

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY  
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**GULISTAN STATE UNIVERSITY**

**DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE**



# **VOCABULARY AND GRAMMAR IN CONTEXT**

**Area of knowledge:**

100000 – Humanitarian sciences

**Area of Education:**

110000 – Pedagogy

**Specialty:**

5111400 – Foreign language and  
literature (Roman-German Philology)

The given methodological complex is compiled on the basis of model curriculum on the Vocabulary and Grammar in Context approved according to the 2<sup>nd</sup> appendix of the order No. \_\_\_\_ of the Ministry of Higher and Special Secondary Education of the Republic of Uzbekistan as of \_\_\_\_ January, 2018.

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Methodological complex was recommended by the Methodological Council of Gulistan State University. Minutes No. \_\_\_\_ as of “ \_\_\_\_ ” \_\_\_\_\_, 20 \_\_\_\_.

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## К И Р И Ш

«Кадрлар тайёрлаш миллий дастури» талабларини амалга оширишда, ҳамда ёш авлодни юқори савияда тайёрлашни таъминлаш мақсадида миллий кадриятлар сингдирилган фанлар бўйича электрон ўқув-услугий мажмуаси яратиш давлат аҳамиятига эга бўлган масалалар қаторига қиритилган. Бугунги кунда илм-фан жадал тараккий этаётган, замонавий ахборот-коммуникация воситалари кенг жорий этилган жамиятда барча фан соҳаларида билимларнинг тез янгилашиб бориши, таълим олувчилар олдига уларни тез ва сифатли эгаллаш билан бир қаторда, мунтазам ва мустақил равишда билим излаш вазифасини қўймоқда. Шунинг учун интеллектуал салоҳиятга эга, илм-фаннинг замонавий ютуқлари асосида ижодий фикрлайдиган шахсларни шакллантириш ҳамда юқори малакали кадрларни тайёрлаш масаласи электрон ўқув-методик мажмуаларнинг янги авлодини яратишни талаб қилмоқда.

Ушбу ўқув-услугий мажмуа – давлат таълим стандарти ва фан дастурида белгиланган, талабалар томонидан эгалланиши лозим бўлган билим, кўникма ва малакаларни шакллантириш, ўқув жараёнини комплекс лойиҳалаш асосида кафолатланган натижаларни олишни, мустақил билим олиш ва ўрганишни ҳамда назоратни амалга оширишни таъминлайдиган, талабанинг ижодий қобилиятларини ривожантиришга йўналтирилган ўқув-услугий манбалар, дидактик воситалар ва материаллар, электрон таълим ресурслари, ўқитиш технологияси, баҳолаш мезонларини ўз ичига олади. Электрон ўқув-услугий мажмуа компонентларининг мазмуни Давлат таълим стандарти асосида тузилган фан дастурига мувофиқ, ҳамда шахсга йўналтирилган, ривожлантирувчи ва мустақил таълим олиш технологиялари, тамойиллари ва талаблари асосида ишлаб чиқилди.

### **Фанни ўқитишда педагогик ва ахборот технологияларидан**

#### **Фойдаланиш**

Талабаларнинг тил ўқитиш тамойиллари ва ёндошувлар (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги инфор­мацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади. Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

#### **Курс мақсади:**

—Тил аспектига фани иккита модулдан иборат.

Коммуникатив грамматика модули талабаларга 1-2 семестрлар давомида ўқитилади. Мазкур модул талабаларнинг тил моделлари ва структуралари ҳақидаги билимларини ошириш билан бирга ўрганилаётган тил грамматикасини мулоқотда тўғри қўллашни, мулоқот жараёнида грамматик формаларни тўғри қўллай олишни ўргатади.

- грамматик структуралар (содда, мураккаб ва қўшма гаплар ва ҳ.к.) ни мулоқотда қўллаш;
- структураларни фарқлай олиш, уларни оғзаки ва ёзма нутқда тўғри ишлатиш;
- ўрганилаётган тил грамматикаси модел ва структураларининг ўзига хос хусусиятларини ажрата олиш ва уларни ўзлаштириш учун ўз она тили тизими билан таққослаш;
- мулоқотда грамматик хатоларга йўл қўймаслик;
- мустақил равишда ўрганилаётган тил грамматикасига оид ўқув адабиётларидан унумли фойдалана олишлари лозим.

Коммуникатив лексика модули 1-4 семестрлар давомида ўқитилади. Мазкур модулнинг мақсади талабаларнинг луғат бойлигини ошириш ва луғат бойлигини бойитиб боришнинг

мақбул усулларидан фойдаланишни ўргатиш ҳамда ўрганилаётган чет тили лексикасининг мулоқотдаги хусусиятларини фарқлаш ва мулоқотда қўллай олишқобилиятларини ривожлантиришдир.

Босқичма-босқич модул якунида талабалар куйидаги билим ва кўникмаларга эга бўладилар:

- ўзларига таниш бўлган мавзу контекстида сўз маъносини англаш (воқеалар баёни, ҳис-ҳаяжон, мақсад, истак, хоҳишваҳ.к.);
- таниш, ишвакундаликҳаётгатааллуқклибўлганмавзуларда (оила, севимли машғулот, иш, саёҳатваҳ.к.) сўз ва ибораларни тўғри қўллай олиш;
- шахсий қизиқишлари, мутахасислиги ва ижтимоий-маданий мавзуларда қўлланиладиган сўзларнинг талаффуз қоидаларини (товушларнинг ўқилиш қоидаси, урғу ва ҳ.к.) ўзлаштириши ва мулоқот жараёнида ишлатиши;
- шахсий қизиқишлари, касбий йўналиши ва ижтимоий-маданий мавзулардаги сўзларнинг маъносини билиши ва тўғри қўллай олиши;
- ибора ҳамда оғзаки нутқ да қўлланиладиган сўзларнинг кўчма ва тўғри маносини билиши ва тўғри қўллаш;
- луғат бойлигини ошириш учун манбалар (луғатлар, регистрлар, сўз кўрсаткичлари ва бошқалар) дан фойдаланиш кўникма ва малакаларга эга бўладилар.

***Курснинг вебсайти :***

[www.guldu.uz](http://www.guldu.uz) - курс бўйича амалий машғулотлар материалларини, қўшимча маълумотларни, топшириқларни юклаб олиш мумкин.

### Lesson-1 Technological model of the lesson

<b>Topic</b>	<b>Introduction to the course syllabus</b>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	<ol style="list-style-type: none"> <li>1. Lead in activity</li> <li>2. Introducing course syllabus through questioning</li> <li>3. Summarizing</li> </ol>
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <i>Participants will Raise their awareness of the course syllabus</i> <input type="checkbox"/> <i>Be familiarized about aims and objectives of the course</i>	<b>Outcomes:</b> <b><i>By the end of the course Participants will</i></b> <input type="checkbox"/> <i>Aware about the course</i> <input type="checkbox"/> <i>Have clear understanding about the course aim and objectives</i> <input type="checkbox"/> <i>be able to make suggestions to improvement of</i> <i>the course</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	<ol style="list-style-type: none"> <li>1.1. T prepares to the lesson</li> <li>1.2. T prepares handouts.</li> <li>1.3 T prepares a list of literature required for the course</li> </ol>	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<ol style="list-style-type: none"> <li>2.1. T introduces her/himself to the participants all information about own occupation and main personal details.</li> <li>2.2. T asks participants to do such introducing turning to the person on the right. In this form each participant should introduce oneself to the audience</li> </ol>	<ol style="list-style-type: none"> <li>2.1.Ps listen</li> <li>2.2. Ps introduce each other following the instruction</li> </ol>
<b>3-step</b>	3.1. T writes the course name on	

<p><b>Main part: introducing course syllabus (50-minutes)</b></p>	<p>the board and ask participants the following questions (20 min)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What do you think this course introduces?</li> <li><input type="checkbox"/> What are the objectives of the course?</li> <li><input type="checkbox"/> What are you required to do in order to complete the course successfully?</li> <li><input type="checkbox"/> How long does the course last?</li> </ul> <p>3.2. Elicit responses and distribute course syllabus (handout 1) to each participant and ask them to read it individually for 10 minutes.</p> <p>3.3. After reading ask them to compare their responses with the course syllabus and ask them to reflect on it. (20 min)</p>	<p>3.1. Ps write the answers to questions on the board</p> <p>3.2. Ps read the course syllabus individually in 10 min</p> <p>3.3. Ps compare their responses with given course syllabus and share with their reflection on it.</p>
<p><b>4- step Closure: summarizing activity (15-minutes)</b></p>	<p>4.1. Ask participants to express their desire in learning English and exact wish from language aspects: what topics of English aspects you would prefer to learn and discuss? In what topics do you think you need more clarification?</p> <p>4.2. Elicit random responses and conclude the session stating that during training you will take into account suggested ideas of today's discussion</p>	<p>4.1. Ps express their needs .</p>

**Handout 1.** Look at the following syllabus of the course and compare your response with it. How much close are you?

**Vocabulary**

**Introduction**

**Compulsory for English majors, practical classes once per week in semester 1 and 2**

**Aims**

- To enlarge the range of students' vocabulary
- To develop students' ability to recognize and use words in communication
- To enhance students' use of appropriate strategies for building and storing vocabulary

**Objectives**

**By the end of Year 1 students will be able**

- Recognize word meaning in context of topics they are familiar with (description of events, feelings, ambitions, dreams, wishes, etc.);
- Identify appropriate uses of words, phrases in topics familiar to them, of personal interest or relevant to everyday life (family, hobbies, work, travel, etc.)
- Recognize and use stress patterns of words relevant to the topics they are familiar with;

- Recognize and apply a range of strategies for guessing, storing, and learning vocabulary;
- Make appropriate use of resources (e.g. paper, electronic and on-line dictionaries) to build their vocabulary;
- Identify the difference between active and passive vocabulary for their own needs.

### **Indicative content**

#### **Lexical systems**

- Lexical relationships-synonymy, antonymy, homonymy (e.g. knight-night, a book-to book), hyponymy (e.g. animal-cat, dog, cow)
- Word fields (word relating to one topic area, e.g. *environment*)
- Set phrases and lexical chunks(e.g. phrasal verbs such as *turn off* and phrases such as *to and fro* ,*pros and cons* )
- Idioms(e.g. to bucket down)
- Varieties e.g. autumn(BrE)-fall(AmE)
- Word formation (e.g. compound nouns and adjectives, suffixes, prefixes and roots)
- Abbreviations (UN, UK, www, Ltd)
- Collocations (e.g. pay attention, black coffee, dependent on)

#### **Strategies**

- Dictionary training (monolingual/bilingual, paper, electronic and on-line)
- Guessing meaning from context
- Different ways of organizing vocabulary note-books ( e.g. visual, webs, T-sheets, etc.)
- Different ways of learning (e.g. learning by heart, setting daily targets, learning by association, mnemonics, etc.)

#### **Approaches to teaching and learning**

- Text- based tasks for inferring meaning of vocabulary from context
- Task-based activities for using vocabulary in context
- Awareness raising activities
- Dictionary research activities
- Work on vocabulary notebooks

#### **Learning outcomes**

##### **Students should have developed:**

- Their active and passive vocabulary on the topic dealt with during Year 1;
- The ability to use their active vocabulary for communication on Year 1 topics;
- A range of strategies for guessing, storing and learning vocabulary

#### **Assessment profile**

##### **Semester 1**

##### **Continuous Assessment 40%**

- Activities for using vocabulary in context (gap filling,role play for using certain vocabulary,etc.); 10%
- Text-based tasks for guessing meaning of vocabulary from context 9word-formation,matching, etc.0and from co-text (e.g. syntactical clues) 10%
- Vocabulary notebooks (use of different vocabulary organizing/building strategies) 10%
- Participation 10%

##### **Mid-course assessment 30%**

- Test 1 (both knowledge and strategy based) 15%
- Test 2 15%

##### **Final assessment 30%**

- Final Test (both knowledge and strategy based) 30%

**Glossary:**

*Accuracy* - The quality or state of being correct or precise;

*Communicative* - Willing, eager, or able to talk or impart information;

*Strategies* - A plan of action designed to achieve a long-term or overall aim;

*Hypothetical* - Supposed but not necessarily real or true;

*Objectives*- Relating to or denoting a case of nouns and pronouns serving as the object of a transitive verb or a preposition.

**Indicative Bibliography**

McCarthy, M and O'Dell, F. (1999) *English Vocabulary in Use-Elementary*. Cambridge:CUP

McCarthy, M and O'Dell, F. (2004) *English Phrasal Verbs in Use*.Cambridge:CUP

Redman, S (1997) *English Vocabulary in Use-Intermediate*. Cambridge: CUP

Thomas, B.J. (1986) *Intermediate Vocabulary*. Harlow: Longman

Thomas, B.J. (1990) *Elementary Vocabulary*. Harlow: Longman

**Questions on session**

- What does this course introduce?
- What are objectives of the course?
- What are required tasks of the course?
- How long does the course last?

