



# TESOL-UKRAINE NEWSLETTER

**Dear TESOL-Ukraine  
members and their friends!**

Welcome to the summer  
issue of TESOL-Ukraine  
Newsletter!

This issue presents:

- ✚ TESOL-Ukraine Teacher  
Development Institutes;
- ✚ TESOL-Ukraine Family;
- ✚ Exam Preparation;
- ✚ Lesson Plan.

*TESOL-Ukraine Executive  
Committee, February 2019*

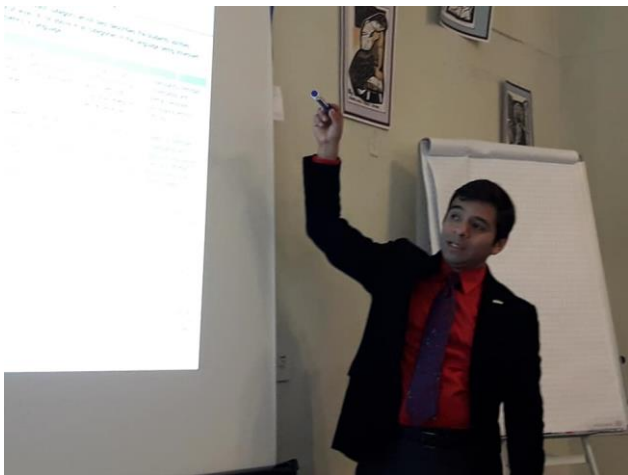
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# TESOL-UKRAINE TEACHER DEVELOPMENT WINTER INSTITUTE IN LVIV



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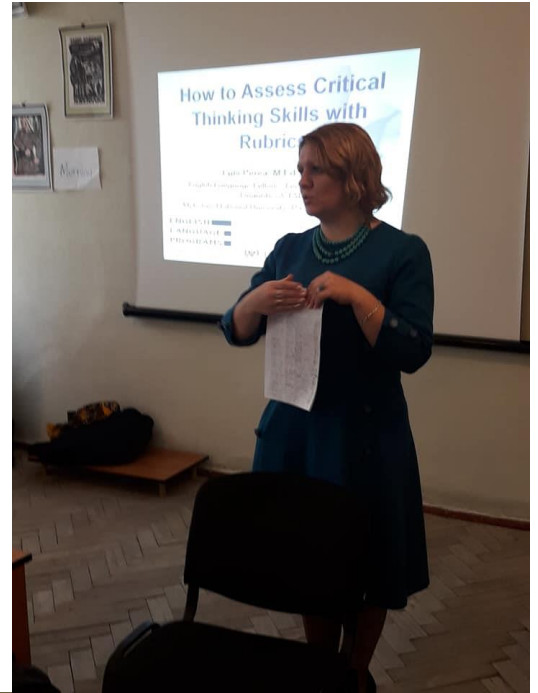
Two very intensive days of TESOL-Ukraine Teacher Development Winter Institute in Lviv gathered the educators of six Lviv districts. The informative workshops of Wendy Finlayson and Luis Perea, English Language Fellows, focused on the development of thinking skills and various ways of assessment. The event was hosted by the Lviv Center of Education and Svitlana Matys, who kindly supported the idea.





TESOL-Ukraine and the U.S. Embassy in Ukraine have been running a number of ELT projects over several years aimed at providing continuous professional development and sustaining an ELT professional network in Ukraine. The goal of this Winter Institute was to examine challenges EFL professionals face with the implementation of Bloom's Taxonomy and explore tools for critical thinking development.

The program introduced teachers to different types of tools they could use in their teaching to encourage critical thinking in their students. Teachers also discussed how they can adapt the topics and tools to their teaching environments.



## TESOL-UKRAINE TEACHER DEVELOPMENT WINTER INSTITUTE IN DNIPRO



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The already traditional annual workshop for the Dnipro teachers of English was an extension of TESOL Ukraine Teacher Development Institutes. We discussed activities for implementing two cross curriculum lines into English lessons - Entrepreneurship and Civic Engagement.

The Institute is for teachers of secondary schools and universities, TESOL-Ukraine members. It exposed teachers to the vocabulary of the two Cross-Curricular Thematic Lines. The program introduced teachers to different types of tools they could use in their teaching to encourage critical thinking in their students. Teachers will also discuss how they can adapt these topics and tools to their teaching environments.

The program suggested the following subthemes:

- Tools for the development of lower order thinking skills (LOTS) and higher order thinking skills (HOTS).

- Concept Maps for scaffolding vocabulary and speaking.
- Ideas for teaching Civic/Community Engagement.
- Ideas for teaching Entrepreneurship.



## TESOL-Ukraine Family



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### **INQUIRY-BASED DESIGN OF THE TOPIC “SUPERHEROES”**

*This paper builds on the pedagogy of inquiry to advance a five-step “Begin-with-a-challenge”, “Set-the-inquiry-going”, “Wonder-inquiry-challenge”, “Share-inquiry-challenge-vision”, and “Debate-inquiry-challenge-solution” inquiry-based design. The paper positions inquiry-based learning as an effective method for engaging learners in interacting with content in small groups.*

**Keywords:** *pedagogy of inquiry, inquiry cycle, questioning, thinking map, bubble map, double bubble map, small groups.*

**Background.** The pedagogy of inquiry, a constructivist approach to student-centered ESL teaching, focuses on collaborative, interactive with content, and discovery learning. Inquiry-based learning emphasizes questioning, wonderment, creativity, inspiration, imagination, problem-solving, engagement, content co-creation, and active interaction (Hung, Jamaludin, Toh, 2015; Purnell, 2018). It involves good questioning, utilizes digital technology to effectively interact with content and information, cultivates associative thinking, and reflects on intrinsic motivation of learners (Coffman, 2017). The inquiry cycle includes orientation (Find my topic!), conceptualization (Ask and develop questions!), investigation (Collect information!), conclusion (Offer solution!), and discussion (Present inquiry!) (Pedaste et al, 2015, p. 54). Inquiry-based learning provides new opportunities for working with content at the English lesson and is fundamental to stressing thinking in English.

**Current study.** This article draws on my experience in adapting the five-step inquiry-based cycle for the needs of grade five learners of English. My version includes (1) the

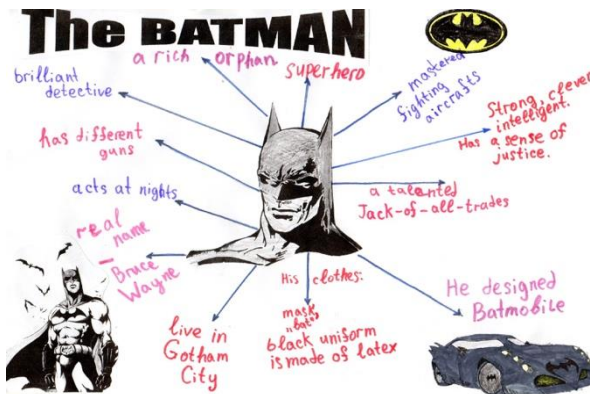
“Begin-with-a-challenge” step whose anchor point stimulates interest and inspires inquiry, (2) the “Set-the-inquiry-going” step whose goal is to negotiate in small groups an inquiry question by identifying what, how, why, and where to explore it, (3) the “Wonder-inquiry-challenge” step which realizes two prior steps by constructing the negotiated inquiry-challenge in the form of thinking maps, (4) the “Share-inquiry-challenge-vision” step that presents this self-made content orally, thus sharing it with other small groups in class, and (5) the “Debate-inquiry-challenge-solution” step that crowns up the presented inquiry-challenge discovery. Implementation of these steps depends on a culture of good questioning whose grade-level progress favors performance of inquiry-based tasks. The learners’ skillfulness builds up on their gradual mastery of stressing thinking at the English lesson.

**Description of experience.** From my experience, the topic “Superheroes” from Module 1, “On Screen 1” (Evans, Dooley, 2015), can be learned as structured content that speeds up content sharing by small groups of learners. Inquiry-based design at the grade five level includes preparatory individual activities (selection of a favorite superhero other than those studied in the textbook) and the completed inquiry-based cycle realized in small groups. Preliminary individual inquiry and training meets the needs of individual learners to be skilled in the topic-related active vocabulary and be familiar with the coherent description of character. The teacher can either borrow all this from the textbook or, which I actually do in my class, expand the vocabulary bank and frame character description by making inquiry-based design more explicit to be further implemented in small groups of learners.

