek State University

“I was very lucky and honored to participate in CATEC 2019 in Alma-Aty. The conference impressed me with its great content, participants and organization. For the first time I was in English Teachers’ Conference that inspired me, gave me uplift and importance to my job and self-esteem as an English Language Instructor. Interesting and informative presentations taught me a lot of new tips, skills and methods for teaching EFL students and I could reflect on my own techniques and methods of instruction. I want to thank all the organizers, participants and people that made the CATEC 2019 possible! I wish the best of luck and future success to all the amazing people that took part in this fruitful and interesting conference.”

Best of luck,
Atai Babakan

“CATEC 2019 in Almaty brought together English language teachers and students to advance the career of teaching where each participant could be involved in an opportunity to be part of a dynamic community where professionals connected with and inspired each other to achieve excellence. Due to the US Department organization we left the conference with new ideas, techniques, strategies and fellow teachers, and the main thing was the important sense of professionalism to be taken back to our communities.”

Chinara Zheenbekova, OshSU

“Central Asian Teachers of English Conference, April 18-20, 2019, Almaty, Kazakhstan. When I first received the approval to take part at CATEC I couldn’t believe that. Because it was a very big event for me. I knew the best educators would gather at Almaty Conference. There would be excellent sessions on different aspects of teaching English. Before that I had experienced a lot of trainings, workshops inside my country. Conference in Almaty was something different. Only five teachers of English were selected from Kyrgyzstan, representing universities, private schools and secondary public schools.

It was my first visit to Kazakhstan. I loved the country and the city of Almaty. It is a metropolis on the border between steppe and mountains. Very modern city with nice people.

The Conference’s two days were full of necessary methodological information, teaching tips, interesting warm-up activities, some theoretical knowledge, fun games, as well as excitement, joy, nervousness, fuss, rush. Participants were exchanging their experiences not only during the sessions. You could watch them discussing things during the breaks and lunches.

The plenary sessions, workshops, and the teaching tips that I took part in were fascinating, necessary and well-timed. I would like to distinguish some of them which were bright to me. The presentation of the American English web page, Creative and Interactive Activities to Keep Students Engaged from a teacher from Tajikistan, Heidi Demello’s Making It Stick, Using Critical Creativity Cards for Deeper Processing in the Classroom, Jill Tyson’s The Socratic Semi-
As for my part I came to the conference in Almaty with a teaching tip “Context Based Approach to Teaching Grammar”. I chose this topic because I believe that teaching grammar is a problematic part of teaching English at the secondary schools in Kyrgyzstan today.

At the return to Kyrgyzstan we were encouraged to share our experience of participation at CATEC with colleagues in our communities. I was happy to organize a seminar for my colleagues in our region. In the seminar I tried to bring all what I had learned at CATEC to the teachers of English in Bazar-Korgon. The participants of the follow-up seminar were enthusiastic and inspired by the tips and a workshop. Especially they liked the web-page of the American English. Many teachers agreed that it is a very resourceful site.

I would be happy to thank all the people who contributed to the organization of the big event named CATEC 2019. Especially Timothy Collins, Regional English Language Office US Embassy Astana, the US Embassy Bishkek, namely Natalia Djumanalieva, Cultural Affairs Assistant, to English Language Fellows Jill Tyson, Heidi Demello, and Denny Lam for their huge contribution to our trip to the Conference.

Best Regards,
Mansur Mirzabaev
School #1 named after Makarenko,
Bazar-Korgon, Jalal-Abad

After CATEC, participants were required to follow-up with a local event. Events were held in Bazar-Korgon, Osh and Bishkek.

BSU, Lingua Foundation and The U.S. Embassy Hosted the 1st Bishkek Teachers of English Conference (BishTEC) organized by Denny Lam, English Language Fellow

On May 18, 2019, BSU collaborated with Lingua Foundation and The U.S. Embassy in organising the first, Bishkek Teachers of English Conference (BishTEC). The conference was held at American Corner at the Bayalinov Library. Forty-six teachers from private and public schools and universities attended. The theme of this conference was “Teaching with Love, Sharing Through Giving.” This theme was appropriately named and connected to Teacher’s Appreciation Week in the U.S. happening at the same time.

In lieu of this, the conference started off with Nazira Usmanova, BSU English Language instructor’s workshop on Gift Giving, Teaching the Four Skills. In addition to Ms. Usmanova’s workshop, English Language Fellow, Denny Lam presented on American English, Open Educational Resources, Atai Babakan, English Access Microscholarship instructor and Aizhan Tagaeva from Lingua Foundation both presented on using on-line apps to create English language learning activities with using technology.