**Lesson-2 Technological model of the lesson**

<b>Topic</b>	The vowel sounds /ei/ and /æ/. Unstressed vowels /ə/ and /i/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	<ol style="list-style-type: none"> <li>1. Lead in activity</li> <li>2. Introducing vowel sounds /ei/ and /æ/.</li> <li>3. Summarizing</li> </ol>
<b>Aim of the lesson:</b> to introduce the vowel sounds; to be acquainted with unstressed sounds	
<b>Objectives:</b> <i>Participants will Raise their awareness of the vowe sounds</i> <i>Be familiarized about using of vowel sounds</i>	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aware about the course</li> <li><input type="checkbox"/> Have clear understanding about the using of vowe sounds</li> </ul>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1.T prepares to the lesson 1.2.T prepares handouts. 1.3.T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	2.1. T introduces her/himself to the participants all information about vowel sounds. 2.2. T asks participants to do such introducing turning to the person on the right. In this form each participant should introduce oneself to the audience	2.1.Ps listen 2.2. Ps introduce each other following the instruction
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T writes the vowel sounds on the board and ask participants the following questions (20 min) What's the aim of vowel sounds in words? 3.2. Elicit responses and distribute vowel sounds (handout 1) to each participant and ask them to read it individually for 10 minutes. 3.3. After reading ask them to compare the sounds and ask them to reflect on it. (20 min)	3.1. Ps write the answers to questions on the board 3.2. Ps read the the sounds in 10 min 3.3. Ps compare their responses with given sound of table and share with their reflection on it.
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.Ask participants to express their desire in learning English phonetics 4.2. Elicit random responses and conclude the session stating that during training you will take into account suggested ideas of today's discussion	4.1.Ps express their needs .

## Visual materials

### 1. The vowel sounds [e] [i]

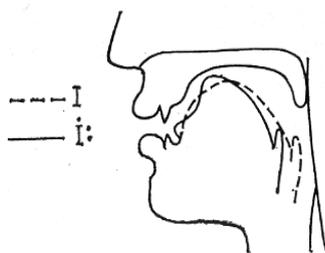
#### [e] No. 3

[e] - front, short

The front of the tongue (the middle part) is raised. The tip of the tongue is pressed to the lower teeth. The lips are slightly spread.

[e e e e]

Mind the intonation.



**[i] No. I**

[i:] - front, long

The front of the tongue is raised in the direction of the hard palate. The tip of the tongue is pressed to the lower teeth. The lips are spread. [i: i: i: i: i: i:] [mi:] [ni:] [mi:] [mi:n] [mi:n] [mi:n]

**2. Types of syllable: open (Type I) and closed (Type II)**

Type I. a) There is only one vowel sound at the end of the syllable, e. g. be [bi:], me [mi:]

b) There is a letter «e» at the end of the word which is mute,

e. g. mine [main] All the vowels in these two cases represent the alphabetical pronunciation.

Type II. a) There is a consonant sound at the end of the syllable. e. g. man [mæn]

b) There is a double consonant in the word. e. g. cabbage [kæbid] luggage [lʌʒid]

**Ee [i:] - Ee [i:] [e]**

Type I  
me [mi:]

Type II  
Pete [pi:t]

**Exercise!**

[i: - mi:]

[mi: - ni: -mi:n]

[em - men]

[e - em]

[e - en]

[i: - ni:]

[mi:n - men]

[en - men]

[e -em -en]

[i: -mi: -ni:]

[ni: - em]

[em -en - men]

[em - en]

[i: -mi:n]

[ni: - en]

**References**

1 English Pronunciation in Use –Cambridge University Press:

2. English Phonetics (practical course) Samarkand-2005

**Lesson-3 Technological model of the lesson**

<b>Topic</b>	Naming and describing
<b>Time – 2 hours</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	<ol style="list-style-type: none"> <li>1. Led in activity</li> <li>2. Brainstorming</li> <li>3. Guess the parts of speech</li> <li>4. Sharing the ideas of Notional and Functional parts of speech</li> <li>5. Exploring the main features of naming and describing</li> <li>6. Using parts of speech in context</li> <li>7. Mini lectures</li> <li>8. Summarizing</li> </ol>
<b>Aim of the lesson:</b>	to introduce parts of speech; to be acquainted with their specific features and

differences.	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Be able to distinguish between Notional and Functional parts of speech <input type="checkbox"/> Be able to use parts of speech in context	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Aware about Notional and Functional parts of speech <input type="checkbox"/> Have clear understanding about their differences
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; individually, pair , group works and whole class
<b>Used materials and equipments</b>	Handouts; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about parts of speech. 2.2 T asks the following questions: - What are the Notional parts of speech? - What are the Functional parts of speech? 2.3 Arrange the following parts of speech into notional and structural, give examples: Noun, numeral, conjunction, adverb, the words of the category of state, the particle, modal verbs, the interjection, the articles, adjective, pronoun, preposition, verb. 2.4 T distributes Handout 1 to reflect	2.1. Ss share with ideas. 2.2 Ss try to answer and share the ideas. 2.3 Ss guess and arrange 2.4 SS reflect
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T asks the following question: --Guess who am I? -- I can be the subject of the sentence. I may be singular and plural. I am only Notional! (5-minutes) 3.2 Teacher introduces the new topic, distributes Handouts 2, 3 and asks Ss to	3.1 Ss try to guess. whole class 3.2 Ss read and take notes 3.3 Ss take part in the

	<p>read it individually for 10 minutes.</p> <p>3.3 after reading T asks them to reflect on it with whole class for 15 minutes</p> <p>3.4a. T divides into two groups: the Xs and Ys. The Xs, who can write X; and Ys, who can write Y. Then divide into small teams in these groups. Ss rewrite the sentence in each square, using the word(s) in bold under each sentence. Example: - Have you got many suitcases? Luggage - Have you got much luggage?</p> <p>3.4b. With another team, take turns to choose a square and read out your new sentence. If it is correct, put your Xs or Ys in that square on the grid. If it is not correct, you've lost your turn. The winning team is the first to get a line of three Xs or Ys horizontally, vertically or diagonally. ( handout 4 , 20 – minutes )</p>	<p>discussion.</p> <p>3.4 Ss are divided, and do the group activity</p>
<p><b>4- step Closure: summarizing activity (15-minutes)</b></p>	<p>T summarizes the lesson and gives home task: make 10 minutes presentation about noun. (individually)</p>	<p>4.1. Ss take notes</p>

### Visual materials

Handout 1

#### The Noun

		Common		Proper	
Concrete					
Class	Material	Abstract	Collective	Personal	Geographic
a book	wood	success	police	Madina	Tashkent
a disk	iron	help	family	Rakhmanova	Uzbekistan
a computer	water	progress	news	Makhmuda	Moscow
	jam	advice	clothes	Sharipova	Russia
	paper	freedom	team		
	oil		company		
Method		Examples			Notes
adding — s		a book – books			
		a car – cars			
-ge		a page – pages			
-ce		a place – places			
-ze		a prize – prizes			
-se		a case – cases			
adding — es		a bus – buses			
-s		a dress – dresses			
-ss					

-sh	a bush – bushes	
-tch	a watch – watches	
-ch	a bench – benches	
-x	a fox – foxes	
also:		
a potato – potatoes	But: photos, pianos	
a tomato – tomatoes	discos, radios	
a hero – heroes	zoos, videos	
	cuckoos	
- y to - ies	a cry – cries	
after consonant	a story - stories	
-f/-fe to –ves	a shelf – shelves	But: roofs, chiefs,
	a life – lives	cuffs, cliffs,
		handkerchiefs,
		scarfs ( scarves)
Changing the root	a man – men	But: an ox - oxen
	a woman – women	
	a child – children	
	a foot – feet	
	a goose – geese	
	a louse – lice	
	a mouse – mice	
	a tooth – teeth	
Remember	a deer – two deer	But:
	a fish – three fish	a fish – fishes
	a carp – three carp	(varieties of fish)
	a trout – five trout	
	a sheep – four sheep	
	a swine – many swine	
	a Chinese – many Chinese	
	a Swiss – ten Swiss	
	a Japanese – five Japanese	
	a Portuguese – a lot of Portuguese	
	a series – two series	
	a species – many species	
	a means – a lot of means	
	an offspring – many offspring	
Latin, Greek word	a cactus – cacti	Rare: cactuses
a genius – genii	geniuses	
a curriculum – curricula	phenomenons	
a datum – data	formulas	
a phenomenon – phenomena	antennas	
a formula – formulae	indexes	
an antenna – antennae	appendixes	
an index – indices		
an appendix – appendices		

## Glossary.

**An abstract noun-** a noun that names a feeling, quality, or state rather than an object, animal or person.

**Concrete noun-** a noun that names a physical thing, animal or person that you are able to hear, see, smell, touch or taste.

**Collective noun-** a noun ,such as —family‖ or —flock», that is the name of people or things considered as a unit.

**Common noun-**in grammar,a common noun is any noun that is not the name of a particular person, place or thing.

**Proper noun-**a noun such as James, New York or China; that is the name of one particular thing and is written with a capital letter.

**Plural-** a form of a word that shows you are talking about more than one thing, person etc.

**Singular noun-** a singular noun, from etc is used when writing or speaking about one person or thing.

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1. Murphy R —Advanced grammar in use - 2008
2. Mark Nettle and Diana Hopkins. —Developing Grammar in Context (intermediate) Cambridge University
3. M. Swan and C. Walter - ‘ How English works‘‘
4. Laurie Rozakis —English Grammar for the Utterly Confused‖
5. Sharipova M.Z. —Части речи в схемах и таблицах‖

#### Lesson-4 Technological model of the lesson

<b>Topic</b>	The consonant sounds /b/ /p/s/z/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	<ol style="list-style-type: none"> <li>1. Lead in activity</li> <li>2. Introducing vowel sounds /ei/ and /æ/.</li> <li>3. Summarizing</li> </ol>
<b>Aim of the lesson:</b> to introduce the vowel sounds; to be acquainted with unstressed sounds	
<b>Objectives:</b> <i>Participants will Raise their awareness of the consonant sounds</i> <input type="checkbox"/> <i>Be familiarized about using of consonant sounds</i>	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> <i>Aware about the course</i> <input type="checkbox"/> <i>Have clear understanding about the using of consonant sounds</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; table of consonant sounds
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

<b>Steps and Time</b>	<b>PROCEDURE</b>	
	<b>Teacher activities</b>	<b>Student activities</b>

<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	2.1. T introduces her/himself to the participants all information about consonant sounds. 2.2. T asks participants to do such introducing turning to the person on the right. In this form each participant should introduce oneself to the audience	2.1.Ps listen 2.2. Ps introduce each other following the instruction
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T writes the vowel sounds on the board and ask participants the following questions (20 min) □ What's the aim of consonant sounds in words? 3.2. Elicit responses and distribute table of consonant sounds (handout 1) to each participant and ask them to read it individually for 10 minutes. 3.3. After reading ask them to compare the sounds and ask them to reflect on it. (20 min)	3.1. Ps write the answers to questions on the board 3.2. Ps read the consonant sounds in 10 min 3.3. Ps compare their responses with given sound of table and share with their reflection on it.
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.Ask participants to express their desire in learning English phonetics 4.2. Elicit random responses and conclude the session stating that during training you will take into account suggested ideas of today's discussion	4.1.Ps express their needs .

## Visual materials

### 1. The consonant sounds [p] [b]

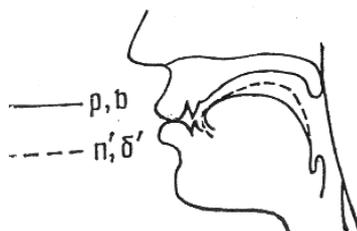
[p]- voiceless.

Bilabial, plosive.

The soft palate is raised. The lips are slightly spread and pressed together. Thus contact is formed so that the air-passage through the mouth cavity is completely blocked for a short time. The air is compressed by pressure from the lungs. When lips are quickly opened, the air escapes with the kind of explosion.

[b]- voiced  
The same articulation as for [p]

**Mind the aspiration.**



[p p p p p p] [b b b b b b]

[pi:] [pen] [bi:] [bel] [pi:l] [pep] [bi:] [ben] [pi:t] [pet] [bi:m] [bed] Pp [pi:] Bb [bi:]

**Exercise!**

[pi:p] [eb] [pi:-bi:] [ni:p] [neb] [pi:t-bi:t] [di:p] [pet] [pi:l-bi:n]

**Read the following:**

deep ebb peel-been peep bed peep-bee bee neb pen-Ben

**Put down the following words in traditional writing:**

[pi:l] [pelt] [eb] [di:p] [bi:n] [neb] [bi:] [i:l] [bel]

**Write the words given below in two groups according to the final voiced and voiceless consonant sound:**

deep, pet, neb, pep, peep, lent, Ned, met, led, net, lend, let, Ted, end, meet, deed, mend.

**Spell the following words and read them:**

- 1) been, bed, belt, bell, pelt, pen, deep, ebb, peep, pet, pent, meet, end, den, tell, net, Nell, teen, lend, eel.
- 2) tell, dell, ten, den, lend, let, net, deem, need, ned, ten, led, eel, mend, melt, pelt, bell.