**Individual “superhero” inquiry: preparatory content selection for future small groups.** The “Begin-with-a-challenge” step starts when the teacher introduces the topic “Superheroes” in the textbook. The teacher begins with a challenge, or anchor point, saying in simple words what makes superheroes alike (perhaps, superpowers) and how to identify a superhero’s status (as matter of fact, a character with superpowers from comics). The anchor point sets the ball rolling. The teacher can emphasize positivity of superheroes and their amazing superpowers from which the world benefits. While learning the textbook’s superheroes Captain Britain, Catwoman, and Great Lantern, my learners started individual

inquiry to individually represent their favorite superhero. Their choice was unexpectedly impressive, for nearly all of them were eager to present their specific superhero. They selected Batman, Aquaman, Naruto, Scarlet Witch, Alita, Gamora, Spider-Man, the Thundermans, Wonder Woman, Hulk, and some others. One learner insisted on the superhero status of Harry Potter.

Having individually decided on their favorite superhero, my learners fulfilled their home assignment by selecting a superhero of their own choice, constructing a bubble map of their superhero and visualizing this superhero's image (see Picture 1).



Picture 1. The bubble map “Batman”

The next home assignment was to write a coherent text and present it in class. Picture 2 shows the individual presentation of Aquaman by one of my learners.

Hi, all, I'm Christine and I'm from Ukraine. I'd like to tell about my favourite superhero. This is Aquaman. He is an amazing hero. His real name is Arthur Curry. He is from Atlantis in America. Aquaman became the Atlantean king. What about his appearance? He has got long hair and a beard. He is so handsome. Aquaman has incredible superhuman powers. He has got superhuman strength, speed and senses. He can swim at high speeds. Arthur can breathe under the water and he can read thoughts of sea animals. He is the best in hand-to-hand combat. Aquaman is such a manly superhero.

Arthur Curry  
 long hair  
 beard  
 Atlantis  
 America  
 Superhuman strength, speed, and senses  
 swim at high speeds  
 breathe under the water  
 read thoughts of sea animals  
 hand-to-hand combat

Picture 2. Individual presentation of the superhero Aquaman

**“Superhero” inquiry in small groups: back to the “begin-with-a-challenge” step.**

After this preparatory work was fulfilled, the teacher renewed the inquiry cycle. Although each learner had selected and presented a favorite character, in small groups it was necessary to reach a consensus which two characters to compare. The teacher repeated the “Begin-with-a-challenge” step, now in small groups. The anchor point was the magic of having superpowers by two superheroes.

As structure is crucial to inquiry-based learning, the teacher handed out a structured text with the gaps to set the inquiry going (see Picture 3). The task was to verbalize the names of selected superheroes, dwell on their similarities and differences. This text patterned comparisons, teaching the learners to resort to vary language means. For example, the teacher introduced a conjunction “whereas” as a synonym for “because”. This text also activated degrees of comparison that the learners had already studied. What is more, it continued teaching linking phrases such as “then”, “finally” or “To sum it up”. This text with gaps promoted a culture of presentation to develop a habit of working with content. The structured form set boundaries to what the teacher expected from her learners and guided comparison-oriented inquiry.

**Group members \_\_\_\_\_**

**Superheroes are characters with incredible powers who protect people and our planet. We love watching Marvel films about their adventures or reading comics. They are special and outstanding. We’d like to present two of them, \_\_\_\_\_ and \_\_\_\_\_. What both superheroes have in common is that \_\_\_\_\_. Then, both \_\_\_\_\_ and \_\_\_\_\_. Finally, \_\_\_\_\_ and \_\_\_\_\_ are alike because \_\_\_\_\_. However, there are also some differences between these superheroes. The biggest difference between them is that \_\_\_\_\_. For example, \_\_\_\_\_, whereas \_\_\_\_\_. Another important difference is that \_\_\_\_\_, which means that \_\_\_\_\_, whereas \_\_\_\_\_. Another thing that is different is that \_\_\_\_\_. To sum it up, we believe that \_\_\_\_\_ is better than \_\_\_\_\_ because this marvelous superhero \_\_\_\_\_.**

Picture 3. The form “Structured content for comparison between two superheroes”

**Negotiating inquiry-challenge in small groups.** The “Set-the-inquiry-going” step began when each group had to decide on the direction of inquiry. The learners had to negotiate what characters to select, how to find their similarities and differences, and why

to choose those two characters but not others available. This step was grounded in collaborative work, for the group members need to reach a consensus on their choice of superheroes. One group conveyed the comparison between the superheroes based on their gender. For example, their made comparison between Spider-Man and Scarlett Witch (both from Marvel comics). Another group backgrounded comparison in amazing superpowers, like those of Max and his twin sister Phoebe who belong to the Thundermans family. Another group selected the same gender superheroes for comparison.

**Construction of self-made content in small groups.** The “Wonder-inquiry-challenge” step involved constructing the negotiated inquiry-challenge in the form of a double bubble thinking map. For this, my learners used their individual bubble maps. Questioning what differences and similarities their characters possessed, they drew a double bubble map whose central point was what made the superheroes alike and whose sides showed the differences between the selected superheroes. The process of converting bubble maps into double bubble maps inspired elements of critical thinking and creativity (see Picture 4). As a matter of fact, the learners’ imagination and inspiration were activated during this step best of all. The learners even divided their roles themselves, deciding on who drew, who wrote, who glued the pictures, and the like). More than that, it helped my learners develop leadership skills while producing content.



Picture 4. The double bubble construct for comparison

This step was important because it taught the learners to structure their future presentation in a visually acceptable and comprehensive self-made content form. During this step, the learners completed the “Structured content for comparison between two superheroes”. Hence, they had a double bubble map with images of their characters and a completed structured text for presentation.

**Group presentation for feedback and appraisal.** The “Share-inquiry-challenge-vision” step presented the completed inquiry in class. The members of each group functioned as a team that was eager to compete with other groups for positive feedback and appraisal. From my experience, they enjoy the video being made to demonstrate I public their presentation skills. As presentations are regularly displayed on my teacher’s blog, my learners can watch them together with their friends and parents.

**Crowning the inquiry up.** The final “Debate-inquiry-challenge-solution” step was top of the topic’s inquiry-challenge discovery. Although at this grade level this step was the shortest, it revealed the emotions involved in sharing self-made content. The first seeds of critical thinking having been planted, we can pass to further questioning on the basis of new topics. Together, the teacher and her learners, find it rewarding, for their search for meaningful content is worthwhile as long as they make it.

In conclusion, inquiry-based learning maintains an active learning environment whose components are structure, collaboration, content-sharing, and peer feedback. It creates a friendly atmosphere which enhances novelty by learning how see the world through proper inquiry. Questioning makes change, for it facilitates to perceive what is learned in the context of shared interest.

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## EXAM PREPARATION



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### LOVE AND MARRIAGE

**Task 1. Express your ideas about dating and marriage using the table and the ‘Key Language’.**

	Pros	Cons
<b>Dating Somebody</b>	Have only eyes for somebody; fall head over heels in love with; to have butterflies in the stomach; to be head over heels in love; to be hooked; to be under smb’s spell; to be absolutely crazy about smb.	Relationship may have its ups and downs (bumpy relationship); love may turn sour (become bad).
<b>Marrying Somebody</b>	To be inseparable; to be a well-matched couple; to be totally nuts about smb; to think we are made for each other; to think you will be always in love.	People can break down/split because of genuine misunderstanding; one person may cheat and another may become jealous.

#### **Key Language**

Firstly.../First of all...  
 Secondly.../In addition...  
 Then there is...  
 The fact is that...  
 Another thing that...  
 Also.../Finally...

**Task 2. Read the texts. Fill in the gaps with the italicized words.**

#### STARTING RELATIONSHIP

*Crush, courage, made for each other, ask, blind, adorable, sight, hit it off, hooked.*

When you meet the person that looks (1) \_\_\_\_\_ for you, you may have a (2) \_\_\_\_\_ on this person. It may be love at first (3) \_\_\_\_\_ or you may (4) \_\_\_\_\_ — get along with someone right after the beginning. Then you have to work up the (5) \_\_\_\_\_ to (6) \_\_\_\_\_ them out. Or you may ask a friend to arrange you (7) \_\_\_\_\_ date. It may appear that you are (8) \_\_\_\_\_ or the person got you (9) \_\_\_\_\_.