OshTEC- A Follow up Activity of CATEC 2019
A follow up activity of CATEC named OshTEC” 21st Century Language Issues in Language Teaching and Learning” was organized by English Language Fellow Heidi Demello and OshSU Senior Instructor Chinara Zheenbekova on May 18, 2019 at OshSU, Faculty of World Languages and Cultures. The conference gathered 80 participants, school teachers from the rural areas: Alai, Kyzyl Kiya, Uzgen, Nookat, Karasu and University teachers of Osh. The event program started with the opening remarks of FWLC dean, docent Sabyrkul Kalygulova, ELF Heidi Demello, after, the audience enjoyed the presentation of the guest from Fergana, ELF Graham Derry.

Three presentations and two workshops were given during the conference, those are: “Teaching Pronunciation“ Graham Derry, Heidi Demello “Intertextuality: Reflecting on our Teaching Profession“, Gulbarchyn Ergeshova “Methods of Second Language Teaching”; workshops were conducted by Chinara Zheenbekova “Affinity Mapping”, Mirgul Isakova “The Six Principles for Exemplary Teaching of English Learners”. The new ideas on founding KG TESOL Association were presented by Mukadas Tashieva, which had a great approval and support of participants. OshTEC united the teachers who are striving to improve teaching and learning English. We express our gratitude to American Embassy and Osh State University for the opportunity offered to us to share our experience.
Lucky for everyone, our current environment for teaching and learning is student centered, project or problem based and enhanced by so many resources, more than ever before in the history of the world. What we work against today is not a lack of resources, but a lack of time and attention to language learning with the many distractions in life. Technology changes fast, but these online resources and websites offer a lot to teachers and students and include professional development opportunities and organizational support for English teachers.

- **American English**: This is an extensive website database for teachers and students. Watch an introductory video here: https://www.youtube.com/watch?v=LWagWvCBHr4&feature=youtu.be
- **American English Website**: https://americanenglish.state.gov/
- **American English Four Skills lessons**: https://americanenglish.state.gov/four-skills-resources
- **American English YouTube Channel**: https://www.youtube.com/user/StateAmericanEnglish
- **Voice of America**: This site includes news, American History, grammar and more: https://www.youtube.com/user/VOAlearningEnglish
- **Share America**: Share America is the U.S. Department of State’s platform for communicating American foreign policy worldwide. https://share.america.gov/
- **TOEFL practice website**: This link is the main webpage offering information about the test and links to free study resources for the TOEFL iBT. https://www.toeflgoanywhere.org/toefl-practice#official-preparation-materials
- **TOEFL iBT**: This is the YouTube channel for all things TOEFL! https://www.youtube.com/user/TOEFLtv
- **Flocabulary**: This is a great resource if you happen to be teaching literature or other literary topics https://www.youtube.com/channel/UCOsCwMammtm9TXnE0BMbKzw
- **Memrise**: This is a great website for learning English vocabulary and you can set up notifications so you won’t forget! https://www.memrise.com/courses/english/english/
- **Coursera**: Try yourself with some courses for free (or you can pay for a certificate) https://www.coursera.org/
- **MOOCs**: These (free) Massive Open Online Courses (MOOCs) help pre-intermediate, intermediate, and advanced level learners improve their English skills in five major career fields. Each MOOC is self-paced and is five weeks long. https://americanenglish.state.gov/american-english-moocs
- **TESOL International**: TESOL International is the professional association for more than 10,000 teachers of English to speakers of other languages. https://www.tesol.org
There is nothing academic, research-based, magic or even very good in the following list, only my opinion and thinking about content and vocabulary. The books listed here are relatively easy to get your hands on and many have been translated into a few languages. There are so many good books it was hard to stop at these, a humble beginning, but a beginning. Interested readers: Compiling a more comprehensive and longer list sounds like a great project. If you’re interested in contributing, please let me know. I’m willing to collect your recommendations and distribute a longer list in early Summer 2020.

If you aren’t an avid reader yet and need motivation, why not consider a book club with other English teachers in your area?

_Beginning / Elementary / Low Intermediate – some are for children, but they are all quite good and highly recommended!_

• Maurice Sendak - *Where the Wild Things Are* I know the text by heart I read it to my children so many times. The art is very clever.

• Dr. Seuss (Theodor Geisel) - *The Cat in the Hat* an American classic. The image of the cat is recognized internationally. The book ridiculous and fun and reminds me of a thousand moments in my own life as a child and mother.

• Arnold Lobel - *Frog and Toad Are Friends* The books are short and although written for children, speak to adults too. “TheList” is one of my favorites.

• E.B. White - *Charlotte’s Web* an unlikely friendship between a pig and the spider who teaches him a lot of lessons about life, good for adults too! Quote from Wilber - “Charlotte is fierce, brutal, scheming, blood-thirsty—everything I don’t like.”

• A.A. Milne – *Winnie the Pooh and Now we are Six* Milne wrote to children, themes in his books are quite mature, so both children and adults love these stories. He’s famous for many quotes like Pooh’s “How lucky I am to have something that makes saying goodbye so hard.”

• J.M. Barrie – *Peter Pan*, a story of a little boy who never grows old. Because most people are familiar with this story in some form, the text is easy to follow. “So come with me where dreams are born and time is never planned.”