**The consonant sounds [s] [z]**

**Ss** [s s s s s s s]

The tip of the tongue is at the teeth-ridge. The lips are spread and slightly protruded. [si:] [es] voiceless Ss [es] [si:l] [sel] [si:p] [sed] [si:t] [tes] [si:s] [test]

[z] [z z z z z z z]

The same articulation as for [s] [zi:l] [zed] z -voiced [ti:z] [zep]

**Zz [zed]** [si:z] [sez] [pi:z] [zend]

**References**

- 1 English Pronunciation in Use –Cambridge University Press:
2. English Phonetics (practical course) Samarkand-2005

**Lesson-5 Technological model of the lesson**

<b>Topic</b>	Suffixes and Prefixes, Describing people – appearance and character / Compound adjectives/Idioms describing people
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2 Introducing Suffixes and Prefixes,

	Describing people – appearance and character / Compound adjectives/Idioms describing people
<b>Aim of the lesson:</b> to introduce the Suffixes and Prefixes, Describing people – appearance and character; to be acquainted with Compound adjectives/Idioms describing people	
<b>Objectives:</b> <b>Participants will</b> □ Raise their awareness of the topics People’s appearance, People’s character, Talents and in born talents, genes Stereotypes, horoscopes. □ Be able to use negative and positive adjectives properly while describing people	<b>Outcomes:</b> <b>By the end of the course Participants will</b> □ Be aware of describing people’s appearance and character □ Have clear understanding about idioms describing people □ Be aware of forming and using Compound adjectives
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T asks Ss to present adjectives that are used to describe people’s appearance	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T <b>teaches how to use adjectives to describe</b> people’s appearance. T distributes handout to practice describing people’s physical appearance. 3.2 T explains the differences between phrasal verbs and idioms and gives examples for idioms describing people’s appearance. 3.3 T explains the formation and usage of compound adjectives	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss learn the
<b>4- step Closure:</b>	4.1. The teacher comments on the students’ participation.	4.1.Ss express their agreements.

<b>summarizing activity (15-minutes)</b>	4.2 Asks students' comprehension of the theme	4.2 The students may ask some questions.
	4.3 The teacher gives home tasks	4.3 students get their home tasks

### Visual materials

Appearances - How to describe someone in English

**HEIGHT He is tall.**

**He is short.**

**He is average / normal / medium height.**

**He is very tall.**

**He is quite short.**

**He is relatively normal height.**

**She is *skinny*. (negative)**

**She is *fat*. (negative)**

**She is *anorexic*. (medical)**

**She is *tubby*. (negative)**

**She is *underweight*. (negative)**

**She is *overweight*. (negative)**

**She is *thin*. (negative)**

**She is *plump*. (neutral)**

**She is *slim*. (positive)**

**She is *stocky*. (neutral)**

**She is *slender*. (positive)**

**She is *bonny*. (positive)**

### EXERCISE

Read these descriptions. What are the missing words? Write *is* or *has*.

A. She is around 20. She is tall, slim and beautiful. She has long straight black hair.

B. he..... average height and average build. He..... a ponytail, he..... handsome.

C. She..... really cute. She..... medium length wavy hair, and big beautiful eyes.

D. He..... Average height and average build. he..... a ponytail. He..... a ponytail. He..... Handsome

E. she..... around 60. She.... short curly hair, and wears glasses.

F. he .... A wide face and a dark complexion. He.... Very muscular.

### What Is an Idiom?

An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its words.

Here are some common idioms:

He's been *pushing up the daisies for a year*. (He's been dead for a year.)

Let's *paint the town red*. (Let's have a good time in town.)

She has *a bun in the oven* (She is pregnant.)

Idioms describing people

### chip off the old block

A person who is a chip off the old block resembles one of their parents in appearance, character or behaviour.

James is a chip off the old block - he reacts the same way as his father.

### down at heel

A person who is down-at-heel is someone whose appearance is untidy or neglected because of lack of money.

The *down-at-heel* student I first met became a successful writer.

### dressed to kill

When someone, especially a woman, is *dressed to kill*, they are wearing very fashionable or glamorous clothes intended to attract attention.

She arrived at the reception *dressed to kill*.

### face like a bulldog chewing a wasp

To say that someone has *a face like a bulldog chewing a wasp* means that you find them very unattractive because they have a screwed-up ugly expression on their face.

Not only was he *rude but he had a face like a bulldog chewing a wasp!*

### face like a wet week-end

If someone has a *face like a wet week-end*, they look sad and miserable.

What's wrong with Pete? He's got a *face like a wet week-end!*

### **face only a mother could love**

This is a humoristic way of saying that someone is ugly or unattractive.

The poor guy has a *face only a mother could love*.

### **face that would stop a clock**

Someone who has a *face that would stop a clock* has a shockingly unattractive face.

You'll recognize him - he's tall and thin, with a *face that would stop a clock!*

## **COMPOUND ADJECTIVES**

Today we are going to look at the different structures regarding compound adjectives.

A compound adjective consists of an adjective, adverb or noun which consequently modifies another adjective, noun or verb linking it. We usually hyphenate the words in order to avoid confusion between them. Take a look at the examples: *curly-haired, blue-eyed, tight-fitting, ..*

### **How do we form compound adjectives?**

ADJECTIVE + ADJECTIVE A yellow-green olive.

ADJECTIVE + NOUN A long-distance runner

ADJECTIVE + NOUN + ED A bad-tempered boss.

ADJECTIVE + PRESENT PARTICIPLE A good-looking man.

ADVERB + ADJECTIVE A part-time job.

ADVERB + ADJECTIVE + ED A deeply rooted problem.

ADVERB + PAST PARTICIPLE A brightly-lit room.

ADVERB + NOUN + ED Well-mannered children.

NOUN + ADJECTIVE A world-famous singer.

NOUN + PAST PARTICIPLE Sun-dried tomatoes.

NUMBER + ADJECTIVE / NOUN Three-legged race.

PAST PARTICIPLE + NOUN + ED A broken-hearted friend.

## **Prefixes**

### **What is a prefix?**

A **prefix (affix)** is a word, or letter(s) placed at the beginning of another word (a base word) to adjust or qualify its usage or meaning. The opposite of prefix is suffix.

Prefixes (un-,in-,il-,ir-,and dis-) are often used to give adjectives (and some verbs and nouns) a negative meaning.

F.ex happy unhappy, possible impossible,correct incorrect, like (v) dislike(v)

**un-** is used with many different words (unfriendly,unable ,untidy)

**im-** is used before some words beginning with *m* or *p* (**impolite, impatient**)

**il-** is used before some words beginning with *l* (illegible)

**ir-** is used before some words beginning with *r* (irregular)

**dis-** is used before some adjectives (dishonest) and a few verbs (disagree)

**in-** is used before a limited number of words (invisible)

### **Verb prefixes: un –and dis-**

These prefixes have two meanings: they may have a negative meaning ,but they may also mean —the opposite of an action|| or —to reverse an action||. This meaning is used with certain verbs.

## **Suffixes**

The addition, which is added at the end of the word, is called „**Suffix**“.

Consider this sentence. *My friend has given me a book as a gift for my birthday.* In this sentence, the word “friend” has been used as a noun to denote a person. Consider this sentence: *My friendship with Clinton is growing like a banyan tree.* Here, the word “friendship” has been used to mention the relationship between Clinton and me. But the word friendship is a derivative of the word “friend”. Such a derivative is created by adding “ship” at the end of the word. The “ship” is called Suffix.

**Suffixes of Nouns of English origin: i. Denoting the doer:** Er –Painter, baker Ar – beggar Or – sailor Yer - lawyer Ster – spinster, punster, songster Ter – daughter, sister Ther – father, mother, brother, **ii. Denoting state, action, condition, being, etc...** Dom – freedom, martyrdom, wisdom Hood – manhood, childhood, Head - godhead Lock – wedlock, Ledge – knowledge

**Glossary**

Plump- Having a full rounded shape

Stocky- Broad and sturdily built

Bonny- Attractive or beautiful

Underweight- Below a weight considered normal

Slender- gracefully thin

Pale- having less colour than usual, typically as a result of shock, fear, or ill health:

They were unaware that the road had been closed.

I am still uncertain whether they are coming.

My blue bag has disappeared from the shelf where I left it.

My instructor and I had a brief disagreement.

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**Lesson-6 Technological model of the lesson**

<b>Topic</b>	Demonstratives in discourse, Possessive structures
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Demonstratives in discourse, Possessive structures
<b>Aim of the lesson:</b> to introduce the Demonstratives in discourse, Possessive adjectives	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Demonstratives in discourse, Possessive structures <input type="checkbox"/> Be able to use Demonstratives in discourse, Possessive structures while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with Demonstratives in discourse, Possessive structures <input type="checkbox"/> Have clear understanding about Demonstratives in discourse, Possessive structures <input type="checkbox"/> Be aware of forming and using Demonstratives in discourse, Possessive structures
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors

<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T asks Ss to present Demonstratives in discourse, Possessive structures	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T <b>teaches how to use adjectives to describe</b> people's appearance. T distributes handout to practice Demonstratives in discourse, Possessive structures 3.2 T explains the Demonstratives in discourse, Possessive structures 3.3 T explains the formation and usage of Demonstratives in discourse, Possessive structures	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss learn the
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

*It* generally refers to something already mentioned. *There* is used with *be* to say that something exists. ***There is a good film on tonight. It stars Kim Basinger.*** It is also used in some phrases which do not have a grammatical subject. *It's raining again. It's half past six. It doesn't matter. It's time to go. It and adjectives* It is also used in the pattern *it + adjective + infinitive/-ing. It's good to see you. It was nice meeting you.* In informal speech, *it* and the verb *be* are often left out. ***Good to see you. Nice meeting you. One - One*** can be used as a pronoun, and has a plural *ones*. *I don't like this one. I only like green ones.* • The phrase *one another* refers to two subjects. *Martin and David can't stand one another.* This means that Martin can't stand David, and David can't stand Martin. • In normal conversation we use *you* to refer to *anybody*. ***As you get older you tend to forget things.*** But in formal speech and writing we can use *one* with this meaning. This is

considered over-formal by many speakers. *What does **one** wear to a dinner of this kind? It's not pleasant to hear **oneself** described by **one's** employees. Someone, everyone, -body can be used instead of -one without a change in meaning. **anyone, somewhere, -**Words beginning *some* or *any* follow the usual patterns for these words, with **etc***

*any* words normally used in questions and after negatives. *There's **something** under the desk. Can you see **anything**? But we can use *some* in a question if it is an offer or request. **Are you looking for *somewhere* to stay? Could *someone* help me, please?** And we use *any* in positive statements where we mean *it doesn't matter which* or *there is no limit to the possibilities*. *Please sit **anywhere** you like.**

**Reflexive • pronouns** Reflexive pronouns can be used for emphasis. *why don't you do it **yourself**? I paid for the tickets **myself**.* • They are also used for some actions that we do to ourselves. *Sue **cut herself**. I have **hurt myself**. Did you **enjoy yourself**?* But other verbs are not normally used with a reflexive pronoun, even though they are in other languages. Examples include: *change* (clothes), *complain*, *decide*, *dress*, *feel*, *meet*, *relax*, *remember*, *rest*, *sit down*, *stand up*, *wake up*, *wash*, *wonder*, *worry*

### Indicative Bibliography

- McCarthy, M and O'Dell, F. (1999) *English Vocabulary in Use-Elementary*. Cambridge:CUP  
 McCarthy, M and O'Dell, F. (2004) *English Phrasal Verbs in Use*. Cambridge:CUP  
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### Lesson-7 Technological model of the lesson

<b>Topic</b>	The vowel sounds /e/ /i://ə/ and /i/
<b>Time – 80 minutes</b>	<b>Number of participants: 17</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	<ol style="list-style-type: none"> <li>1. Lead in activity</li> <li>2. Introducing vowel sounds /ei/ and /æ/.</li> <li>3. Summarizing</li> </ol>
<b>Aim of the lesson:</b> to introduce the vowel sounds; to be acquainted with unstressed sounds	
<b>Objectives:</b> <i>Participants will Raise their awareness of the vowel sounds</i> <input type="checkbox"/> <i>Be familiarized about using of vowel sounds</i>	<b>Outcomes:</b> <b><i>By the end of the course Participants will</i></b> <input type="checkbox"/> <i>Aware about the course</i> <input type="checkbox"/> <i>Have clear understanding about the using of vowel sounds</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	2.1. T introduces her/himself to the participants all information about vowel sounds. 2.2. T asks participants to do such introducing turning to the person on the right. In this form each participant should introduce oneself to the audience	2.1.Ps listen 2.2. Ps introduce each other following the instruction
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T writes the vowel sounds on the board and ask participants the following questions (20 min) □ What's the aim of vowel sounds in words? 3.2. Elicit responses and distribute vowel sounds (handout 1) to each participant and ask them to read it individually for 10 minutes. 3.3. After reading ask them to compare the sounds and ask them to reflect on it. (20 min)	3.1. Ps write the answers to questions on the board 3.2. Ps read the the sounds in 10 min 3.3. Ps compare their responses with given sound of table and share with their reflection on it.
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.Ask participants to express their desire in learning English phonetics 4.2. Elicit random responses and conclude the session stating that during training you will take into account suggested ideas of today's discussion	4.1.Ps express their needs .

### Visual materials

## The vowel sounds /i:/ and /e/

When you say the letters of the alphabet, E has the long vowel sound /i:/. You hear this sound in the word *meet*. But the letter E can also be pronounced as the short vowel sound /e/, as in the word *met*.

Change the vowel sound from /e/ to /i:/ in these words. Write the new words.

EXAMPLE met meat

1 check \_\_\_\_\_

6 sweat \_\_\_\_\_

2 red \_\_\_\_\_

7 well \_\_\_\_\_

3 bet \_\_\_\_\_

8 set \_\_\_\_\_

4 men \_\_\_\_\_

9 fed \_\_\_\_\_

5 fell \_\_\_\_\_

10 led \_\_\_\_\_

Listen and circle the word you hear. If you find any of these difficult, go to Section D4 *Sound pairs* for further practice.