#### DATING

*Romantic, falls, date, along, know, seeing, steady, couple, hooked.*

When couples go on a (10) \_\_\_\_\_, they usually go to a (11) \_\_\_\_\_ restaurant or café, where they can get to (12) \_\_\_\_\_ each other better. When you start dating somebody regularly, we say that you are ‘(13) \_\_\_\_\_’ somebody. If you get (14) \_\_\_\_\_ really well then you might become a (15) \_\_\_\_\_.

Sometimes one person (16) \_\_\_\_\_ in love, which means they are

(17) \_\_\_\_\_ on the other person. When people date each other for a long time, they have  
 (18) \_\_\_\_\_ relationship.

### LOVE AND MARRIAGE

*Proposes, engaged, bride, ring, asks, bridegroom, fiancé, fiancée, husband, wife.*

When couples go out for a long time, they may decide to get (19) \_\_\_\_\_. One partner, usually the man, (20) \_\_\_\_\_. When he proposes, he gives a woman a wedding (21) \_\_\_\_\_ and (22) \_\_\_\_\_ her to marry him. They become a (23) \_\_\_\_\_ and a (24) \_\_\_\_\_. At the wedding fiancé becomes a (25) \_\_\_\_\_ and fiancée becomes a (26) \_\_\_\_\_. After the wedding they are (27) \_\_\_\_\_ and (28) \_\_\_\_\_.

### ENDING RELATIONSHIP

*Apart, divorced, single, break, argue, heartbroken, over, cheat, jealous.*

Sometimes couples start to (29) \_\_\_\_\_ over everything. Other couples just grow (30) \_\_\_\_\_. Also, one person may (31) \_\_\_\_\_ and another may get (32) \_\_\_\_\_. Then couples (33) \_\_\_\_\_ up. If they are married they get (34) \_\_\_\_\_. Then one person becomes a (35) \_\_\_\_\_ parent and another person remarries. However, when couples split apart, one person will need some time to get (36) \_\_\_\_\_ the relationship because he or she is (37) \_\_\_\_\_.

**Task 3. Read the text. For questions (1–12) choose the correct answer (A, B, C or D).**

### HOW TO LIVE HAPPILY EVER AFTER

**Define happiness.** Far too often people enter into relationships with unrealistic (1) \_\_\_\_\_. Happiness is primarily an internal emotion so there is a limit to how much your partner can ‘make’ you happy. As Eleanor Roosevelt once said, ‘Happiness isn’t a goal, it’s a by-product.’ Talk to your partner about what makes you happy and learn what makes your partner happy as well.

**Examine your relationship.** This can be tricky because no relationship is perfect and they all (2) \_\_\_\_\_ work, but it is entirely possible that you’re in a relationship that would require more work than finding a new partner. It can be hard to take an objective look at something so personal, so use a few objective measures of compatibility:

*Faith.* It can be extraordinarily difficult **to make a relationship** work if you don’t (3) \_\_\_\_\_ the same basic values. This isn’t to say that people of divergent faiths can’t be happy together, but that they will usually have to work a lot harder at it.

*Politics.* For the same reason, couples who share political values will (4) \_\_\_\_\_ it much easier **to stay happy over the long haul.** Our political beliefs are usually an extension of much deeper core values, so differences in political beliefs often indicate fundamental differences in the way that we perceive the world. Again, this doesn’t mean a relationship can’t (5) \_\_\_\_\_, but it will be much harder.

*Social.* If one half of the relationship likes to go out every night and the other half would **prefer to curl up with a good book,** it’ll be much harder **to find the mutual interests** that will (6) \_\_\_\_\_ your relationship.

*Financial.* It’s said that as many as half of divorces **are rooted in arguments that stem from finances.** If one half of the relationship is determined to be a multimillionaire while the other would be happy with a modest house and plenty of time to hike, this will likely be a source for conflict later. Again, this isn’t to say that the relationship cannot work, but by (7) \_\_\_\_\_ the sources of potential conflict before they arise, you can be much better prepared to deal with them when they occur.

**Be realistic.** A wise person once said that we spend one percent of our life (8) \_\_\_\_\_ decisions, four percent fretting over those decisions and the other 95 percent living with them. Odds are good that you didn't end up with the fairytale romance you envisioned as a kid, just as odds are good that you didn't end up with the job you saw yourself doing at age 10. Great relationships don't happen on their own and the more time you spend wishing your partner was someone they aren't, the less time you'll have to work hard at making the most of your relationship.

**Don't get addicted to the past.** Too often all people say things like 'We don't talk like we used to,' or 'He's just not like the man I married'. In a long relationship, you have to be prepared for your partner to grow and (9) \_\_\_\_\_. We continue to mature throughout our lives and you can't expect somebody to act the same way they did a decade ago any more than you can realistically expect them to look the same as they did a decade ago. Instead of focusing on the things you did together in the past, examine the people that you've become and focus on the things you will do together in the future.

**Communicate.** The first and last key to a successful relationship is communication. If you're unhappy, discuss it with your partner in a blame-free atmosphere. Remember that the key to good communication is listening rather than speaking. You might find that your partner shares your concerns, and just by getting them out in the open they can be easily (10) \_\_\_\_\_.

**Find mutual interests.** The best relationships are the ones that are augmented by common interests and activities. Most relationships start off with at least one or two common interests but these can fade over time, so it's important to keep trying new things and finding the ones that (11) \_\_\_\_\_ you as a couple.

**Never give up.** Once you've committed to a relationship, it's far too easy to give up when you hit a rocky patch. Before you do, try to look at the whole relationship from start to finish and ask yourself if your current problems are temporary or habitual. In other words, are you always unhappy, or has your relationship just fallen on (12) \_\_\_\_\_ times? If you can guide your relationship through the tough times and get back on the track toward happiness, you'll both be stronger for the journey.

- |    |               |                |                |                  |                                                                                                        |
|----|---------------|----------------|----------------|------------------|--------------------------------------------------------------------------------------------------------|
| 1  | A expecting   | B expectations | C unexpected   | D non-expecting  |                                                                                                        |
| 2  | A require     | B want         | C ask for      | D suspect        |                                                                                                        |
| 3  | A want        | B know         | C share        | D expect         | A B C D                                                                                                |
| 4  | A expect      | B learn        | C find         | D finding        | 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 5  | A succeed     | B success      | C successful   | D succeeded      | 2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 6  | A sustainable | B sustain      | C sustaining   | D sustainability | 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 7  | A recognize   | B recognizing  | C recognizable | D recognition    | 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 8  | A spending    | B taking       | C giving       | D making         | 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 9  | A mature      | B maturity     | C maternal     | D maternity      | 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 10 | A discussing  | B reaching     | C solved       | D solving        | 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 11 | A suit        | B like         | C match        | D get            | 8 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 12 | A sad         | B good         | C free         | D tough          | 9 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
|    |               |                |                |                  | 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|    |               |                |                |                  | 11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|    |               |                |                |                  | 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Task 4. On a separate sheet of paper write an article to your school newspaper about the old couple that has been married for 60 years. Describe their relations by telling about the possible difficulties of any marriage and explaining how they were able to overcome these difficulties successfully.**

## LESSON PLAN

### Reading Newspaper Articles



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**Topic/Context for the lesson:**

Newspaper Article

**Main aim:**

By the end of the lesson the learners will be better able to understand newspaper articles by introducing them to prediction, skimming and scanning sub-skills.

**Class profile:**

A group of 12 students who study political science at Taras Shevchenko National University of Kyiv. They have three classes every week, Tuesday (two classes) and Friday (one class). The learners are following a syllabus based on *Clare, Antonia and Wilson, J. J. (2015). Speakout: Intermediate Student's Book with DVD-ROM: Second Edition, Pearson Education.*

The learners' age is 17-18. They are energetic and dynamic. They are willing to learn and tend to participate in any activities. All of the students are bilingual, and speak Ukrainian and Russian fluently. They come from different Ukrainian towns and cities. Their interest to political issues in Ukraine and the world has led them to study political science. The majority of them like reading newspapers (predominantly online), watching news, documentaries, films and series.

From the needs analysis conducted at the beginning of the course it is seen that the learners struggle with grammar tenses, pronunciation. They do not have enough vocabulary to express their feelings, attitudes, and events. Reading, listening, speaking and writing skills should be practiced.

The majority of students is visual learners. As a result, the teacher should use more the whiteboard for mind maps, graphs, etc. to explain the language material. In addition, approximately half of the students combine visual and tactile learning styles, which is good at presenting such authentic materials, as newspapers (they can read, see pictures and photos, touch and turn the pages). The other half combine auditory and kinaesthetic learning styles.