**Intermediate**

• George Orwell - *Animal Farm* is a satirical allegory for Communist Russia with some rather pointed characters – you’ll get it once you begin reading and the story becomes almost predictable.

• John Steinbeck - *Of Mice and Men* tells the story of two migrant ranch workers, who move from place to place in California in search of new jobs during the Great Depression in the 1930s. Good for anyone interested in American History but also contains deep universal themes.

• Lois Lowry - *The Giver* is set in a society which at first appears to be utopian, but as the novel progresses is revealed to be a dystopia. Roles are given to the characters that give them knowledge and power or no power and well, read it yourself.

• Roald Dahl - *Kiss Kiss* a collection of eleven short stories, funny, cautionary and disturbing stories for adults. Not for everyone but I like it. Dahl also wrote a lot of great books aimed at children but like many others, really great for adults too with another level of understanding and maturity. Might not be too easy to find.

• Anne Frank - *Diary of Anne Frank* autobiography of a young Jewish girl during World War II, her story of coming of age amidst racial persecution and war. Important for any
one who wants to understand the war from a different and very personal perspective.

• C. S. Lewis – The Chronicles of Narnia, I suggest to start with The Lion, the Witch and the Wardrobe, it's the first of seven fantasy novels that include all the elements of good writing and adventure in a terrific universe. It's easy to lose yourself in Narnia.

• Ernest Hemmingway – The Old Man and the Sea is a clear and straightforward tale of a Cuban fisherman and his battle to catch a giant fish, but with themes of persistence and mental agility, life and death. Maybe upper intermediate/advanced.

• William Golding – Lord of the Flies dramatic and poetic language to describe a society that a group of boys sets up on a deserted island.

• Salman Rushdie – Haroun and the Sea of Stories is a hilarious but thoughtful allegory for societal problems, written in a wonderland much like Lewis Carroll stories in this respect. I'm re-reading now.

Advanced

• J.R.R. Tolkien – The Hobbit (or There and Back Again) only putting in advanced because it is long. Magical world and charming adventure, the stuff of dreams and nightmares.

• Khaled Khossieni – A Thousand Splendid Suns two girls struggle to find a future in Kabul. Basic, but some information about the history of Afghanistan and the rise of the Taliban.

• Jane Austen – Pride and Prejudice is a story of an English family, five daughters and the interesting plots within the family, the cultural expectations and the accurate portrait of the times make this a staple in most literature classes. One of the main themes is self-awareness, I highly recommend.

• Stephenie Meyer – Twilight is a love story with themes of forbidden love, choices. Young adult fantasy.

• Mitch Albom – Tuesdays with Morrie a story of a man who reconnects with one of his old college professors. Themes of friendship and living life to the fullest (maybe with a different definition about what that means)! Really sweet book and the language is not too advanced, but because of the themes maybe more enjoyable in this category.

• Svetlana Alexievich – The Unwomanly Face of War is a collection of more than 200 Soviet women's voices who served in World War II in all roles: laundress, doctor, pilot, engineer and more. This book is recommended for many reasons, you can find PDF online free, original text was Russian (maybe listed as War's Unwomanly Face) and is also easy because you can pick it up and read stories in short bits. Alexievich is a Belarussian author and winner of the Nobel Prize in Literature.
Dear colleagues,

ELT Journal “English Teachers’ Round Table” is a peer-reviewed practical journal for primary, secondary, high school, and university English language teachers as well as teacher trainers.

It’s our pleasure to invite you to submit articles in the following areas: methodology, lesson plans, classroom activities, and assessment.

The topic of the forthcoming issue is **Communicative Teaching and Learning in the EFL Classroom**.

All submissions should be sent electronically to chynara.abdysheva@gmail.com.

- Submissions should be in the form of Word documents and sent as attachments.
- The Word document should contain the author’s name, the name/location of the author's place of work, as well as all pertinent contact information.
- Your proposals should be formatted as follows:
  - Font: Times New Roman typed in 12 point font
  - SPACING: double
  - Length: approximately 800 - 1,000 words
  - Images for Newsletters should be contained within the document, and below the photos, a caption should provide additional information to the readers. Please be aware of copyright permission to use images.
  - Closing date to submit a proposal is **15 January, 2020**.

*Editorial team*
BLOOM’S TAXONOMY

CREATING
USE INFO TO CREATE SOMETHING NEW
- design, build, plan, construct, produce, devise, invent

EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
- judge, critique, test, defend, criticize

ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
- categorize, examine, organize, compare/contrast

APPLYING
USE INFO IN A NEW (BUT SIMILAR) FORM
- use, diagram, make a chart, draw, apply, solve, calculate

UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFO
- interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING
FIND OR REMEMBER INFO
- list, find, name, identify, locate, describe, memorize, define
2019 English Teachers' ROUND TABLE