1 Men or man? Did you see the *men* / *man*? (⇒sound pair 1)

2 Pen or pain? I've got a *pen* / *pain* in my hand. (⇒sound pair 4)

3 Bear or beer? That's a strong *bear* / *beer*. (⇒sound pair 8)

4 Live or leave? I want to *live* / *leave*. (⇒sound pair 10)

5 Bed or bird? Did you see the *bed* / *bird*? (⇒sound pair 12)

6 Left or lift? You should take the *left* / *lift*. (⇒sound pair 13)

In words with two or more syllables, at least one syllable is weak (does not have stress).

- Listen to these words which have two syllables, and the second syllable is weak.

carrot cabbage

In weak syllables, native speakers of English very often use the weak vowel sounds /ə/ and /ɪ/.

- Listen again to the two words above: the O in *carrot* is pronounced /ə/ and the A in *cabbage* is pronounced /ɪ/.

Write the words in the correct part of the table. Then listen and check.

~~orange~~ ~~woman~~ return collect market begin visit asleep  
salad teaches needed letter sofa peaches quarter women

vowel in weak syllable = /ə/	vowel in weak syllable = /ɪ/
woman	orange

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1 English Pronunciation in Use –Cambridge University Press:

2. English Phonetics (practical course) Samarkand-2005
3. Better English pronunciation Cambridge University Press

### Lesson-8 Technological model of the lesson

<b>Topic</b>	Adjectives and Participles, Comparatives
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Adjectives and Participles, Comparatives
<b>Aim of the lesson:</b> to introduce the Demonstratives in discourse, Possessive adjectives	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Adjectives and Participles, Comparatives <input type="checkbox"/> Be able to use Adjectives and Participles, Comparatives while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with Adjectives and Participles, Comparatives <input type="checkbox"/> Have clear understanding about Adjectives and Participles, Comparatives <input type="checkbox"/> Be aware of forming and using Adjectives and Participles, Comparatives
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	2.1 T asks Ss to present their opinions about adjectives and adverbs 2.2 T asks the following questions: - How do the adjectives and adverbs help us? - What features of adjectives and adverbs do you know ?(10	2.1.Ss share their ideas

	min)	
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T writes the topic of the lesson on the board and distributes Handout 1 and asks Ss to read, a write notes. 10 min 3.2 After reading and, writing notes T asks Ss to reflect on it. 15 min 3.3 T distributes Handout 2 and asks to do True / False, complete the sentences, and answer the Completion question 10 min, individually. 3.4 After finishing tasks, discuss with the whole class 15 min.	3.1 Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: make 10 minutes presentation about adjectives and adverbs(individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

The adjective. The adjective is used to denote a quality or feature of an object. **She is a pretty girl.** The adjectives are not modified by genders, numbers or cases. f.ex: **a young man young people.** The adjectives can change their form to express degrees of comparison. **Long, longer, longest.** There are simple and derivative adjectives in English. The simple adjectives have no endings **Big, short, large.** The derivative adjectives are adjectives that have prefixes and suffixes or both of them:

**natural, incorrect , unnatural.**

**Morphological characteristics Some adverbs may change their form to express the degrees of comparison.**

**Positive degree**

Slowly

Late

Hard

**Comparative degree**

**slowlier**

**later**

**harder**

**Superlative degree**

**slowliest**

**latest**

**hardest**

**True / False questions.**

1. Adjectives describe nouns and pronouns.
2. Never use an adjective after a linking verb.
3. Adverbs describe verbs, adjectives, or other adverbs.
4. All adverbs are formed by adding *-ly* to an adjective.

**Completion question. (do it in written form)**

Predicate adjectives, Proper adjectives are adjectives separated from the noun or pronoun by a linking verb which describe the subject of the sentence.

## Adjectives of personality



Fill in the gaps with a word from the box. Only use each word **once**

selfish bad-tempered tough crafty sensitive sensible strict  
trustworthy dull shy mean reliable stubborn silly  
nice cheerful sympathetic clumsy loyal gentle

- Janet is incredibly ..... . She always arrives on time and does her job well.
- It's impossible to say anything to him. One word and he starts crying. He is so ..... !
- I wonder why he is so ..... . He has got lots of money but he hates spending it.
- When she was a child, her parents were incredibly ..... . Whenever she did the smallest thing wrong, they would send her to bed.
- Ann is such a ..... girl. She is always laughing and smiling.
- Come on, Maria! You can't go on a country walk wearing high heels. Do be ..... for once.
- I'll give you a lift home if you're ..... to me.
- She was so ..... and understanding. When I told her my problems, I immediately felt better afterwards.
- In westerns, the hero is always ..... . He always beats his enemies and can put up with any hardship.
- That's the second cup you've broken this week. Why do you have to be so ..... ?
- I think he is an extremely ..... boy. He laughs at stupid things and never concentrates in class.
- Children are often really ..... . They hide behind their mothers when guests come.
- Don't be so ....., Cathy. You've got to learn to share things with other children
- She is 100% ..... . I'd leave my money, car, anything, for her to look after.
- When I broke my leg, the nurse was so ..... that she hardly hurt me at all.
- Why do you get angry all the time?. You are so .....
- Bob is my best friend. He remained ..... through all my problems.
- He is such a ..... person with his boring little job and his boring little life.
- He is terribly ..... . Once he has made up his mind, it is impossible to get him to change it even if it's obvious that he is wrong.
- The general was really ..... . Just when the enemy thought it had won the battle, he played his best card.



For each sentence, choose the best word or phrase to complete the gap from the choices below.

She's so \_\_\_\_\_, she always gets people to do what she wants.

- A shy
- B vain
- C manipulative
- D punctual

Don't be so \_\_\_\_\_. You shouldn't tell people what to do all the time.

- A bossing
- B punctual
- C bossy
- D timid

When I was younger, I was very \_\_\_\_, but now often speak to groups of 100 people and it doesn't worry me at all.

- A demanding
- B shy
- C bitchy
- D vain

He's incredibly \_\_\_\_\_. He spends hours looking at himself in the mirror.

- A punctual
- B shy
- C bitchy
- D vain

My father's quite \_\_\_\_\_. He often forgets where he has put things

- A absent-minded
- B open-minded
- C like-minded
- D mindful

The important thing is to be \_\_\_\_\_. Don't give up. Keep on trying.

- A out-going
- B persistent
- C shy
- D pushy

She says the most terrible things about other people. She can be so \_\_\_\_\_ sometimes.

- A demanding
- B pushy
- C bossy
- D bitchy

Mike's very \_\_\_\_\_. Sometimes I just wish he could be quiet and listen for a change.

- A chatty
- B talkative
- C easy-going
- D shy

### **Glossary**

**A suffix** – a letter added to the end of a word to form a new word.

**A prefix** – a group of letters that is added to the beginning of a word to change its meaning and make a new word.

**Comparative degrees**- shows an increase in size,quality,degree etc when it is considered in relation to something else.

**Superlative degree**- expresses the highest degree of a particular quality.

**Frequency**- the number of times that something happens within a particular period of time or within a particular group of people.

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### Lesson-9 Technological model of the lesson

<b>Topic</b>	Compound nouns, Compound nouns+verb prepositions
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Compound nouns, Compound nouns+verb prepositions
<b>Aim of the lesson:</b> to introduce the Compound nouns, Compound nouns+verb prepositions	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Compound nouns, Compound nouns+verb prepositions <input type="checkbox"/> Be able to use Compound nouns, Compound nouns+verb prepositions while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with Compound nouns, Compound nouns+verb prepositions <input type="checkbox"/> Have clear understanding about Compound nouns, Compound nouns+verb prepositions <input type="checkbox"/> Be aware of forming and using Compound nouns, Compound nouns+verb prepositions
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	2.1. T refreshes Ss knowledge of previous lesson Then she explains the aim of the theme the results of the subject.	2.1.Ss share their ideas

<p><b>3-step</b>  <b>Main part:</b>  <b>introducing course syllabus</b>  <b>(50-minutes)</b></p>	<p>3.1T asks Ss the following questions :  <input type="checkbox"/> How are compound nouns formed?  <input type="checkbox"/> How are compound nouns written?  <input type="checkbox"/> How are plurals of compound nouns formed?</p> <p>3.2 T gives information about Compound nouns-verb+preposition</p> <p><b>3.3 T have Ss present presentation</b></p>	<p>3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold</p> <p>3.2. Ss take notes</p>
<p><b>4- step</b>  <b>Closure:</b>  <b>summarizing activity</b>  <b>(15-minutes)</b></p>	<p>4.1.The teacher comments on the students' participation.  4.2 Asks students' comprehension of the theme  4.3 The teacher gives home tasks</p>	<p>4.1.Ss express their agreements.  4.2 The students may ask some questions.  4.3 students get their home tasks</p>

### Visual materials

#### Nouns: compound nouns

Some nouns consist of more than one word. These are compound nouns. Compound nouns can be formed in different ways. The most common way is to put two nouns together (noun + noun); other common types are adjective + noun and verb + noun.

noun + noun car park, Iceland, shopkeeper, website

#### Writing compound nouns

Many compound nouns are written as one word, but some are written with hyphens or spaces. In modern English, hyphens are less common than they were in the past. A good learner's dictionary will tell you how each compound is usually written.

1 Examples of one word *Bathroom, sheepdog, windscreen*

2 Examples of hyphens *check-in, fire-fighter, son-in-law*

3 Examples of spaces *bottle opener, New Year's Day, Prime Minister*

#### Plurals of compound nouns

We form the plural of most compounds by adding a plural ending to the last part of the compound:

We saw some large greenhouses with vegetables growing in them.

They're building two new car parks in town.

#### Warning:

The compounds *mother-in-law, brother-in-law*, etc. form their plurals on the first noun:

I've got one brother-in-law and two sisters-in-law.

Not: two sister-in-laws

#### Compound nouns and spoken stress

Compound nouns normally have the spoken stress on the first part:

CAR park, BATHroom, WEBSite, BROther-in-law, DOORbell, CHECK-in

However, not all compound nouns follow this rule. Some have spoken stress on the second part, especially in proper names and titles:

Mount EVerest, Prime MINister, New YORK A good learner's dictionary will tell you where to put the stress.

#### Compound Nouns (Verbs+Preposition)

Some compound nouns are based on phrasal verbs, e.g. takeover / to take over. To form the plural, *\_s* is added to the end, e.g. pin-ups.

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use.

In response to the pay offer, there was a walk-out at the factory. [strike]

There is going to be a crack-down on public spending. [action to prevent]

An inquiry into the recent break-out from the local prison has recommended measures to tighten security there. [escape]

Last month saw a tremendous shake-up in personnel. [change]

Last week we reported on the break-up of the mayor's marriage. [collapse]

A number of these nouns have economic association

The takeover of one of our leading hotel chains has just been announced. [purchase by another company]

We're trying to find some new outlets for our products. [places to sell]

Take your things to the check-out to pay for them. [cash-desk]

Cutbacks will be essential until the recession is over. [reductions]

Our profit was \$1000 on a turnover of \$10,000. [money passing through a company]

**Some of the nouns are associated with technology and other aspects of modern life.**

What the computer produces depends on the input. [information that is put in]

Output has increased thanks to new technology. [production]

We have a rather rapid staff turnover. [change]

Just after leaving school he went through the stage of being dropout. [person who rejects society]

The consequences of fallout from Chernobyl are still being felt. [radio-active dust in the atmosphere]

I can easily get you a printout of the latest figures. [paper on which computer information has been printed]

A breakthrough has been made in AIDS research. [important discovery]

Some of the words can be used in more general circumstances.

Many of the problems were caused by a breakdown in communications. [failure]

The outlook for tomorrow is good – sunny in most places. [prospect]

There are drawbacks as well as advantages to every situation. [negative aspects]

The outcome of the situation was not very satisfactory. [conclusion]

TV companies always welcome feedback from viewers. [comments]

It was clear from the outset that the set-up would cause problems. [start; situation]

We parked in a lay-by on the by-pass. [parking space at the side of a road; road avoiding the center of a town]

The outbreak of war took many people by surprise. [start of something unpleasant]

1. Which of the words would be most likely to follow the adjectives given below:

*Fallout breakthrough breakdown outbreak output turnover outlet*

Radioactive Final Nervous Positive *outcome* Computer Sales Annual Drastic

2. Fill in the blanks with appropriate compound noun:

a takeover, a breakout, printout., checkout, feedback, a shakeup , crackdown., outbreak

a. A and C Ltd. Have made..... bid for S and M plc.

b. The Prime Minister yesterday announced ..... in the cabinet.

c. The negotiations aim to end the 10-year-old .....

d. She provided some very valuable ..... to the discussion.

e. Circus Lion had ..... in horror.

f. There's a terrible queue at this ..... Let's find another one.

g. There has been a disturbing ..... of violence in prisons recently.

h. The office wall was covered in .....

**Glossary**

Inquiry-An act of asking for information

Common- Occurring, found, or done often; prevalent

Aspect-A particular part or feature of something

Feedback- Information about reactions to a product, a person’s performance of a task, etc., used as a basis for improvement.