**Assumptions and strengths of the group** (in relation to this lesson)

**Language:**

The learners are of intermediate level. However, they can struggle with lexis presented in the newspaper articles. They may be challenged to find out the general idea of the text from the context, without paying attention to unknown vocabulary.

**Skills:**

The learners should be able to make predictions from the headlines of newspaper articles.

The learners should be able to identify the structure of the newspaper articles, as they practiced it during the previous lesson.

The scanning might be easier for the learners as they can find dates, numbers and names in the texts.

**Interests:**

Reading newspaper articles (paper or online) and analysing news described there is necessary to the learners' future profession in the sphere of political science. Making predictions looking at the headlines and the leads, skimming and finding out the author's opinion, and scanning key names, dates and numbers will be helpful in their profession.

**Skills analysis**

In this section I will analyse the prediction, skimming and scanning sub-skills. The text under analysis is the Article 1 from the Lesson Materials.

**Prediction**

Looking at the headline of the article '*Trump hardens his defense of Saudi prince*' the learners are predicted what the article is about. Possible predictions are:

- A recent killing of a journalist at Saudi Arabia consulate in Turkey;
- The crown prince of Saudi Arabia is accused of murder;
- The president of the U.S. does not think that the prince is guilty.

**Skimming**

The learners are expected to answer the questions looking at:

- The headlines (highlighted yellow);
- The lead (highlighted green);
- The first paragraph (highlighted pink);
- The last two paragraphs (highlighted violet);
- The topic sentences (highlighted orange);
- The photo and the text under it (highlighted blue).

With the help of skimming the learners can understand the general idea of the article, and the following key information:

- The Washington Post journalist Jamal Khashoggi was killed in the Saudi Arabia consulate in Turkey;
- Republicans and Democrats in Congress accuse the Crown Prince of Saudi Arabia of killing the journalist;
- The Treasury Department pushed strong sanctions on 17 people involved in the crime;
- Trump thinks that the prince is not guilty because Saudi Arabia bought American weapons, help solve the war in Yemen, agreed to increase oil production, helped the U.S. isolate Iran.
- In addition, the prince of Saudi Arabia did not protest when Trump decided to move the American Embassy to Jerusalem last year.

**Scanning**

The learners work here as 'scanners': they try to pay attention to:

- typographic features (bold or italic font, capital letters) – to find out who is the author of the article, type of the article (news analysis);
- names – the journalist (Jamal Khashoggi), the crown prince of Saudi Arabia (Mohammed bin Salman), the crown prince of United Arab Emirates (Mohammed bin Zayed), the President of the U.S. (Trump), authors of the article (Mark Landler and David E. Sanger), etc.;
- dates – when the journalist was killed (October 2<sup>nd</sup>, 2018);
- numbers – how much money Saudi Arabia paid for American weapons (from \$14.5 to \$110 billion).

# Trump hardens his defense of Saudi prince

NEWS ANALYSIS  
WASHINGTON

President plays down importance of report by his administration

BY MARK LANDLER

As evidence piles up pointing to the Saudi crown prince's responsibility in the brutal killing of the dissident journalist Jamal Khashoggi, President Trump has only hardened his refusal to concede any possibility that the prince had a hand in the crime.

Mr. Trump, who had once condemned Saudi leaders for perpetrating "the worst cover-up in history," praised Saudi Arabia over the weekend as a "truly spectacular ally," even after the Central Intelligence Agency concluded that Crown Prince Mohammed bin Salman, the kingdom's de facto leader, had ordered the murder.

Mr. Trump said he would wait for a report on Mr. Khashoggi's death produced by his administration, due Tuesday, before deciding how to assign blame. But he seemed to play down the importance of the report even before it was issued, suggesting that it would not establish definitively who was ultimately responsible and risking a clash with his own intelligence agencies.

"Will anybody really know?" Mr. Trump said in an interview aired on "Fox News Sunday." "All right, will anybody really know?"

He also showed little interest in one of the vital pieces of evidence in the case: an audio recording of Mr. Khashoggi's death last month in the Saudi Consulate in Istanbul, which the Turkish government shared with the C.I.A. Mr. Trump said there was no reason for him to listen to the recording because "it's a suffering tape, it's a terrible tape."

The president's remarks were a vivid illustration of how deeply Mr. Trump has invested in the 33-year-old Saudi heir, who has become the fulcrum of the administration's strategy in the Middle East — including Iran and the Israeli-Palestinian peace process — as well as a prolific shopper for American military weapons, even if most of those contracts have not paid off yet.

They also showed how stubbornly Mr. Trump has decided to stick with his ally. He does not even want to listen to evidence that could shake his confidence, even if it creates rifts with intelligence officials. Internal tensions were already on display over the weekend when, after the C.I.A. tied Prince Mohammed to the killing, the State Department issued a statement saying that "reports indicating that the U.S. government has made a final conclusion are inaccurate."

For Mr. Trump, it is enough that Prince Mohammed denied any involvement in the killing in phone calls with him.

SAUDI, PAGE 7



BY AP/WIDEWORLD/AGENCE FRANCE PRESSE — GETTY IMAGES

A banner of the journalist Jamal Khashoggi, who was killed in a Saudi consulate. Republicans and Democrats in Congress flatly accuse the Saudi prince of being responsible.

# Trump alone defends prince

SAUDI, FROM PAGE 1

The president's defense of the prince is reminiscent of the way he deflects questions about Russia's interference in the 2016 election by saying that President Vladimir V. Putin always denies it when he asks.

As with Russia, those statements have become increasingly unconvincing. "He's showing that they're desperate," said Bruce O. Riedel, an expert on Saudi Arabia who is a senior fellow at the Brookings Institution. "They're now staring at the fact that they're not going to be able to deny Mohammed bin Salman's culpability."

Mr. Trump's stand is creating an American foreign policy that is becoming increasingly isolated in its position. The European Union has demanded "full clarity" from the Saudis about the killing of Mr. Khashoggi, who lived in Virginia and was a contributor to The Washington Post. Even other countries like Israel, with strategic ties to Saudi Arabia, are not vocally defending Prince Mohammed.

Republicans and Democrats in Congress flatly accuse the prince of being responsible and say they will push for much stronger action against Saudi Arabia. On Saturday, Senator Bob Corker, the Tennessee Republican who is chairman of the Senate Foreign Relations Committee, tweeted, "Everything

points to the Crown Prince of Saudi Arabia, MBS, ordering @washingtonpost journalist Jamal #Khashoggi's killing."

The United Arab Emirates, one of Saudi Arabia's neighbors, is eager to wind down Prince Mohammed's marquee foreign policy project, the war in Yemen, where Saudi and Emirati-backed forces are battling Houthi rebels backed by Iran. The war, which has killed thousands of civilians, is a primary target of American lawmakers.

Mr. Trump refused to listen to an audio recording of the killing.

Mr. Trump's national security adviser, John R. Bolton, met the crown prince of the United Arab Emirates, Mohammed bin Zayed, last week in Abu Dhabi, and the two discussed ways to hasten an end to the war.

During that trip, Mr. Bolton told reporters that the Turkish audio recording "does not, in any way, link the crown prince to the killing." Mr. Trump did not say whether it shed light on Prince Mohammed's role, but he contended that he would not learn anything from listening to it.

"I've been fully briefed on it," Mr. Trump told Chris Wallace of Fox News. "In fact, I said to the people, 'Should I?'

They said: 'You really shouldn't. There's no reason.'"

Mr. Trump noted that the Treasury Department had imposed "massive" human rights sanctions on 17 Saudis involved in the crime, some of whom are close associates of the prince.

The list included Saud al-Qahtani, a top adviser to Prince Mohammed, but it did not include Ahmed al-Assiri, a former deputy head of the Saudi intelligence service, whom Saudi officials said masterminded the plot to confront Mr. Khashoggi in the consulate on Oct. 2.

"At the same time," Mr. Trump said, "we do have an ally and I want to stick with an ally that in many ways has been very good."

He emphasizes the jobs created by Saudi Arabia's pledge to buy \$110 billion worth of American weapons. But defense analysts have calculated only \$14.5 billion in booked sales, and the real number might be lower than that. The Saudis have not concluded a single major new arms deal since Mr. Trump took office, according to Mr. Riedel.

