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Assignment: **MODULE 2**

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Part b) Reasons for the mistakes:

1. Monosyllable and multi-syllable comparatives confusion: Farsi has one construct for comparatives only.
2. In Farsi, nouns quantified with a number do not change into plural.
3. Farsi does not have a specific verb form for the third-person singular.
4. The indefinite article in Farsi is not different for vowel and consonant beginnings.
5. Farsi does not have a specific verb form for the third-person singular.
6. Sequence confusion: the word has a confusing sequence of 3 vowels which produce a single unit (/ju:./). The student has remembered the letters in “beautiful” but is confused over the sequence.
7. Farsi uses the present continuous in places where English uses present simple, even with stative verbs.
8. Confusion over the distinction between simple past and present perfect tenses: the student doesn’t know the perfect form is not used when the exact time is given.
9. The same word is used in Farsi for both “borrowing” and “lending” (“gharz” comes with the verbs “give” and “take” to denote the two concepts).
10. No irregular verbs in Farsi: the student has overgeneralised the rule for regular verbs.
11. Farsi does not have distinct intensifiers for count/non-count or in negative/positive usage (the same adjective, “kheyli”, is used for both “much” and “many”).
12. The student has thought it suffices to write the first verb in the sequence (i.e. buy) in the past tense.
13. Adding the “ing” ending here involves sequencing two very similar vowels, which is usually avoided in Farsi (the student has already shown the ability to form the present progressive form in number 7).

Task 2:

Question A: 2

Question B: 4

Question C: 4

Question D: 1

Question E: 4

Question F: 3

Question G: 1

Question H: 4

Task 3:

Part a)

/teɪk/	take
/raʊf/	rough
/fəʊld/	fold
/baɪsɪkl/	bicycle
/deɪlaɪt/	daylight
/græmətɪkl/	grammatical
/θrɪllɪŋ/	thrilling
/mænʃəfæktʃə/	manufacture
/praʊn/	prawn
/rɪəlɪzəm/	realism
/vɒlɪntɪə/	volunteer
/təgeðə/	together

Part b)

tennis	/tenɪs/
safe	/seɪf/
chapel	/tʃæpl/
shaves	/ʃeɪvz/
thought	/θɔ:t/
jungle	/dʒʌŋgl/
hedge	/hedʒ/
please	/pli:z/

Task 4:

Speaking

Before:

Ask the class whether they think they have a better life now compared to when they were younger? Do they think their parents will give similar answers about their lives now compared to, say, 20 years ago? Challenge a few answers by giving contradicting data (e.g. tell those who say their lives are worse about how they now have access to better technologies) and allow a short debate to form and a few opinions to be exchanged.

During:

Form groups of 3-4. Hand out one copy of the following questionnaire and ask the groups to think of and discuss the most important changes and developments in each category since the early 1990's and put them on the list in the order they think they are important. Monitor and help with the brainstorming.

<i>The Most Significant Developments in the Past 20 Years</i>				
<i>Families</i>	<i>Eating Habits</i>	<i>Jobs</i>	<i>Consumer Products</i>	<i>Immigration</i>

After:

Elicit the top items and write them on the board in a similar table. Then group the class into two teams: one will discuss why these top changes (from the board) have happened, and the other will consider their consequences and discuss whether they have been for the better or for the worse. Members are supposed to take notes of their discussion.

Post-class Assignment (for the following session):

Students will prepare an essay of about 150-200 words about the results of their team's discussion..

Listening

Before:

Write the following question on the board and discuss it with the students:

What does a /səʊsiɒlədʒɪst / do?

Then have the students listen to the first part of the audio programme (from "I'm delighted to..." to where Catherine says "Morning") and elicit the name of the sociologist.

During:

Present the following question orally and ask the students to listen to the audio programme once to answer it:

- Has life in the UK changed for the better or for the worse in the past 20 years?

Now ask them to listen again and mark the following statements as True (T) or False (F):

- 1- The report concerns how the British society has changed over the past 20 years.
- 2- The number of British people who emigrate is now 2 or 3 per cents higher than before.
- 3- People have begun to eat more junk food in some parts of UK.
- 4- There is going to be a new conference on the dangers of junk food.
- 5- People feel that the changes in their living standards and jobs have been rather negative.
- 6- The number of curious people has increased by 65% in most jobs.
- 7- There is a clear link between the increase in people's overtime and the rise in stress-related problems.
- 8- The number of women working full-time has increased dramatically.
- 9- Some men think house work is more satisfying than working in an office.