Response- A verbal or written answer:

### Indicative Bibliography

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### Lesson-10 Technological model of the lesson

<b>Topic</b>	Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Compound nouns, Compound nouns+verb prepositions
<b>Aim of the lesson:</b> to introduce the Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty <input type="checkbox"/> Be able to use words belong to Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty <input type="checkbox"/> Have clear understanding about Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty <input type="checkbox"/> Be aware of forming and using Countries, nationalities, languages. Distances and dimensions. Success, failure and difficulty
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T asks Ss to ask each other questions about their country, nationality and language.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T teaches adjectives referring to countries and languages. 3.2 T explains how to use nouns and adjectives referring to nationalities. 3.3 T explains the most common way of asking about distance and dimension. 3.4 T teaches Ss how to express success, failure and difficulties	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Countries, Nationalities and Languages

##### Using „the“

Most names of countries are used without \_the', but some countries and other names have \_the' before them, e.g. The USA, the United Kingdom, The Commonwealth.

Some countries may be referred to with or without \_the' (the) Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan.

##### Adjective referring to countries and language

With -ish: British Irish Flemish Danish Turkish Spanish

With-(i)an: Canadian Brazilian American Russian Australian

With-ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With -ic: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

Some, adjectives are worth learning separately e.g Swiss, Thai, Greek, Dutch, Cypriot.

##### Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, An Italian, a Belgian, a Catalan, a Greek, an African. Some need woman/man/person added to them (you can't say \_a Dutch'), so if in doubt, use them, e.g. a Dutch man, man, a French woman, an Irish person, an Icelandic man.

##### Peoples and races

People belong to ethnic groups and regional groups such as Afro-Caribbeans, Asians and Orientals and Latin Americans. What are you? (e.g. North African, Southern African, European, Melanesian)

They speak dialects as well as language. Everyone has a mother tongue or first language; many have second and third languages. Some people are perfect in more than one language and are bilingual or multilingual.

name: Wanija Krishnamurthan second/third languages: English, Malay

nationality: Malaysian type or dialect of English: Malaysian

mother tongue: Tamil (S.India) ethnic group: Asian (Tamil Indian)

### **Distances and dimensions**

#### **Distance**

**The most common way of asking about distance is probably:**

- How far is it? Is it a long way? Is it very far?
- No, just round the corner. / a couple of minutes' walk (= very near).
- No, not far. / No, about five or ten minutes' walk (= quite near).
- Yeah quite a long way. / Yeah, over a mile.
- Yes it's a long way. / Yes it's miles. / Yes it's too far to walk.

#### **Note:**

- We can use far in a question or negative but not in a positive statement on its own
- We don't say *'it's far'*, we say *'it's a long way'*. But we can say *'it's too far to walk'*.

#### **Size and dimension**

A dimension is the measurement of something in physical space. You might give the painters every dimension of the rooms you want painted, including depth, height, and width.

We can describe size using the nouns above or the adjectives formed from them, like this:

- What's the length/width/height/depth/size of ...?
- How long/wide/high/tall/deep/big is ...?

#### **Note:**

- We generally use tall to describe people, trees and buildings; and high to describe mountains. We also say high-rise buildings.

- Notice also that in the answer to these questions, an adjective follows the measurement: The garden is about ten meters wide. (= The width is about ten meters.)

#### **Size in people and things**

We use different words to describe the size of people and things:

- a tall girl (not a short girl)
  
- a fat person (not a thin person)
- a long book (= many pages) (not a short book)
- a deep lake (= many metres) (not a shallow lake)
- a thick book (not a thin book)
- a wide road (not a narrow road)

#### **Note:**

- We can use big or large to describe size in English, but not great.
- For English speaking people, great (*informal*) = fantastic.
- But we can use great before big to say that something is very big, e.g. I saw a great big dog in the park.
- If you want to ask about size in clothes, you say: What size are you? *or* What size (shoes) do you take? If you don't know, then you need someone to measure you.

#### **Success, failure and difficulty**

**Succeeding** I managed to contact him just before he left his office.

I don't think I can manage the whole walk. I think I'll turn back. { manage, but not succeed, may have a direct object in this meaning }

We succeeded in persuading a lot of people to join our protest. { in + - ing }

We've achieved/ accomplished a great deal in the last three years. { both are used with quantity phrases such as \_ a lot \_/ a little }

The company has achieved all its goals/aims/targets for this years { achieve is more common than accomplish with nouns expressing goals and ambitions }

Do you think his plan will come off? { succeed; informal }

Matrix for some typical collocations with \_succeeding\_ verbs

reach attain secure realize fulfill Achieve

An ambition A dream An agreement An obligation A target A compromise

### **Failing**

Plans and projects often go wrong or misfire. { don't turn out as intended }

Companies, clubs and societies often fold through lack of success. { close down }

A plan or project may falter, even if it finally succeeds. { go through ups and downs }

All your plans and hard work/efforts may come to nothing.

### **Difficulty**

I have great difficulty in getting up in the morning. I find it difficult to remember the names of everybody in the class. { hard can be used here; it is more informal } It's hard/difficult to hear what she's saying.

I often have trouble starting the car on cold mornings. We've had a lot of bother with the neighbors lately.

Can you cope with three more students? They've just arrived. I've no money, my girlfriend's left me; I need help; I just can't cope any more.

### **Exercises**

A. Ways of learning nationality and language adjectives. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by - (i) an adjectives.

1. Complete this list of Latin American adjectives. Look at a world map if you have to. Brazilian, Chilean.....

2. The same applies to former European socialist countries and parts of the former Soviet Union. Complete the list. Hungarian, Armenian ,.....

3. What other regional groupings can you see on the left-hand page? ( e.g. many -ish adjectives are European ) ]

B. Famous names. Can you name a famous .....

Example: Argentinean sportsman and woman? Diego Maradona

1. Chinese politician ?

2. Black Southern African political figure?

3. Polish person who became a world religious leader?

4. Italian opera singer?

5. Irish rock-music group?

### **Exercises**

Complete B's replies using a suitable form of the dimension/ distance words opposite.

1 A: These trousers I've bought are too long.

B: Well, why not get.....

2 A: He's a big boy, isn't he ? 1.90 metres!

B: Yes, he's....

3 A: Why are we going across the field?

B: Just to get there that bit quicker; it's.....

4 A: We'll give no measure how high the room is.

B: That's not necessary; we already know the .....

5 A: The traffic seems to move far quicker on this road since I was last here.

B: Yes, well, they.....

6 A: Why do they have to have music on TV news programmes? It seems totally unnecessary!

B: Well, I think they want to create a feeling of drama , and the music is supposed to...

Give opposites for:

1.A length of the pool 3.a very broad range of goods 5 deep water

2 to shorten 4 a local call 6 nearby places

### Glossary

Bilingual-(Of a person) speaking two languages fluently:

Multilingual- In or using several languages

Ambition- A strong desire to do or to achieve something, typically requiring determination and hard work

An obligation - An act or course of action to which a person is morally or legally bound; a duty or commitment

A target - A person, object, or place selected as the aim of an attack.

A compromise - An agreement or a settlement of a dispute that is reached by each side making concessions

### Indicative Bibliography

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### Lesson-11 Technological model of the lesson

<b>Topic</b>	Consonant sounds: <b>f/v/k/g/</b>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Consonant sounds: <b>f/v/k/g/</b>
<b>Aim of the lesson:</b>	to introduce the Consonant sounds: <b>f/v/k/g/</b>
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Consonant sounds: <b>f/v/k/g/</b> <input type="checkbox"/> Be able to use Consonant sounds: <b>f/v/k/g/</b> belong to the words while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making words with Consonant sounds: <b>f/v/k/g/</b> <input type="checkbox"/> Have clear understanding about Consonant sounds: <b>f/v/k/g/</b> <input type="checkbox"/> Be aware of forming and using Consonant sounds: <b>f/v/k/g/</b>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T asks Ss to ask each other questions about Consonant sounds: <b>f/v/k/g/</b>	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T teaches Consonant sounds: <b>f/v/k/g/</b> 3.2 T explains how to use Consonant sounds: <b>f/v/k/g/</b> 3.3 T explains the most common way of using about Consonant sounds: <b>f/v/k/g/</b>	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### The consonant sounds [f , v]

[f] [f f f f f]

The soft palate is raised. The lower lip is raised to the edge of the upper teeth, forming a flat narrowing. The air passes through this narrowing with friction. In the production of [f] the vocal cords are kept apart and do not vibrate whereas in the articulation of [v], they are drawn near together and vibrate.

**f** - voiceless

[ef] [fi:] [fid] [fail]

[elf] [fi:d] [fil] [laif]

[eft] [fi: st] [fib] [fain]

**[v]** [v v v v v]

The same articulation as for [f] [vi:][vent][vim]

v - voiced [vi:l][vend][vail]

Vv [vi:] - [vest][vai][liv]

#### Exercise!

[fi:l - vi:l] [fi:l -fil] [fed -def]

[li:f -li:v] [fi:d -fid] [left -felt]

[laif -laiv] [fi:t -fit] [fail -laif]

[fail -vail] [fi:z -fiz] [fain -naif]

#### Read the following:

file -pile fed -pet fee -pee

fine -pine fell -pell feel -peel

fie - pie fen -pen feet -Pete

**How to Pronounce /k/:** The back of the tongue presses against the soft palate and releases quickly with a puff of air. The vocal cords are not vibrating.

**Typical Spellings for /k/:** kite, cat, rackk

**Less Common Spellings for /k/:** chemical, queen

### **/k/ Words**

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
<u>c</u> ake	lock <u>e</u> r	tack <u>k</u>
<u>c</u> opy	liqu <u>o</u> r	talk <u>k</u>
<u>c</u> oin	bec <u>o</u> me	plagu <u>e</u>
<u>k</u> ind	mech <u>a</u> nic	week <u>k</u>

### **/k/ Sentences**

I can catch a cab.

Bake the kake.

**How to Pronounce /g/:** The back of the tongue presses against the soft palate and releases quickly. The vocal cords are vibrating.

**Typical Spellings for /g/:** get, goggle, glaue

**Less Common Spelling for /g/:** exact

### **/g/ Words**

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
<u>g</u> o	be <u>g</u> in	le <u>g</u>
<u>g</u> et	for <u>g</u> ive	ta <u>g</u>
<u>g</u> uess	aga <u>in</u>	pl <u>au</u> <u>g</u> e
<u>g</u> love	vine <u>g</u> ar	le <u>ag</u> e

### **/g/ Sentences**

Gail will get a dog.

The goose laid an egg.

### References

- 1 English Pronunciation in Use –Cambridge University Press:
2. English Phonetics (practical course) Samarkand-2005

### Lesson-12 Technological model of the lesson

<b>Topic</b>	Articles in Context, Using articles in context
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Articles in Context, Using articles in context
<b>Aim of the lesson:</b> to introduce the Articles in Context, Using articles in context	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Articles in Context, Using articles in context <input type="checkbox"/> Be able to use Articles in Context, Using articles in context while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making words with Articles in Context, Using articles in context <input type="checkbox"/> Have clear understanding about Articles in Context, Using articles in context <input type="checkbox"/> Be aware of forming and using Articles in Context, Using articles in context
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	2.1 T sings the song —Make new friends, but keep the old. One is silver, and the other’s gold. 2.2 T writes the song on the board and asks Ss to highlight the nouns.	2.1.Ss share their ideas

	2.3 T asks Ss to present their opinions about how they identify the nouns.	
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 Teacher introduces the new topic and distributes Handout 1. Then asks Ss to read and elicit new rules. (individually 10-minutes) 3.2 After reading T asks Ss to reflect on it. 15 min, whole class. 3.3 T distributes Handout 2 and asks to complete the sentences. (10-minutes) individually. 3.4 After finishing the task, discuss with the whole class 15 min.	3.1 Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1 T summarizes the lesson and gives home task: make 10 minutes presentation about indefinite noun. (individually)	4.1. Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Articles: **a, an, the**-are the main determiners of the nouns.

*A/an* - the Indefinite Article.

**THE** - the Definite Article. **A and an** have exactly the same meaning. We use *a* in front of consonant sounds (a man, a year) and *an* in front of vowel sounds (an umbrella an eye).

Describing people and things with *'a/an' + noun*: We use some words as only countable nouns (people or things) and we always put *a/an* in front of them: He is a doctor. It's a tree. We can use *a/an* in front of proper nouns for: -members of family: He's a Rakhmanov. (=a member of the Rakhmanov family)

-literature and art: It's a Dickens novel. It's a Brecht play.

We use *a/an singular noun* to talk about our reader /listener doesn't /t know about (it's unidentified)

Something is unidentified when: We mention it for the time in a story We are naming or labeling:

**A: What sort of car is that? B: I think it's a Damas**

*a (or an)* is used with countable nouns to indicate *one*. Can I have a cup of tea? *I've got a daughter and two sons*. *a* is not used before a plural noun (NOT *I've got a sons*). *a* is not used before uncountable nouns (NOT *I want a petrol, please*). *a* is used with countable nouns to indicate *one*: I've got two bikes and a car. She's a lawyer. He's a teacher. *a, an* when talking about cost, speed or how often we do something. The apples are £1 **a** kilo. I never drive more than 80 kilometers an hour. She smokes about twenty cigarettes **a** day.

**Write a, an, or nothing to complete these sentences.**

1 I'd like *..a..* sandwich, please.

1 He asked me for *..-..* money.

3 They wanted information about the trains.

4 I'd like apple and orange, please.

5 They've got very big house.

- 6 Do you like fast cars?
- 7 We watched films all afternoon.
- 8 Have you got umbrella?
- 9 I asked for bread and cheese.
- 10 Are you drinking milk?
- 11 I had glass of water.
- 12 He gave me orange.
- 13 Is there telephone here?
- 14 We had eggs for breakfast.
- 15 I like coffee and tea.