Saudi Arabia is a linchpin of the American strategy to isolate Iran. The kingdom agreed to increase oil production to offset the loss of oil from Iran after Mr. Trump reimposed sanctions on Iran's energy and banking system this month.

But in recent weeks, with the United States having eased the pressure on the

market by granting waivers to several major importers of Iranian oil, Saudi Arabia is considering cutting production.

Mr. Trump's son-in-law and senior adviser, Jared Kushner, cultivated Prince Mohammed and views him as critical to his efforts to broker a peace agreement between Israel and the Palestinians. The prince did help by modulating Saudi Arabia's response to Mr. Trump's decision to move the American Embassy to Jerusalem last year.

But the prince's father, King Salman, has since made clear that the Saudis will not force the Palestinians to accept a deal with Israel — and Mr. Kushner's peacemaking efforts look stymied.

Given the passions generated on Capitol Hill by the Yemen war, the White House is likely to use the Khashoggi affair as leverage to force Prince Mohammed to wind down the conflict as quickly as possible. But Saudi experts warn that this will be difficult, since an abrupt Saudi retreat would further tarnish the prince's image inside the kingdom.

"It's very clear that what the administration wants is to buy off Congress with Yemen," Mr. Riedel said. "But it doesn't solve the underlying problem, which is that Mohammed bin Salman is a destabilizing force in the region."

David E. Sanger contributed reporting.

<b>Anticipated problems and solutions (in relation to the lesson aims and learning outcomes; the learners and the learning context; the equipment, materials and resources)</b>	
<p>Language problems...</p> <p>The learners may struggle with unknown words, and will not continue reading before they can understand their meaning.</p> <p>Some learners may be confused with passive constructions the newspaper articles contain.</p>	<p>Solutions...</p> <p>Inform them before reading the newspaper articles to keep the unknown words till the end of the lesson.</p> <p>Inform them before reading the newspaper articles to underline difficult structures, and keep them till the end of the lesson.</p>
<p>Skills problems...</p> <p>Some learners may struggle with the prediction task.</p> <p>Some learners may struggle with the skimming task during the Test 1 stage.</p> <p>Some learners may struggle with the scanning task during the Test 1 stage.</p>	<p>Solutions...</p> <p>Let them discuss first in pairs. Explain that predictions cannot be always right because of different viewpoints.</p> <p>Explain that they will do the second chance with another newspaper article.</p> <p>Explain that they will do the second chance with another newspaper article.</p>
<p>Practical problems (e.g. instructions, tasks, resources)...</p> <p>Some learners may not understand the tasks.</p> <p>The room for the lesson may be too big, or it may be badly equipped.</p>	<p>Solutions...</p> <p>Ask ICQs, monitor.</p> <p>Deal with the room beforehand, and ensure it is equipped with the board, or use flipcharts.</p>

**Materials (include source):**

Authentic newspaper articles:

The Article 1 is taken from *The New York Times International Edition*, Tuesday, November 20, 2018. Pp. 1, 7.

The Article 2 is taken from *The New York Times: International Edition*, Tuesday, November 13, 2018. P. 7.

The model of the Article 1.

Worksheets (created by the teacher).

Stage	Aim(s)	Procedure	Resources	Focus / Interaction	Time
Lead-in	<ul style="list-style-type: none"> <li>- To generate interest in the topic of newspapers</li> <li>- To activate schemata on the topic of newspapers</li> </ul>	The teacher shows the learners newspapers, and asks learners about their experience in reading newspapers, names of British and American newspapers.	Newspapers	T-Ss	5 0:00-0:05
Test 1	<ul style="list-style-type: none"> <li>- To try prediction sub-skill</li> <li>- To try skimming sub-skill</li> <li>- To try scanning sub-skill</li> </ul>	<p>The teacher shows the headline of a newspaper article, and asks learners to discuss in pairs what might the article be about. Then the teacher nominates to reflect learners' predictions.</p> <p>The teacher distributes the Article 1, and asks learners to read it for two minutes and answer the questions. Then learners discuss their answers in pairs, and the teacher nominates for presenting the answers to the whole class. Then they count how many correct answers each learner has.</p> <p>The teacher asks learners to read the same article for two minutes, and answer the questions about names, numbers and dates. Then learners discuss their answers in pairs, and the teacher nominates for presenting the answers to the whole class. Then they count how many correct answers each learner has.</p>	Newspaper article, Worksheet with questions and answers	<p>S-S T-Ss</p> <p>S S-S T-Ss</p> <p>S S-S T-Ss</p>	18 0:05-0:23
Teach	<ul style="list-style-type: none"> <li>- To raise learners' awareness of what is involved in the prediction sub-skill</li> <li>- To raise learners' awareness of what is involved in the skimming sub-skill</li> </ul>	<p>The teacher distributes the checklist questions:</p> <ol style="list-style-type: none"> <li>1) <i>Did I read the headlines?</i></li> <li>2) <i>Did I pay attention to the text under the photo?</i></li> <li>3) <i>Did I read the first paragraph? Why (not)?</i></li> <li>4) <i>Did I read the last paragraph? Why (not)?</i></li> <li>5) <i>Did I try to understand every word? Why (not)?</i></li> <li>6) <i>Did I pay attention to dates, numbers and names? Why (not)?</i></li> </ol>	Checklist, Model text of the Article 1	S S-S T-Ss	12 0:23-0:35

	<p>- To raise learners' awareness of what is involved in the scanning sub-skill</p>	<p>7) <i>Did I pay attention to words in bold and italic?</i></p> <p>The learners think about the actions they fulfilled. Then they discuss in pairs.</p> <p>The teacher shows where the learners can find important information in the newspaper article:</p> <ul style="list-style-type: none"> <li>- Prediction: headline;</li> <li>- Skimming: lead, the text under the picture, the first paragraph, the last paragraph;</li> <li>- Scanning: names, numbers, dates, and typographical features.</li> </ul>			
Test 2	<p>- To practice prediction sub-skill</p> <p>- To practice skimming sub-skill</p> <p>- To practice scanning sub-skill</p>	<p>The teacher shows the headline of another newspaper article, and asks learners to discuss in pairs what might the article be about. Then the teacher nominates to reflect learners' predictions.</p> <p>The teacher distributes the Article 2, and asks learners to read it for two minutes and answer the questions. Then learners discuss their answers in pairs, and the teacher nominates for presenting the answers to the whole class. Then they read the answers in their worksheets, and count how many correct answers each learner has.</p> <p>The teacher asks learners to read the same article for two minutes, and answer the questions about names, numbers and dates. Then learners discuss their answers in pairs, and the teacher nominates for presenting the answers to the whole class. Then they count how many correct answers each learner has.</p>	<p>Newspaper article, Worksheet with questions and answers</p>	<p>S-T-Ss</p> <p>S S-S T-Ss</p> <p>S S-S T-Ss</p>	<p>18 0:35-0:53</p>
Lesson consolidation	<p>- To reflect on learners' understanding of the lesson and target reading sub-skills</p>	<p>The teacher asks students the following questions:</p> <p>1) <i>How many correct answers did you get during the first and second reading?</i></p> <p>2) <i>Has anything changed when comparing to your previous</i></p>	<p>Worksheet</p>	<p>S-S T-Ss</p>	<p>7 0:53-0:60</p>

		<p><i>experience in reading newspaper articles?</i></p> <p>3) <i>How can you apply these reading techniques in your studies?</i></p> <p>The students discuss in pairs, then the teacher nominates to present to the class.</p>			
Delayed error correction (optional)	- To provide learners with language feedback	The teacher writes learners' errors and mistakes on the board. The learners first discuss in pairs, and then the teacher nominates learners who did or could do such mistakes to correct them on the board.	Whiteboard	S-S T-Ss	5*

**Lesson Materials**  
**Article 1**

**Trump hardens his defense of Saudi prince**

NEWS ANALYSIS  
WASHINGTON

President plays down importance of report by his administration

BY MARK LANDLER

As evidence piles up pointing to the Saudi crown prince's responsibility in the brutal killing of the dissident journalist Jamal Khashoggi, President Trump has only hardened his refusal to concede any possibility that the prince had a hand in the crime.

Mr. Trump, who had once condemned Saudi leaders for perpetrating "the worst cover-up in history," praised Saudi Arabia over the weekend as a "truly spectacular ally," even after the Central Intelligence Agency concluded that Crown Prince Mohammed bin Salman, the kingdom's de facto leader, had ordered the murder.