(Answers: 1-T, 2-F, 3-F, 4-F, 5-T, 6-F, 7-F, 8-F, 9-T)

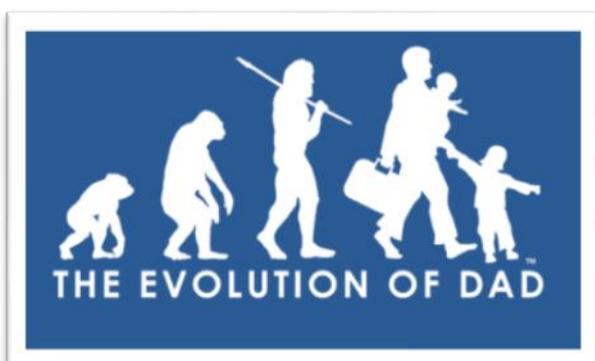
Check the answers and try to get the students to remember what the correct form is where the answer is False. Play back the parts where mistakes are made so that students can check.

After:

Discuss what other information could be added to such a report.

Reading**Before:**

Put the following picture on the board and ask students to discuss what it means in pairs:



Now put this picture on the board and discuss the following questions:



- Are men likely to enjoy childcare?
- Would a man give up working to stay home and let his wife be the breadwinner?

During:

Hand out the following summary of the text which contains 16 mistakes. Ask the students to read only the questions asked by the presenter and guess which parts might contain mistakes. After a short discussion over opinions, put the students in pairs and ask them to read the interview, and then find the mistakes and correct them:

Complete the summary below using NO MORE THAN TWO WORDS from the text:

Catherine's report focuses on the changes that the United Kingdom has ... (0) in the past 20 years.

The research shows that while there has been an (1) in emigration figures, the age of the migrants is (2). Also, an increase in the sales of healthy and organic food means that people in some parts of (3) and (4) are eating more healthily, but such sales have been very ... (5). In other parts. Still, people need to be reminded about the risks of having (6) and some advisers are launching a ... (7). to do so.

People's (8) to developments in working practices has been more negative. Despite a rise in the availability of (9), most people work longer hours because they think they are not as (10) as they used to be. Physicians also say there are more people who suffer from (11) problems - which might be linked to job-related issues.

There has been an increase in the number of ... (12) female employees, whereas lots of men are now (13) to take care of their children which they think is (14) than office work.

*Example:
(0) undergone*

After:

Form groups of 3-4 and ask the students to highlight the main points and trends mentioned in the interview and discuss whether the situation for each point is the same in their country.

Writing

Before:

Put the students in pairs and ask them to make as many sentences as possible using the table below. Ask them to add 3 more ideas to the third column and make sentences (e.g. *more secure, a lot happier*):

People today	are seem to be feel	less content much more stressful more health conscious	than 20 years ago.
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Compare the new sentences made by the pairs and ask the class if they feel the same way about what has been suggested (e.g. do they agree that people feel more secure nowadays?)

Now ask them to complete the sentences in the following two tables in pairs:

People today are more stressful than 20 years ago	so ... because ... although ...
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There are more junk food outlets in the country than 20 years ago.	Therefore, ... This is because ... However, ...
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(*Linkers activity Inspired by IELTS Graduation, Allen & Powell & Dolby, Macmillan, 2007*)

During:

Ask the students to read the passages to see if they agree with the information given in the report. Ask them if they think the information in Catherine’s report are written in a single paragraph or in different ones? Ask them how they think the information is organised into paragraphs

Possible answers: 4 paragraphs: migration, eating habits, happiness with life, work | 5 paragraphs: migration, eating habits, happiness with life, work, men and women)

Then put them in pairs and ask them to go through the text again and wherever information is given about the UK, make a note of what they think is true for their own country. Next, ask each pair to choose an outline format (4 or 5 paragraphs), chose headings for each paragraph (like the sample answer given above) and classify their notes under the headings. They should now write a short report on their country, giving the data mentioned in their notes.

Paragraphs in the answers will look like this:

Migration
Iranian people seem to be less content with their situation in their country, so many of them are trying to immigrate to countries such as Sweden and Canada. Also, the number of students applying at foreign universities has been on the increase. This is because young people think they will have access to better facilities there.

After or Post-class activity:

Ask the students to exchange their reports and correct each other’s reports at home using the following marking scheme:

- ^**: Missing Word
- Gr**: Grammar
- T**: Tense
- V**: Verb
- WW**: Wrong Word
- Sp**: Spelling