**Glossary**

**Indefinite article-** the word —a/an

**Countable noun-** has both a singular and a plural form.

**Uncountable noun-** has no plural form and refers to something which cannot be counted or regarded as either singular or plural.

**Article-** a word used before a noun to show whether the noun refers to a particular example of something or to a general example of something.

**Reference**

- 1. Murphy R —Advanced grammar in use| 2008
- 2. Laurie Rozakis —English Grammar for the Utterly Confused

**Lesson-13 Technological model of the lesson**

<b>Topic</b>	Traditions and Customs, Time and Condition ,Cause, reason, purpose.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Articles in Context, Using articles in context
<b>Aim of the lesson:</b> to introduce the Traditions and Customs, Time and Condition ,Cause, reason, purpose.	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Traditions and Customs, Time and Condition ,Cause, reason, purpose. <input type="checkbox"/> Be able to use conjunctions Time and Condition ,Cause, reason, purpose. while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with conjunctions Time and Condition ,Cause, reason, purpose. <input type="checkbox"/> Have clear understanding about Time and Condition ,Cause, reason, purpose. <input type="checkbox"/> Be aware of forming and using conjunctions Time and Condition ,Cause, reason, purpose.
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group

	works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T challenges Ss map skills and knowledge. Procedure: Provide each student with a copy of a "map scrap" and set of questions. Instruct students to examine the scrap, and answer the questions provided (they can use classroom atlas/other materials).	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T encourages Ss to take part in the activity "Flags of the World" T displays the flag of the United States to Ss. Asks them what the colors represent and the significance of the design (stars and stripes). Hand out activity sheet to Ss (Handout 1) 3.2 T asks Ss what the colors represent and the significance of the design of the flag of Uzbekistan 3.3 T explains the usage of connecting and linking words of time and Condition, Cause, reason, purpose, result	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Handout 1 U.S. Flag Facts

Significance of —Stars and Stripes|

- The 50 stars represent the 50 states currently in the Union (the states represented collectively).
- The 13 stripes represent the original 13 colonies (British colonies in North America founded between 1607 and 1732) that rebelled against the British crown and became the first states in the Union.

- Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia.

### Significance of the colors

- White: Purity and innocence
- Red: Valor and bravery
- Blue: Vigilance, perseverance, and justice

WAVE THE FLAG!

### EXPLORING STATE AND NATIONAL FLAGS

#### Basic Shape

Use the world flags to answer these questions.

1. What is the most common shape of the world's flags?

#### Color

Flags of the world use a variety of colors. Use the world flags to answer these questions.

2. Which country has only one color and no symbols/pictures represented on its flag?

3. Many flags have three colors. What colors do the flags of France, Russia, and the Netherlands have in common?

#### Geography

Several flags have pictures of what can be found in a country. Use the world flags to find some examples.

4. What countries have birds on their flags?

5. What countries have other animals on their flags?

6. What countries have plants on their flags?

### Linking words

"They arrived home just as I was about to call the police."

*just as* – at the same time or at the start of another action. "The workers stopped as soon as the bell rang."

*as soon as* – immediately after "The plumber had gone by the time I got home."

*by the time* – the action finished before the next one. "She said she would go as long as her friend was invited."

*as long as* – provided that, only if "We used to spend the afternoon playing in the park unless the weather was bad."

*unless* – but not if, if not "He wore his jacket even though it was freezing outside."

*even though* – although "I decided to take my umbrella in case it rained."

*in case* – do something because of a possible situation in the future. Notice that certain linking words have almost the same meaning; *as soon as* – *just as* but the difference is slightly different. *just as* is normally used if one action happens immediately before or during another action but *as soon as* is normally used when one action immediately follows another '*by the time*' is normally used with the perfect aspect.

'*as long as*', '*unless*' and '*in case*' are linking words used in conditional clauses and follow the same structure as 'if' clauses but with different meaning.

### Linking Words 1

Now choose the correct linking word or phrase in these sentences:

1 - I'll give you an answer \_\_\_\_ I decide.

as soon as

by the time.

2 - I received the e-mail \_\_\_\_ I was about to log off.

even though

just as

3 - My children had already gone to bed \_\_\_\_ I arrived home.

as long as

by the time

4 - You can go to that restaurant \_\_\_\_ you wear a tie.

as long as

unless

5 - Take my number \_\_\_\_ you need to call me.

in case

as long as

6 - He never went swimming \_\_\_\_ it was perfectly calm.

as long as

unless

7 - He only wore a t-shirt \_\_\_\_ it was freezing.

as long as

even though

8 - I always carry an umbrella \_\_\_\_ it rains.

in case

unless

### **Cause, reason , purpose and result**

You probably know how to use words like because , since and as to refer to the cause of or reason for something. Here are some other ways of connecting clauses to express causes and reasons. Note how verbs and nouns can do the same job as conjunctions.

Look at the picture of an accident , on the right . Here are several ways of talking about it.

Owing to the icy conditions , the two lorries collided.

The collision was due to the icy conditions.

The collision was caused by icy on the road.

The cause of the collision was ice on the road.

Here are some other —cause|words and typical contexts they are used in.

The rise in prices sparked off a lot of political protest. [often used for very strong, perhaps violent, reactions to events]

The President's statement gave rise to/ provoked/ generated a lot of criticism. [slightly less strong than spark off]

The new law has] brought about /led to great changes in education. [often used for political/social change]

This problem stems from the inflation of recent years. [explaining the direct origins of events and states]

The court-case arose out of allegations made in a newspaper. [the allegations started the process that led to the court-case]

Reasons for and purposes of doing things

Her reason for not going with us was that she had no money . or The reason she didn't go

With us was that. . . . [less formal]

I wonder what his motives were in sending that letter? [purpose]

I wonder what prompted him to send that letter? [reason/ cause]

She wrote to the press with aim of exposing the scandal. [purpose]

I've invited you here with a view to resolving our differences.[sounds a bit more indirect than with the aim of]

He refused to answer on the grounds that his lawyer wasn't there[reason]

The purpose of her visit was to inspect the equipment.

### Results

He did no work .As a result / As a consequence/Consequently,he failed his exam .

The result /consequence of all these changes is that no-one is happy any more.[The examples with consequence/consequently sound more formal than result ]

His remarks resulted in everyone getting angry.[as a verb + in]

The events had an outcome that no-one could have predicted.[result of a process or events ,or of meetings, discussions,etc.]

The upshot of all these problems was that we had no start again.[less formal than outcome]

When the election results were announced, chaos ensued.

### Glossary

Collision-An instance of conflict between opposing ideas, interests, or factions

Cause-A person or thing that gives rise to an action, phenomenon, or condition:*the cause of the accident is not clear*

reason -A cause, explanation, or justification for an action or event:*the minister resigned for personal reasonsit is hard to know for the simple reason that few records survive*

purpose-1The reason for which something is done or created or for which something exists:*the purpose of the meeting is to appoint a trustee the building is no longer needed for its original purpose*

Result -A consequence, effect, or outcome of something:*the tower collapsed as a result of safety violations*

### Indicative Bibliography

McCarthy, M and O'Dell, F. (1999) *English Vocabulary in Use-Elementary*. Cambridge:CUP

McCarthy, M and O'Dell, F. (2004) *English Phrasal Verbs in Use*.Cambridge:CUP

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Thomas, B.J. (1990) *Elementary Vocabulary*. Harlow: Longman

### Lesson-14 Technological model of the lesson

<b>Topic</b>	The Consonant sounds: /ʃ/dʒ/tʃ/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Articles in Context, Using articles in context
<b>Aim of the lesson:</b> to introduce the Consonant sounds: /ʃ/dʒ/tʃ/	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Consonant sounds: /ʃ/dʒ/tʃ/ <input type="checkbox"/> Be able to use Consonant sounds: /ʃ/dʒ/tʃ/ while making words	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making words Consonant sounds: /ʃ/dʒ/tʃ/ <input type="checkbox"/> Have clear understanding about Consonant sounds: /ʃ/dʒ/tʃ/ <input type="checkbox"/> Be aware of forming and using Consonant sounds: /ʃ/dʒ/tʃ/
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works

<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T challenges Ss map skills and knowledge. Procedure: Provide each student with a copy of consonant table and set of questions. Instruct students to examine the scrap, and answer the questions provided .	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T encourages Ss to take part in the activity according to the consonant sounds. Asks them ho to pronounce the consonant sounds Hand out activity sheet to Ss (Handout 1) 3.2 T asks Ss to reads some samples of phonetic	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Write these nationality words in the correct column.

Belgian Welsh Dutch Russian Chinese German Japanese Polish French Chilean Turkish

contains /dʒ/	contains /ʃ/	contains /tʃ/
Belgian		

**How to Pronounce /ʃ/:** The tongue tip is near but does not touch the gum ridge or hard palate. The vocal cords are not vibrating. /ʃ/ is a continuous quiet sound: shhhhhhhhh!

**Typical Spellings for /ʃ/:** shoe, chef, motion,  
special, assure

**Less Common Spellings for /ʃ/:** sure, ocean,  
tension, anxious

### /ʃ/ Words

Be sure your tongue tip does not touch any part of the roof of your mouth.

Beginning	Middle	End
<u>sh</u> oe	f <u>ash</u> ion	pu <u>sh</u>
<u>sh</u> are	so <u>ci</u> al	w <u>ish</u>
<u>sh</u> op	ca <u>uti</u> on	fi <u>ni</u> sh
<u>sh</u> ow	ma <u>ch</u> ine	Engl <u>ish</u>

### /ʃ/ Sentences

Polish the shoes.

Sheila finished wasshing the dishes.

**How to Pronounce /tʃ/:** The tongue tip is placed firmly against the gum ridge behind the upper front teeth. /tʃ/ is a combination consonant. It begins as /t/ and ends as /ʃ/. The vocal cords are not vibrating.

**Typical Spellings for /tʃ/:** chop, nature

**Less Common Spellings for /tʃ/:** question, righteous

## /tʃ/ Words

Remember to feel your tongue tip touch your gum ridge.

Beginning	Middle	End
<u>ch</u> air	mat <u>ure</u>	each <u>ch</u>
<u>ch</u> eck	kitch <u>en</u>	whic <u>h</u>
<u>ch</u> ild	watc <u>h</u> ing	churc <u>h</u>
<u>ch</u> apter	pic <u>ture</u>	March <u>ch</u>

## /tʃ/ Sentences

How much do you charge?

The teacher is watching.

I chose a cheese sandwich.

**How to Pronounce /dʒ/:** The tongue is placed firmly against the gum ridge behind the upper front teeth. /dʒ/ is a combination consonant. It begins as /d/ and ends as /ʒ/. The vocal cords are vibrating.

**Typical Spellings for /dʒ/:** jet, age, fudge

**Less Common Spellings for /dʒ/:** educate, soldier

## /dʒ/ Words

Remember to feel your tongue tip touch your gum ridge.

Beginning	Middle	End
<u>j</u> oy	en <u>g</u> ine	pa <u>g</u> e
<u>g</u> ym	ma <u>g</u> ic	colle <u>g</u> e
<u>j</u> oke	ma <u>j</u> or	ma <u>n</u> age
<u>j</u> elly	gra <u>d</u> uate	pa <u>k</u> age

## /dʒ/ Sentences

I enjoy orange juice.

Joe is the manager.

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-15 Technological model of the lesson

<b>Topic</b>	Using Prepositions in Context
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Using Prepositions in Context
<b>Aim of the lesson:</b> to introduce Using Prepositions in Context	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Using Prepositions in Context <input type="checkbox"/> Be able to use Prepositions in Context while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with Prepositions <input type="checkbox"/> Have clear understanding about Using Prepositions in Context <input type="checkbox"/> Be aware of forming and using Prepositions in Context
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T challenges Ss map skills and knowledge. Procedure: Provide each student with the phrases in prepositions Instruct students to examine the scrap, and answer the questions provided .	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T encourages Ss to take part in the activity according to the prepositions. Asks them how to use prepositions. Hand out activity sheet to Ss (Handout 1)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes

	3.2 T asks Ss to reads some samples of Phrasal verbs	
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students‘ participation. 4.2 Asks students‘ comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Prepositions used with verbs of motion (*come, go, run, etc*) show the direction of the movement. *Jack ran **out** of the room. Sue moved **towards** the door.* Other examples: *to, into, across, around, along, up, down, past*

**Position and place** Prepositions can show position. *Ted was sitting **next to** Janet. The bank is **opposite** the cinema.* Other examples: *before, below, beside, in front of, near, on top of, under* Prepositions can show place. *I live **in** France. Sue lives **on** an island. John is **at** school.*

See below for problems of use.