Mr. Trump said he would wait for a report on Mr. Khashoggi's death produced by his administration, due Tuesday, before deciding how to assign blame. But he seemed to play down the importance of the report even before it was issued, suggesting that it would not establish definitively who was ultimately responsible and risking a clash with his own intelligence agencies.

"Will anybody really know?" Mr. Trump said in an interview aired on "Fox News Sunday." "All right, will anybody really know?"

He also showed little interest in one of the vital pieces of evidence in the case: an audio recording of Mr. Khashoggi's death last month in the Saudi Consulate in Istanbul, which the Turkish government shared with the C.I.A. Mr. Trump said there was no reason for him to listen to the recording because "it's a suffering tape, it's a terrible tape."

The president's remarks were a vivid illustration of how deeply Mr. Trump has invested in the 33-year-old Saudi heir, who has become the fulcrum of the administration's strategy in the Middle East — including Iran and the Israeli-Palestinian peace process — as well as a prolific shopper for American military weapons, even if most of those contracts have not paid off yet.

They also showed how stubbornly Mr. Trump has decided to stick with his ally. He does not even want to listen to evidence that could shake his confidence, even if it creates rifts with intelligence officials. Internal tensions were already on display over the weekend when, after the C.I.A. tied Prince Mohammed to the killing, the State Department issued a statement saying that "reports indicating that the U.S. government has made a final conclusion are inaccurate."

For Mr. Trump, it is enough that Prince Mohammed denied any involvement in the killing in phone calls with him.

SAUDI, PAGE 7



A banner of the journalist Jamal Khashoggi, who was killed in a Saudi consulate. Republicans and Democrats in Congress flatly accuse the Saudi prince of being responsible.

**Trump alone defends prince**

SAUDI, FROM PAGE 1

The president's defense of the prince is reminiscent of the way he deflects questions about Russia's interference in the 2016 election by saying that President Vladimir V. Putin always denies it when he asks.

As with Russia, those statements have become increasingly unpersuasive. "He's showing that they're desperate," said Bruce O. Riedel, an expert on Saudi Arabia who is a senior fellow at the Brookings Institution. "They're now staring at the fact that they're not going to be able to deny Mohammed bin Salman's culpability."

Mr. Trump's stand is creating an American foreign policy that is becoming increasingly isolated in its position. The European Union has demanded "full clarity" from the Saudis about the killing of Mr. Khashoggi, who lived in Virginia and was a contributor to The Washington Post. Even other countries like Israel, with strategic ties to Saudi Arabia, are not vocally defending Prince Mohammed.

Republicans and Democrats in Congress flatly accuse the prince of being responsible and say they will push for much stronger action against Saudi Arabia. On Saturday, Senator Bob Corker, the Tennessee Republican who is chairman of the Senate Foreign Relations Committee, tweeted, "Everything

points to the Crown Prince of Saudi Arabia, MbS, ordering @washingtonpost journalist Jamal #Khashoggi's killing."

The United Arab Emirates, one of Saudi Arabia's neighbors, is eager to wind down Prince Mohammed's marquee foreign policy project, the war in Yemen, where Saudi and Emirati-backed forces are battling Houthi rebels backed by Iran. The war, which has killed thousands of civilians, is a primary target of American lawmakers.

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Mr. Trump's national security adviser, John R. Bolton, met the crown prince of the United Arab Emirates, Mohammed bin Zayed, last week in Abu Dhabi, and the two discussed ways to hasten an end to the war.

During that trip, Mr. Bolton told reporters that the Turkish audio recording "does not, in any way, link the crown prince to the killing." Mr. Trump did not say whether it shed light on Prince Mohammed's role, but he contended that he would not learn anything from listening to it.

"I've been fully briefed on it," Mr. Trump told Chris Wallace of Fox News. "In fact, I said to the people, 'Should I?"

They said: 'You really shouldn't. There's no reason.'"

Mr. Trump noted that the Treasury Department had imposed "massive" human rights sanctions on 17 Saudis involved in the crime, some of whom are close associates of the prince.

The list included Saud al-Qahtani, a top adviser to Prince Mohammed, but it did not include Ahmed al-Assiri, a former deputy head of the Saudi intelligence service, whom Saudi officials said masterminded the plot to confront Mr. Khashoggi in the consulate on Oct. 2.

"At the same time," Mr. Trump said, "we do have an ally and I want to stick with an ally that in many ways has been very good."

He emphasizes the jobs created by Saudi Arabia's pledge to buy \$110 billion worth of American weapons. But defense analysts have calculated only \$14.5 billion in booked sales, and the real number might be lower than that. The Saudis have not concluded a single major new arms deal since Mr. Trump took office, according to Mr. Riedel.

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But the prince's father, King Salman, has since made clear that the Saudis will not force the Palestinians to accept a deal with Israel — and Mr. Kushner's peacemaking efforts look stymied.

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"It's very clear that what the administration wants is to buy off Congress with Yemen," Mr. Riedel said. "But it doesn't solve the underlying problem, which is that Mohammed bin Salman is a destabilizing force in the region."

David E. Sanger contributed reporting.

**Inn lear**

California from pris so much l

BY MIHIR ZA'

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Taken from *The New York Times International Edition*, Tuesday, November 20, 2018. Pp. 1, 7.

**1. Read the text and answer the following questions.**

1. What happened to Jamal Khashoggi?
2. What are the consequences for Saudi Arabia after the crime?
3. Why is Saudi Arabia still an American ally?

**Answers**

1. The Washington Post journalist Jamal Khashoggi was killed in the Saudi Arabia consulate in Turkey.
2. Republicans and Democrats in Congress accuse the Crown Prince of Saudi Arabia of killing the journalist. The Treasury Department pushed strong sanctions on 17 people involved in the crime.
3. Saudi Arabia bought American weapons. They are helping to solve the war in Yemen. They agreed to increase oil production. They helped the U.S. isolate Iran. The prince of Saudi Arabia did not protest when Trump decided to move the American Embassy to Jerusalem last year.

**2. Read the text again and answer the following questions.**

1. When was Khashoggi killed?
2. What are the names of the Crown Prince of Saudi Arabia and his father?
3. How much money did Saudi Arabia pay for American weapons?
4. Who is Mohammed bin Zayed?
5. Who is the author of the article?

**Answers**

1. He was killed on October 2<sup>nd</sup>, 2018.
2. Prince Mohammed and King Salman.
3. \$110 billion, according to Trump; but defense analysts claim only \$14.5 billion.
4. Mohammed bin Zayed is the crown prince of the United Arab Emirates.
5. The author of the article is Mark Landler, and David E. Sanger contributed to the article.

Article 2

# Californians wonder if state's tough gun laws are enough

LOS ANGELES

**After latest mass killing, activists and politicians ask if more can be done**

BY TIM ARANGO AND JENNIFER MEDINA

After a mass killing in Santa Barbara in 2014, California passed a law that let police officers and family members seek restraining orders to seize guns from troubled people. A year later, a shooting rampage in San Bernardino led to voters' approving a ballot proposition to outlaw expanded magazines for guns and require background checks for buying ammunition.

The state has also banned assault weapons and regulates ammunition sales — all part of a wave of gun regulation that began a quarter century ago with a mass murder at a San Francisco law firm.

California may have the toughest gun control laws in the United States, but that still did not prevent the latest mass killing — a shooting on Wednesday that left 12 people dead at the Borderline Bar & Grill in Thousand Oaks.

Investigators are still combing through the background of the gunman, who was found dead after the shooting. But gun control activists and politicians in the state are already weighing what more can be done, and whether existing measures could have prevented the killing.

The attack came just after California elected a new governor, Gavin Newsom, and eyes are on him to see how he responds.

Mr. Newsom is seen as even more aggressive on gun restrictions than his predecessor, Gov. Jerry Brown, and some experts say the state could see the passage of even tougher laws. As lieutenant governor, Mr. Newsom led the effort after the San Bernardino killings to pass the ballot proposition on high-capacity magazines and background checks — a measure that has not been enacted yet because of a court challenge.

With Mr. Brown out of the state last week, and Mr. Newsom serving as acting governor, the mass shooting became the first crisis he faced after being elected Tuesday night.

"The response is not just prayers," Mr. Newsom said at a news conference on Thursday in Sacramento. "The response cannot just be excuses. The response sure as hell cannot be more guns."

Survivors and family members of those who have been killed in gun violence are also calling for stronger measures. On Thursday, Susan Orfanos, whose son survived a mass shooting in Las Vegas last year only to die in the Borderline, told a New York Times reporter: "He didn't come home last night, and the two words I want you to write are: gun control. Right now — so that no one else goes through this. Can you do that? Can you do that for me? Gun control."

