

**Ministry of Higher and Secondary Specialized Education  
of the Republic of Uzbekistan  
Uzbekistan State University of World Languages**

# SCALE UP

Teacher's Book

Course 1

Publishing house named after Gafur Gulyam  
Tashkent – 2015

## PREFACE

**Dear Colleague,**

Congratulations for being a Teacher of B2 level students. Please, remember that your students are always smart, unique, talented and have great mission in this world. Your task is to explore students' abilities, motivate them and inspire them to find their own talents, use them for their personal and professional growth.

How will you do that? The course book for B2 is right there to help you, including this Teacher's Book. In this book each lesson plan is ready to be delivered, assisting you in creating a lively and friendly learning atmosphere.

By the end of the course students will have B2 (intermediate) level according to the State Educational Standards.

### **Teaching strategies**

All the strategies employed in *Scale Up* aim to promote learning by focusing on personal engagement, both intellectual and emotional. This helps ensure that we never lose sight of meaning as the key ingredient in effective language learning.

### **Accessible topics and tasks**

Each unit is built around a set of three related topics followed by review. They provide an interesting and wide-ranging selection of subjects about which most students have something to say. The tasks in *Scale Up* have been designed to set up opportunities for genuine communicative exchanges.

### **Interaction Patterns**

The lessons contain a wide range of practical tasks. All lessons are student-centered as opposed to teacher-centered and therefore involve a lot of group work and pairwork. In the course lessons students are encouraged to share their ideas, experience and provide support to each other. Therefore, different types of interaction are used during the lessons:

- lead-in photos encourage students to exchange their perception of photos with the whole group;
- in small group work students share their ideas with each other and come to a general agreement;
- in pairs students discuss things together and generate ideas;

## **Objectives**

There are certain objectives at the beginning of each lesson. Sometimes you may decide to announce the objective of the lesson to your students at the beginning of the lesson. At other times you may decide to let the participants figure out the objectives themselves, especially when some lessons assume an element of unpredictability.

## **Starter/Lead-in**

All lessons begin with ‘Starter’ or ‘Lead-in’. Starters often serve as energizers to focus students’ attention on the photos, quotations and sayings of famous people leading them into the topic.

## **Grouping techniques**

You can group students according to the shape/colours/numbers/ letters/birthdates and so on.

In order to form a pair ask them to line-up according to their birthdays or months. When students stand in a line you can pair them up calling one from the beginning of the line and one from the ending of the line. This technique is also a good icebreaking activity which can be used at the beginning of the lesson.

## **Possible answers**

In some lessons we suggest possible answers to the questions and tasks for your convenience. Please note that these answers are possible but there may be other options as well. ‘All answers are acceptable’ statement shows the acceptability of students’ diverse ideas.

## **Eliciting**

We also encourage you to elicit as much from your students as possible as opposed to the lecturing. We believe that students are knowledgeable and experienced and we value their contributions and ideas.

## Personalizing

This technique is very productive helping students understand a certain notion by feeling the sample through them.

The course is based on communicative approach of Learning, Teaching, and Assessing (CLTA).

**Learning Strategy:** Communicative cognitive system of learning with in the real life.

**Teaching Strategy:** Learner Centered, real cognitive steps within the real life of the students and the specialty:

**Step 1:** Key words of the lesson and their use in students life within the specialty.

**Step 2:** Listening materials.

While you are discussing the listening materials you will work on Speaking.

**Step 3:** Please follow the rules and find the reading materials connected with the listening materials and the key words.

**Step 4:** Reflection: Ask students to write what they have learned about the key words, their usage in Listening, Speaking, Reading, and Writing.

Techniques: Copy right. You can check the level and copyright of your students written assignments through the websites as [www.turnitin.com](http://www.turnitin.com) , [www.grammarly.com](http://www.grammarly.com).

**Assessment Strategy:** Continuous Assessment, Mid-term Assessment and Final Assessment are compulsory within the academic year.

Continuous assessment:

Portfolio(PF)	Project Presentation (PP)	Assessment (L/S/R/W)	Attendance	Summary
30%	30%	30%	20%	100%

This structure will help a teacher, administration staff and the authority how to assist a teacher and educational organization and at the

same time your personal attitude to students' personal development of Life Learning Style.

Note: PF – daily presentation of students individuality, work in pairs, small groups or individual work, including their Workbook.

PP – will show individual work of a student on scanning, writing a thesis, including student's oral speech at the presentation. Remember that the theme has to be chosen by the Content Teacher.

Assessment tasks should profoundly check student's listening, reading, writing and speaking abilities. Assessment should be organized by the co-colleagues who never taught your students and all the exam papers should be coded.

Total: To summarize the assessment the assessors and the teachers have to consider the following:

- a. if a student gets more than 70-75 his/her mark is 3,
- b. if more than 76 – 4,
- c. if more than 87 is 5.

Note: All the percentage is taken from the total amount of lesson hours for the term.

Continuous Assessment will include students PF, PP and Attendance (Follow the level B2).

Mid-term Assessment and Final Assessment are to be undertaken each term and at the end of the academic year.

Follow the B2 level and never come down as this is up to you and students' orientation to scale up at this level.

Suggestions:

<b>Problems</b>	<b>Solutions</b>
Different level of students	Encourage, inspire students to get the B2 level
Your level and students level is different	Build teamwork and create tandem among your students and yourself
You are a linguist and they are not	Follow their workshops and the materials, you will be the best teacher of ESP in the world
How to train students to get their level	Follow the assessment system built on Standards of B2
How to get support	Join the teachers of B2 level in UzTEA