**Other uses** • Prepositions are also used in time expressions. • Prepositions cover a wide range of other meanings. *This book is **about** Napoleon. I can't drink tea **with/without** sugar.*

**Problems of use** • *To* and *at* With verbs of motion *to* means *in the direction of*. *At* is not used with verbs of motion. It is used to say where someone or something is. *We went **to** the cinema. We arrived **at** the cinema.* - *Next to* and *near* *Next to* means *very close, with nothing in between*. It is the same as *beside*. *Near* means *only a short distance from*, which can be a matter of opinion. *Peter always sits **next to** Mary. I live **near** the sea, it's only ten miles away.* • *Above* and *over* Both words mean *in a higher position than*, but *over* suggests closeness or touching. *There was a plane high **above** them. Put this blanket **over** you.* There may be little difference in some contexts. *There was something written above/over the door.*

*In* and *at*: places *In* refers to towns, countries and the 'inside' of places. *She lives **in** Paris. They arrived **in** Peru. He's **in** the kitchen.* *At* refers to points with a particular purpose rather than inside. *She lives **at** home. I'll meet you **at** the bus stop.* Compare: *They met **in the** cinema.* (inside) *They met **at the** cinema.* (place)

• Prepositions at the end of a sentence Study these common examples: *Who are you waiting **for**?* (question)

*You are very difficult to live **with!*** (infinitive) *That's the company that I work **for.*** (relative clause)

Prepositions Some prepositions can be used without an object. **without an object** *Ted was walking **along, whistling.*** In this example we mean *along the street*, but it is clear from the context or unimportant. Other prepositions used like this are: *around, along, behind, opposite*

**Prepositions with** Examples: *according to, on behalf of, by means of* **more than one word** Other examples are included in the Practice section. Prepositional There are many fixed phrases containing prepositions.

**phrases** Examples: *by mistake, on purpose, out of order* Other examples are included in the

### References

1. Murphy R —Advanced grammar in use|| 2008
2. Mark Nettle and Diana Hopkins. —Developing Grammar in Context|| (intermediate) Cambridge University
3. M. Swan and C. Walter \_‘ How English works‘‘
4. Laurie Rozakis —English Grammar for the Utterly Confused||
5. SharipovaM.Z. —Части речи в схемах и таблицах||

### Lesson-16 Technological model of the lesson

<b>Topic</b>	Discourse Markers, Expressions with <b>“look”</b>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Discourse Markers, Expressions with <b>“look”</b>
<b>Aim of the lesson:</b> to introduce Discourse Markers, Expressions with <b>“look”</b>	
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness of Discourse Markers, Expressions with <b>“look”</b> <input type="checkbox"/> Be able to use Discourse Markers, Expressions with <b>“look”</b> while making statements	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making statements with Discourse Markers, Expressions with <b>“look”</b> <input type="checkbox"/> Have clear understanding about Discourse Markers, Expressions with <b>“look”</b> <input type="checkbox"/> Be aware of forming and using Discourse Markers, Expressions with <b>“look”</b>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T challenges Ss map skills and knowledge. Procedure: Provide each student with the Discourse Markers, Expressions with <b>“look”</b> Instruct students to examine the scrap, and answer the questions provided .	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus</b>	3.1. T encourages Ss to take part in the activity according to the Discourse Markers,	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and

(50-minutes)	Expressions with <b>“look”</b> . Asks them how to use Discourse Markers, Expressions with <b>“look”</b> Hand out activity sheet to Ss (Handout 1) 3.2 T asks Ss to reads some samples of Phrasal verbs	circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students‘ participation. 4.2 Asks students‘ comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Discourse markers

Discourse markers are small words and phrase s whose job it is to organizes, comment on or in some way frame what we are saying or writing. A common everyday example is the use of well in speech:

A: So you live in Boston? B:Well, near Boston.

Well here shows that the speaker is aware he/she is changing the direction of the conversation in some way (not giving the expected \_yes‘ answer ).In other words ,well is a comment on what is being said. Another example is how teachers use words like right and okay to organize what is happening in aclassroom :

Common markers to organize different stages of talk(as in the teacher example)

Now, what shall we do next? So would you like to come to the table now, please?

Good ,I‘ll ring you on Thursday ,then.Well then, what was it you wanted to talk about ?

Now then, I want you to look at this picture .[said by someone in control of the conversation ,e.g . a teacher ]

Fine /Great , let‘ leave it at that then ,shall we?

Common markers in written English for organising a formal text.

**First/Firstly /First of all** ,we must consider ....}for lists

**Next, it** is important to remember that ...}for lists

**Finally /Lastly** , we should look at....[NB not \_at last‘]

**In summary** , we can say that.. [summing up the main points]

**In conclusion** , I should like to say that.... [finishing the text]

Markers for explaining , rephrasing ,etc ...in speech and writing .

Memorising words requires reinforcement ; in other words /that is to say ,you have to study the same words over and over again .

Some words are hard to say , for example /for instance ,‘crisps‘ .

She is, as it were /so to speak ,living in a world of her own.

[make what you are saying sound less definite /precise

#### Task 1

**Here are some small dialogues where there are no markers used at all , which would be unusual in real informal talk. Add markers from A,B and D opposite and from exercise 1 above ,where you think the speakers might use them .**

1 A: Are you a football fan?

B: I like it,I wouldn‘t say I was fan.

2 A: I‘ll take care of these .

B:That‘s everything .

A: See you next week .  
 B: That was a very useful meeting .  
 3 A: It was last Monday .I was coming home from work .I saw this ragged old man approaching me .  
 I stopped him-  
 B: Let me tell you what happened first.?  
 Them off.  
 4 A: Which number is yours ?  
 B:(pause)...it's that one here, yes ,this one .  
 5 A: He's looking exhausted .  
 B: Yes, he is.  
 A: He has an awful lot of responsibility , so it's hardly surprising.  
 6 A: what do you mean \_cold' ?  
 B: she's not friendly ,very distant .  
 Last week I gave her a jolly smile and she..... scowled at me.  
 A: What do you expect ? I've seen the way you smile at people ,it puts

**Glossary**

critical condition- requiring immediate and constant medical attention  
 crutches-objects that people with injured legs or feet use to help them walk  
 deficiency-a lack of something necessary for one's health  
 cyst- a sac in the body-tissue filled with fluid (sometimes diseased)  
 deaf- unable to hear

**Indicative Bibliography**

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 Thomas, B.J. (1990) *Elementary Vocabulary*. Harlow: Longman

**Lesson-17 Technological model of the lesson**

<b>Topic</b>	Vowel sounds: a:/eə ®/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Lead in activity 2. Introducing Vowel sounds: a:/eə ®/
<b>Aim of the lesson:</b>	to introduce Vowel sounds: a:/eə ®/
<b>Objectives:</b> <b>Participants will</b> <input type="checkbox"/> Raise their awareness Vowel sounds: a:/eə ®/ <input type="checkbox"/> Be able to use Vowel sounds: a:/eə ®/ while making words	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <input type="checkbox"/> Be aware of making words with Vowel sounds: a:/eə ®/ <input type="checkbox"/> Have clear understanding about Vowel sounds: a:/eə ®/ <input type="checkbox"/> Be aware of forming and using Vowel sounds: a:/eə ®/
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors

<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	T challenges Ss teaches Vowel sounds: a:/eə @/ what the main role in the words Procedure: Provide each student with the table of Vowel sounds: a:/eə @/ Instruct students to examine the scrap, and answer the questions provided .	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T encourages Ss to take part in the activity according to the Vowel sounds: a:/eə @/ Asks them how to use Vowel sounds: a:/eə @/ Hand out activity sheet to Ss (Handout 1) 3.2 T asks Ss to reads some samples of Vowel sounds: a:/eə @/	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

[a:]

[a:] back, open, long.

The tongue is retracted; the back of the tongue is slightly raised in the direction of the soft palate.

The lower jaw is lowered.

The lips are neutral. [a:nt] [ha:t] [fa:st]

[a:sk] [la:f] [t□a:ns] [a:t] [pa:st] [ha:f] [a:m] [ka:m] [ta:sk]

[a:] ar ast ask alm

The letter u after the letter r in the open syllable renders the sound [u:]

e. g. rule [ru:l]

The letter combination gh at the end of the words renders the sound [f]

e. g. high[hai]

wa [wɑ:] want[wɑ:nt]

qua [kwɑ] quality[kwɑli]

wr [r] write [rait]

### Exercise!

rack-red reach-rib-river belly-berry  
rabbit-rent real-rig-rice collect-correct  
rag-reply reck-rick-right alive-arrive  
ram-rest reel-rich-ring long-wrong  
rat-report reef-riddle-rim list-wrist  
rain rather reach read

real red rest right

road rock rip raw

agree arrange borrow bread

bring direct drink every

### Transcribe.

Archy, aright, ask, content, basket, charm, damage, harvest, march, garden, breath, thread, broom, money, gone, does. what-quad whistle tough want-quality bristle rough wrack-rack listen enough wrest-rest nestle high.

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-18 Technological model of the lesson

<b>Topic</b>	Vowel sounds: a:/eə @/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Illnesses, aches and pains,Injures, hospital treatment, wounds, 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Illness and medicine <input type="checkbox"/> Get introduced with idioms describing feeling and mood <input type="checkbox"/> Learn Idioms connected with problematic situations	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use discourse markers expressions with look</i> <input type="checkbox"/> <i>be able to use Expressions with get</i> <input type="checkbox"/> <i>Similes – as... as.../ like... .</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers

	of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming</b> <b>2.1</b> T encourages to answer the following question: <input type="checkbox"/> What types of illnesses do you know? <input type="checkbox"/> Have you ever had health problems?	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T gives new words on the topic illness and medicine. Then T asks Ss to use new vocabulary 3.2 T provides Ss with <b>idioms describing feeling and mood.</b> 3.3 T encourages students to research for idioms connected with problematic situations	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

#### Visual materials

##### Handout

##### 1 Word

*part of speech*

**abnormal** *adj*

**ache** *noun/verb*

##### Meaning

not normal for the human body

pain that won't go away

##### Example sentence

This amount of weight loss is **abnormal** for women your age.

I can't sleep because my

<b>acute</b> <i>adj</i>	quick to become severe/bad	knees <b>ache</b> in the night. We knew the baby was coming right away because the woman's labour pains were <b>acute</b> .
<b>allergy</b> <i>noun</i> <b>allergic</b> <i>adj</i>	a body's abnormal reaction to certain foods or environmental substances (eg causes a rash)	Your son is extremely <b>allergic</b> to peanuts.
<b>ambulance</b> <i>noun</i>	emergency vehicle that rushes people to a hospital	We called the <b>ambulance</b> when Josh stopped breathing.
<b>amnesia</b> <i>noun</i>	a condition that causes people to lose their memory	I can't remember the accident because I had <b>amnesia</b> .
<b>amputation</b> <i>noun</i> <b>amputate</b> <i>verb</i>	permanent removal of a limb	We had to <b>amputate</b> his leg because the infection spread so quickly.
<b>anaemia</b> <i>noun</i> <b>anaemic</b> <i>adj</i>	occurs when the body doesn't have enough red blood cells	I have low energy because I am <b>anaemic</b> .
<b>antibiotics</b> <i>noun</i>	medication that kills bacteria and cures infections	My throat infection went away after I started the <b>antibiotics</b> .
<b>anti-depressant</b> <i>noun</i>	medication that helps relieve anxiety and sadness	The anti-depressant helped me get on with life after Lucy died.
<b>appointment</b> <i>noun</i>	a scheduled meeting with a medical professional	I've made you an appointment with a specialist in three week's time.
<b>arthritis</b> <i>noun</i>	a disease that causes the joints to become swollen and crippled	My grandmother can't knit anymore because the arthritis in her hands is so bad.
<b>asthma (attack)</b> <i>noun</i>	a condition that causes a blockage of the airway and makes it difficult for a person to breathe	I carry an inhaler when I run because I have asthma.
<b>bacteria</b> <i>noun</i>	a disease-causing organism	To prevent the spread of bacteria it is important that nurses wash their hands often.
<b>bedsore</b> <i>noun</i>	wounds that develop on a patient's body from lying in one place for too long	If you don't get up and take a walk, you will develop painful bedsores.
<b>benign</b> <i>adj</i>	not harmful (not cancerous)	We're hoping that the tests will show that the lump in your breast is benign.
<b>biopsy</b> <i>noun</i>	removal of human tissue in order to conduct certain medical tests	The biopsy ruled out a number of illnesses.

<b>blood count noun</b>	the amount of red and white blood cells a person has	You will be happy to know that your blood count is almost back to normal.
<b>blood donor noun</b>	a person who gives blood to a blood bank or other person	Blood donors have to answer questions about their medical history.
<b>blood pressure noun</b>	the rate at which blood flows through the body (high/low)	High blood pressure puts you at risk of having a heart attack.
<b>brace noun</b>	a device that holds injured body parts in place	You will probably always have to wear a brace on your ankle when you jog.
<b>breech adj</b>	position of an unborn baby in which the feet are down and the head is up	We thought it was going to be a breech birth, but the baby turned himself around.
<b>broken adj</b>	a bone that is divided in two or more pieces as a result of an injury	We thought it was just a sprain, but it turned out his leg was broken.
<b>bruise noun bruised adj</b>	injured body tissue that is visible underneath the skin	The woman was badly bruised when she came into the emergency room.
<b>Caesarean section, section noun</b>	C- procedure that involves removing a baby from its mother through an incision in the woman's lower abdomen	The baby was so large that we had to perform a Caesarean section.
<b>cancer noun</b>	disease caused by the uncontrollable growth of cells	There are many different options when it comes to treating cancer.
<b>cardiopulmonary resuscitation (CPR) noun</b>	restoring a person's breath and circulation	You saved your brother's life by performing CPR.
<b>cast noun</b>	a hard bandage that is wrapped around a broken bone to keep it in place	My leg was in a cast for graduation.
<b>chapel, chapeline noun</b>	a place where loved ones can go to pray for a patient's recovery; a priest who visits patients in the hospital	If you want a place to pray, the chapel is on the third floor.
<b>chemotherapy noun</b>	type of treatment used on cancer patients	My mother has already had three rounds of chemotherapy.
<b>chickenpox noun</b>	a virus commonly contracted by children, characterized by itchy spots all over the body	It is best to get chicken poxes a child so that you don't get it worse as an adult.
<b>coroner noun</b>	a person who determines the cause of death after a person dies	We only call the coroner if we think a death is suspicious.
<b>critical condition noun</b>	requiring immediate and constant medical attention	You can't see her right now; she's in critical condition.
<b>crutches noun</b>	objects that people with injured legs or feet use to help them walk	I'd rather hop on one foot than use crutches.