As California has become more liberal in recent decades, and especially after

President Trump was elected, gun control is one of several issues — along with climate change, immigration and health care — that have placed the state firmly in opposition to the federal government. In the wake of mass killings, the state's political leaders often find themselves pushing for more gun control within California, while speaking out against the federal government's unwillingness to take up the issue, and against the National Rifle Association's positions.

"The National Rifle Association — I'll say this — is bankrupt, morally, and they need to be held to account to their rhetoric and their actions," Mr. Newsom said.

Mr. Newsom did not offer specific new measures that he would push for, but he did say that he would have signed some gun control bills that Mr. Brown had vetoed in recent years. Among those were bills that would have expanded restraining orders, to allow co-workers, school employees and mental health providers to ask courts to take away guns from someone.

Even with the country's toughest gun laws, California has still had the most deaths from mass shootings since 1982, according to a database compiled by Mother Jones — 128 people killed. Florida, with roughly half the population of California, has the second most deaths from mass shootings over that time, 118 killed.

But California also has the highest population in the country, and no one knows how many mass shootings may have been prevented by the gun laws already in place in the state.

"What matters is not just the count but the rate," said Dr. Karen Wintemute,



California has some of the strictest gun laws in the United States but has had the most deaths from mass shootings since 1982. Still, it has substantially cut its gun-death rate.

ANDREW HERTON FOR THE NEW YORK TIMES

sand Oaks shooting, and a Marine who had served in Afghanistan, drew the attention of police officers in April when they were called to his house for a domestic disturbance. Mental health specialists were called in, and discussed with him his military service and possibility of post-traumatic stress disorder, but determined he was not dangerous enough to detain him and force him to receive treatment.

The episode raised the question of whether someone should have sought a restraining order to keep him away from guns. "My issue with Thousand Oaks is implementing the gun violence restraining order we already have in place," said Allison Anderman, managing attorney at the Giffords Law Center to Prevent Gun Violence, an advocacy group in San Francisco. "The shooter was undeniably a candidate for a gun violence restraining order, and for whatever reason the Ventura County Sheriff's Department did not try to obtain one."

Mr. Long also apparently used an extended magazine on his Glock 21.45-caliber handgun, a device that California voters banned in 2016. The measure has stalled in the courts after a lawsuit from the N.R.A.

In the aftermath of the Thousand Oaks shooting, activists are pushing to expand background checks and widen the circle of people who can seek gun restraining orders. Dr. Wintemute, the emergency room physician, said he was pushing to make a history of alcohol abuse a criterion to prohibit someone from buying a gun. "I think we'll see interest in tightening up California's background check procedures," he said.

an emergency room physician who also leads the University of California Firearm Violence Research Center, which was created in the aftermath of the San Bernardino massacre to study how to prevent mass shootings. "And California's rate is about half that of Florida's."

Most gun deaths are not from mass shootings, and the focus of the gun control movement is on reducing the overall number of gun deaths — in homicides, suicides and accidents. By that measure, California has been successful: It has cut its gun-death rate in half over the last 25 years, and California is among the states with the lowest rates,

with 7.9 deaths per 100,000 residents in 2016, according to data from the Centers for Disease Control and Prevention.

Despite its reputation as tough on guns, there are pockets of support for easing controls, especially in rural, inland areas, and there are still plenty of gun owners in the state. California has the second most registered guns in the country — more than 340,000, which is second to Texas, according to statistics published by the Bureau of Alcohol, Tobacco, Firearms and Explosives. But on a per capita basis, California ranks low, 44th, with 8.71 guns per 1,000 people.

Ian D. Long, the gunman in the Thousand Oaks shooting, activists are pushing to expand background checks and widen the circle of people who can seek gun restraining orders. Dr. Wintemute, the emergency room physician, said he was pushing to make a history of alcohol abuse a criterion to prohibit someone from buying a gun. "I think we'll see interest in tightening up California's background check procedures," he said.

**3. Read the text and answer the following questions.**

1. What happened in California?
2. Why are gun control law in California very strict?
3. What will a new governor do after the incident?

**Answers**

1. There was a shooting at the Borderline Bar & Grill in Thousand Oaks, California.
2. Because the society wants to prevent mass shootings. There was a mass murder at a San Francisco law firm 25 years ago, 128 people were killed in 1982, there was a mass killing in Santa Barbara in 2014.
3. A new governor is more aggressive on gun restrictions than his predecessor. He will probably force to adopt stronger measures on gun control.

**4. Read the text again and answer the following questions.**

1. How many people were killed in Thousand Oaks on Wednesday?
2. Who is a new governor of California?
3. How many guns are registered in California?
4. Whose son survived in a Las Vegas mass shooting, but died in a Californian mass killing?
5. Who is the author of the article?

**Answers**

1. 12 people were killed.
2. A new governor of California is Mr. Newsom.
3. More than 340,000 guns are registered in California.
4. Susan Orfanos.
5. The authors of the article are Tim Arango and Jennifer Medina.

**Checklist**

**5. Answer the following questions:**

- 1) Did I read the headlines?
- 2) Did I pay attention to the text under the photo?
- 3) Did I read the first paragraph? Why (not)?
- 4) Did I read the last paragraph? Why (not)?
- 5) Did I try to understand every word? Why (not)?
- 6) Did I pay attention to dates, numbers and names? Why (not)?
- 7) Did I pay attention to words in **bold** and *italic*?

## ANNOUNCEMENTS



MINISTRY OF SCIENCE AND EDUCATION OF UKRAINE

U.S. EMBASSY IN UKRAINE  
TESOL-UKRAINE

O.M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV, KHARKIV

2019 TESOL-Ukraine National Convention  
**Thinking Globally – Teaching Locally**  
*Kharkiv, April 9-10, 2019*

### F I R S T C A L L

Details on the support by Regional English Language Office, U.S. Embassy, Ukraine, will be announced in the Second CALL.

TESOL-Ukraine is a national non-governmental association of professionals advancing the quality of English language teaching in Ukraine through life-long professional development and research. It is an affiliate of TESOL, Inc. The mission of TESOL-Ukraine Association is to provide international standards in the sphere of teaching and learning English, advance professional expertise, develop the system of teacher-training, network with the professionals in Ukraine and worldwide, and promote new ideas and methods in teaching English.

The goal of the 25<sup>th</sup> TESOL-Ukraine National Convention is to bring together EFL professionals in Ukraine to define the strategies of English teaching development in the context of the global changes in ELT. We welcome international participants to broaden the circle of EFL teachers to ensure the sustainability of changes in the sphere of English teaching and learning in Ukraine.

#### REGISTRATION FEES

Registration **before February 1, 2019**

TESOL-Ukraine members 2019: UAH 350.

Non-members: UAH 600.

Registration **before February 20, 2019**

TESOL-Ukraine members 2019: UAH 425

Non-members: UAH 600.

Registration **before March 10, 2019**

TESOL-Ukraine members 2019: UAH 475

Non-members: UAH 600.

Registration on-site – 600 UAH.

Registration fee covers: Convention Program, Book of Convention Papers, conference bag, certificates, lunch, and 2 coffee breaks for all registered participants.

## CONFERENCE LOCATION

The conference will be held at

O.M. Beketov National University of Urban Economy in Kharkiv  
<http://www.kname.edu.ua>

## BOOK OF CONVENTION PAPERS

The Convention is accepting submissions for papers to be presented and/or published.

- Participants interested in presentation and publication, please, submit a 100-word abstract, a short bio for the Convention Program, a CV, and a one-page summary of your presentation, up to two pages paper for the Book of Convention Papers, as well as the photo of the author/authors sent separately in a PNG or JPEG format not more than 100 KB.
- Participants interested in presentation only, please, submit a 100-word abstract, a short bio for the Convention Program, a CV, a one-page summary of your presentation, as well as the photo of the author/authors sent separately in a PNG or JPEG format not more than 100 KB.
- Participants interested in publication only, please submit an up to two pages paper for the Book of Convention Papers.

## TRANSPORTATION

Conference participants are responsible for arranging their own transportation to and from the conference site. Opening Plenary will begin on Wednesday morning, April 9, 2019. Closing Plenary will end by late afternoon on Thursday, April 10, 2019. Please, make your travel arrangements accordingly.

## Guidelines on submitting Registration/Presentation set

1. Complete Registration Form.
2. Complete Presenter Form if you would like to present. The abstract, CV and summary will be used by the reviewers in the selection process.
3. Pay registration fee using the bank information below and attach the scan of the receipt to the set of documents:

Асоціація ТІСОЛ-Україна

Номер рахунку п/р 26008300476660

Назва банку АТ "Ощадбанк"

Адреса банку ТІВБВ № 10013/0289 ФЛОУ АТ "ОЩАДБАНК"

МФО Код банку 325796

Код ЄДРПОУ організації 33073458

Призначення платежу: *Регістраційний внесок, Прізвище відправника*

5. E-mail the following set of documents to:

presenters with/without publication – to the head of your interest section (*see below*);

attendees with publication – to the head of your interest section (*see below*);

attendees without publication – to [tesolconferenceukraine@gmail.com](mailto:tesolconferenceukraine@gmail.com) Svitlana Zubenko Tel: 0501016053,

E-mail: [zubenkosvitlana@gmail.com](mailto:zubenkosvitlana@gmail.com)

<p>For presenters with publication</p> <input type="checkbox"/> Registration Form <input type="checkbox"/> Presentation Form <input type="checkbox"/> Up to two-page article <input type="checkbox"/> Scan of Conference registration payment receipt <input type="checkbox"/> CV <input type="checkbox"/> One-page summary <input type="checkbox"/> Photo <b>Deadline: February 20, 2019</b>	<p>For presenters without publication</p> <input type="checkbox"/> Registration Form <input type="checkbox"/> Presentation Form <input type="checkbox"/> Scan of Conference registration payment receipt <input type="checkbox"/> CV <input type="checkbox"/> One-page summary <input type="checkbox"/> Photo <b>Deadline: March 10, 2019</b>	<p>For attendees with publication</p> <input type="checkbox"/> Registration Form <input type="checkbox"/> Up to two-page article <input type="checkbox"/> Scan of Conference registration payment receipt <input type="checkbox"/> Photo <b>Deadline: February 20, 2018</b>	<p>For attendees without publication</p> <input type="checkbox"/> Registration Form <input type="checkbox"/> Scan of Conference registration payment receipt <b>Deadline: March 10, 2019</b>
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NB: Please indicate the following details in the **subject line** of your e-mail:

- Last name
- Type of your participation: presenter, attendee
- Paper focus for those who send articles to be published in the Book of Conference Papers: methodology, ESP, literature.
- GOOGLE FORM** <https://goo.gl/forms/De44OfScrOxXfsKB2> (Ctrl+Click)

*For example: Ivanchuk – presenter – ESP*

Please indicate the following details in your **application files**:

- Registration Form *E.g.: Ivanchuk\_presenter\_ESP\_registration form*
- Presentation Form *E.g.:Ivanchuk\_presenter\_ESP\_presentation form*
- Google form IMPORTANT
- Article *E.g.: Ivanchuk\_presenter\_ESP\_article*
- Scan of Conference registration payment receipt *E.g.:Ivanchuk\_presenter\_ESP\_scan\_payment*
- CV *E.g.:Ivanchuk\_presenter\_ESP\_CV*
- One-page summary *E.g.:Ivanchuk\_presenter\_ESP\_summary*
- Photo *E.g.: Ivanchuk\_presenter\_ESP\_photo*

Invitations will be sent out after **March 11, 2019**

**If you have additional questions please contact us in any convenient way:**

Olena Iliencko, TESOL-Ukraine President  
 Tel: 050 109 46 53 ;E-mail: [lenailiyenko@yahoo.com](mailto:lenailiyenko@yahoo.com)  
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 Tel: 0674930983, E-mail: [Mtsehelska4@yahoo.com](mailto:Mtsehelska4@yahoo.com)  
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 Liliya Kuznetsova, TESOL-Ukraine Treasurer  
 Tel.: 067-97-95-186; E-mail: [kuznetsovalily@yahoo.com](mailto:kuznetsovalily@yahoo.com)

### Special Interest Sections:

- 1. Methods of Language Teaching and Learning  
*Head: Dr. Eugenia Moshtag, e-mail: evgeniamoshtag@live.com tel.: 0505490839 O.M. Beketov National University of Urban Economy.*
- 2. English for Specific Purposes  
*Head: Dr.Olena Iliencko, e-mail: [lenailiyenko@yahoo.com](mailto:lenailiyenko@yahoo.com); tel.: 050-109-46-53; O.M. Beketov National University of Urban Economy in Kharkiv*
- 3 Literature & Culture  
*Head: Dr.Svitlana Zubenko, e-mail – [zubenosvitlana@gmail.com](mailto:zubenosvitlana@gmail.com); tel.:0501016053 ,*

O.M. Beketov National University of Urban Economy.

- 4. Young Learners & Secondary School Students  
*Head:* Dr. Maryna Tsehelska, e-mail: [Mtsehelska4@yahoo.com](mailto:Mtsehelska4@yahoo.com); tel.: 067-493-09-83;  
KryvyiRih State Pedagogical University

### Types of sessions:

1. **Practice-Oriented Demonstration (30 minutes).** A demonstration is used for showing rather than telling about a technique. The presenter's statement of theory should take no longer than 10 minutes. Often the presenter models teaching techniques, usually has handouts and/or audiovisual aids. The demonstration should be based on a PowerPoint Presentation. It could be done interactively, without PPP or with the help of other software. The demonstration summary should include a brief statement of the central purpose and description of the presentation.

2. **Workshops (60 minutes).** A workshop involves very little lecturing; it mainly emphasizes participation in a carefully structured activity. Workshops should have a pedagogic orientation such that attendees leave with enhanced skills, knowledge and understanding. The leader/leaders work with the group, helping them to solve a problem or develop a specific teaching or research technique. The workshop summary should include a statement of the goal(s), a synopsis of the theory behind it, and a description of the tasks to be performed during the workshop.

We expect workshop leaders and demonstration presenters to come largely from the ranks of TESOL- Ukraine membership.

### Publication Requirements

Language is English.

Format – MS Word 97-2003 or RTF. Font – Times New Roman, 14 pt.

Line spacing – 1.5. Paragraph indent – 1.25.

Margins (mm) – left (inside)/right (outside)/top/bottom – 20/15/15/15.

Images – embedded in publications.

The paper should be well written, carefully edited, and proofread.

**It's a great professional development opportunity!**

TESOL-Ukraine Newsletter invites all of you to submit articles on various subjects of the professional life of the English teachers and TESOL-Ukraine activities in your places.

### **CALL FOR SUBMISSIONS**

**Dear TESOL-Ukraine members,**

On this page we bring to your attention the main rules set for submissions to the TESOL-Ukraine Newsletter. Following the requirements you will easily choose the field and format for your article. You will save your time and efforts while preparing it and ensure the best result for it as to be accepted for publication either in the TESOL-Ukraine Newsletter or in any other TESOL International journal. The Editorial Board may suggest the author to send the material for partner's TESOL-Hawaii Newsletter. You are always welcome in your articles to share research-based practices, to report on practice at all levels and in all contexts that is grounded in theory and has immediate relevancy to practitioners.

The main requirements to the material submitted:

1. The submission must be original and not a revision or restatement of research in the field.
2. The submission must not have been previously published or be under consideration for publication elsewhere.
3. Authors may use British or American spelling, but they must be consistent.
4. The authors should submit manuscripts electronically to the Editorial Board of the TESOL-Ukraine Newsletter. Submissions should be in Microsoft Word or compatible program. Please submit figures, graphs, and other graphic elements in a standard graphic format (e.g.: JPEG or Excel). Tables should be created in Microsoft Word or compatible program.
5. Authors who want to submit video or music files should contact [serge.v.petrenko@gmail.com](mailto:serge.v.petrenko@gmail.com) for further information.
6. All quoted materials must be cited in the text and in the following reference list. 7. All the submissions should be addressed to [serge.v.petrenko@gmail.com](mailto:serge.v.petrenko@gmail.com) .

The Editorial Board will be thankful to both the authors of new rubrics and those of the traditional sections of the TESOL-Ukraine Newsletter.

# **Editorial Board**

**Executive Editor**

**Sergii Petrenko, TESOL-Ukraine Newsletter Editor**

**Editorial Board**

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**Maryna Tsehelska, TESOL-Ukraine Vice President**

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**Oleksandra Voychyshyn, TESOL-Ukraine National Coordinator  
for Secondary Schools**

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