<b>cyst noun</b>	a sac in the body-tissue filled with fluid (sometimes diseased)	We're going to remove the cysts just to be on the safe side.
<b>deaf adj</b>	unable to hear	The accident left the patient both deaf and blind.
<b>deficiency noun</b>	a lack of something necessary for one's health	The tests show that you have an iron deficiency.
<b>dehydrated adj</b>	in need of water	It is easy for the elderly to become dehydrated in this heat.
<b>dementia noun</b>	loss of mental capacity	It is hard to watch a loved one suffering with dementia.
<b>diabetes noun</b>	type of disease typically involving insulin deficiency	People with diabetes have to constantly check their blood sugar levels.
<b>diagnosis noun</b>	medical explanation of an illness or condition	The doctor would prefer to share the diagnosis with the patient himself.
<b>discomfort noun</b>	experiencing pain	This pain medication should relieve some of your discomfort.
<b>disease noun</b>	a medical disorder that is harmful to a person's health	I understand that this disease runs in your family.
<b>dislocated adj</b>	when a bone is temporarily separated from its joint	You will have to wear a sling because of your dislocated shoulder.
<b>emergency noun</b>	a medical problem that needs immediate attention	It is important that children know which number to dial in case of an emergency.
<b>ER (emergency room) noun</b>	the hospital room used for treating patients with immediate and life-threatening injuries	The child was rushed into the ER after he had a severe allergic reaction to a bee sting.
<b>external adj</b>	on the outside	This cream is for external use only. Do not get it near your ears, eyes, or mouth.
<b>false negative noun adj</b>	a test that incorrectly comes back negative	We had two false negative pregnancy tests, so we didn't know we were having a baby.
<b>family history noun</b>	medical background of a person's family members	The doctor was concerned about my family history of skin cancer.
<b>fatal adj</b>	causing death	The doctor made a fatal error when he wrote the wrong prescription.
<b>fever noun feverish adj</b>	higher than normal body temperature	He is very feverish, and his temperature is near danger point.
<b>flu (influenza) noun</b>	many types of respiratory or intestinal infections passed	People who have the flu should not visit hospital

<b>fracture</b>	<b>noun</b>	on through a virus broken or cracked bone	patients. Your wrist is fractured and needs a cast.
<b>fractured</b>	<b>adj</b>		
<b>germ</b>	<b>noun</b>	a micro-organism, especially one that causes disease	Flowers are not allowed in the ward to avoid the risk of germs being brought in.
<b>genetic</b>	<b>adj</b>	a medical condition or physical feature that is passed on in the family	The disease is part genetic and part environmental.
<b>growth</b>	<b>noun</b>	a ball of tissue that grows bigger than normal, either on or under the skin	That growth on your shoulder is starting to worry me.
<b>heart attack</b>	<b>noun</b>	instance in which blood stops pumping through the heart	People who smoke are at greater risk of having a heart attack.
<b>HIV</b>	<b>noun</b>	the virus that infects the human T-cells and leads to AIDS	HIV can be passed down from the mother to her fetus.
<b>hives</b>	<b>noun</b>	bumps that appear on the surface of the skin during an allergic reaction	I broke out in hives after I ate that potato casserole.
<b>illness</b>	<b>noun</b>	general term for any condition that makes a person feel sick for a certain period of time	Her illness went away when she started eating better.
<b>immune system</b>	<b>noun</b>	the parts of the body that fight diseases, infections, and viruses	You can't have visitors because your immune system is low.
<b>Immunization</b>	<b>noun</b>	an injection that protects against a specific disease	Babies are immunized three times in their first year.
<b>immunize</b>	<b>verb</b>		
<b>incision</b>	<b>noun</b>	cut in the body made during surgery	I had to have stitches to close the incision.
<b>inconclusive</b>	<b>adj</b>	unclear	We have to do more x-rays because the first ones were inconclusive.
<b>infant</b>	<b>noun</b>	young baby	The nurse will demonstrate how to bathe an infant.
<b>infection</b>	<b>noun</b>	diseased area of the body (viral or bacterial)	The wound should be covered when you swim to prevent it from becoming infected.
<b>infected</b>	<b>adj</b>		
<b>inflamed</b>	<b>adj</b>	appearance (red and swollen) of an injured body part	My right ankle was so inflamed it was twice the size of my left one.
<b>injury</b>	<b>noun</b>	damage to the body	Her injuries were minor; just a few cuts and bruises.
<b>intensive care unit (ICU)</b>	<b>noun</b>	section of the hospital where patients get constant attention and doctors rely on specialized equipment	She will remain in the ICU until she can breathe on her own.
<b>internal</b>	<b>adj</b>	under the skin, inside the	The doctors will be

	organs	monitoring her for any <b>internal</b> bleeding.
<b>itchy</b> <i>adj</i>	feeling discomfort on the skin's surface	If you are allergic to this medication your skin will get red and <b>itchy</b> .
<b>IV</b> <i>noun</i>	a tube that pumps liquids and medication into a patient's body	The toddler was so dehydrated that the doctor decided to get him on an <b>IV</b> .
<b>lab results</b> <i>noun</i>	tests that come back from a laboratory and help doctors make a diagnosis	The <b>lab results</b> have come in and you are free to go home.
<b>lab (laboratory)</b> <i>noun</i>	place where samples of blood/urine etc. are taken for testing	I'll take these samples down to the <b>lab</b> on my way out.
<b>life support</b> <i>noun</i>	a machine that keeps patients alive by helping them breathe	The woman has severe brain damage and is currently <b>on life support</b> .
<b>life-threatening</b> <i>adj</i>	when injuries and conditions are extremely serious	The victim was shot in two places but the bullet wounds are not <b>life-threatening</b> .
<b>light-headed</b> <i>adj</i>	feeling of dizziness and being off-balance, caused by lack of oxygen in the brain	If you are feeling <b>light-headed</b> again, lie down and call me.
<b>malignant</b> <i>adj</i>	expected to grow and get much worse (especially related to cancerous cells)	I'm afraid at least one of the tumours is <b>malignant</b> .
<b>medical school (med. school)</b> <i>noun</i>	place where someone trains to be a doctor	After eight years of <b>medical school</b> I can finally practice medicine.
<b>newborn</b> <i>noun</i>	an infant that is less than three months old	You have to support her neck because she is still <b>anewborn</b> .
<b>numb</b> <i>adj</i>	no feeling in a certain body part	The needle will make your lower body feel <b>numb</b> .
<b>OR (operating room)</b> <i>noun</i>	the place where major surgeries and operations take place	You must wear a face mask and gloves while you are in the <b>OR</b> .
<b>operation</b> <i>noun</i> <b>operate on</b> <i>verb</i>	a medical procedure that involves going inside a person's body in an attempt to fix a problem	
<b>pain</b> <i>noun</i>	strong discomfort in certain areas of the body	We gave your husband some medicine to relieve some of the <b>pain</b> .
<b>pain killer, pain reliever</b> <i>noun</i>	type of medicine that takes away some or all of the discomfort of an illness or injury	You can take two <b>pain killers</b> every four hours.
<b>paralyzed</b> <i>adj</i>	unable to move certain areas of the body	We thought her legs were <b>paralyzed</b> for life, but she is learning how to walk.
<b>patient</b> <i>noun</i>	a person staying in a hospital or medical facility	The <b>patients</b> in Room 4 are not getting along.

<b>pharmacist</b> <i>noun</i>	a person who fills a doctor's prescription and gives people advice about medication	Ask the <b>pharmacist</b> if there is a generic brand of this medication.
<b>pharmacy, drugstore</b> <i>noun</i>	a place where people go to buy medication and other medical supplies	You should be able to buy a bandage at the <b>pharmacy</b> .
<b>physician</b> <i>noun</i>	doctor	Ask your family <b>physician</b> to refer you to a specialist.
<b>poison</b> <i>noun</i> <b>poisonous</b> <i>adj</i>	a substance that is very dangerous if it enters the human body	The child was bitten by a <b>poisonous</b> snake.
<b>prenatal</b> <i>adj</i>	of the time period leading up to giving birth	The woman was well prepared for labour because she took the <b>prenatal</b> classes.
<b>prescription</b> <i>noun</i> <b>prescribe</b> <i>verb</i>	the correct amount and type of medication needed to cure an illness or relieve symptoms	You will need to visit your doctor to get another <b>prescription</b> .
<b>privacy</b> <i>noun</i> <b>private</b> <i>adj</i>	being alone; personal (eg test results)	You will have to pay for a <b>private</b> hospital room if you don't want a room-mate.
<b>radiation</b> <i>noun</i>	high energy X-rays that destroy cancer cells	If the <b>radiation</b> doesn't kill all of the abnormal cells, the cancer will come back.
<b>residency resident</b> <i>noun</i>	part of a doctor's training that takes place in the hospital; a student working under a doctor	John is a <b>resident</b> under Dr Brown.
<b>routine check-up</b> <i>noun</i>	a doctor's appointment to check a person's general health	I'd like to see you a year from now for a <b>routine check-up</b> .
<b>scrubs</b> <i>noun</i>	plain uniform (usually green, white, or blue) worn by medical professionals	I have some extra <b>scrubs</b> in my locker.
<b>scrub up</b> <i>verb</i>	carefully wash hands before and after seeing a patient	I have to <b>scrub up</b> and get ready for surgery.
<b>second opinion</b> <i>noun</i>	input from a second doctor about an illness or symptom	I went to another doctor to get a <b>second opinion</b> about these headaches.
<b>seizure</b> <i>noun</i>	sudden violent movements or unconsciousness caused by electrical signal malfunction in the brain	People who suffer from epilepsy are prone to <b>seizures</b> .
<b>shock</b> <i>noun</i>	body not getting enough blood flow	The woman was in <b>shock</b> after being pulled from the river.
<b>side effects</b> <i>noun</i>	other symptoms that might occur as a result of a certain medication or procedure	One of the <b>side effects</b> of antidepressants is a loss of appetite.

<b>sore</b> <i>adj</i>	painful	I have a <b>sore</b> throat and a runny nose.
<b>spasm</b> <i>noun</i>	the uncontrollable tightening of a muscle	Ever since I injured my leg I've been having muscles <b>spasms</b> in my upper thigh.
<b>specialist</b> <i>noun</i>	a doctor that is an expert in a certain kind of medicine	My family doctor is sending me to a <b>specialist</b> .
<b>sprain</b> <i>noun/verb</i>	an injury (less serious than a break) to a joint (ankle, wrist, knee etc)	I <b>sprained</b> my knee playing soccer.
<b>stable condition</b> <i>noun</i>	a patient is stable if their medical condition is no longer changing rapidly	You can see your husband now; he is in a <b>stable condition</b> .
<b>sting</b> <i>noun/verb</i>	sharp, temporary pain	It may <b>sting</b> when I insert the needle.
<b>stress</b> <i>noun</i> <b>stressed</b> <i>adj</i>	worry that causes muscles to tighten and blood pressure to rise	You need to take some time off work and relieve some of your <b>stress</b> .
<b>swelling</b> <i>noun</i> <b>swollen</b> <i>adj</i>	ligaments (parts that hold the joints together) growing bigger and rounder after an injury to a joint	I knew my ankle was sprained because it was <b>swollen</b> .
<b>symptoms</b> <i>noun</i>	pain or physical changes that occur because of an illness or disease	You have all of the <b>symptoms</b> of a diabetic.
<b>temperature</b> <i>noun</i>	amount of heat measured in a body; higher than normal temperature	We brought Jesse to emergency because he was running a (high)temperature.
<b>tender</b> <i>adj</i>	painful when touched or used	The incision was tenderafter the surgery.
<b>test results</b> <i>noun</i>	medical information that helps doctors understand a patient's condition or body	The test results came back negative. You aren't pregnant.
<b>therapy</b> <i>noun</i>	treatment aimed at improving a person's mental or physical condition	I was able to go back to work a few weeks after starting the therapy.
<b>transplant</b> <i>noun</i>	moving of an organ from one human to another	The heart transplant saved your life.
<b>ultrasound</b> <i>noun</i>	a test that examines the body's internal organs and processes using sound waves (often used during pregnancies)	The ultrasound shows that we are expecting a baby boy.
<b>umbilical cord</b> <i>noun</i>	the lifeline from the mother to the fetus (when cut at birth this forms the belly button)	I had an emergency C-section because theumbilical cord was wrapped around the baby's neck.
<b>unconscious</b> <i>adj</i>	alive, but appearing to be asleep and unaware of the surroundings	I hit my head on the steering wheel and was stillunconscious when the ambulance arrived.

<b>urine sample noun</b>	a small amount of the body's liquid waste that is tested for different medical reasons	The urine sample tells us how much alcohol is in your blood.
<b>vein noun</b>	the thin tubes that transport blood around the body and back to the heart	I'm just looking for the best vein in which to insert the needle.
<b>virus noun</b>	a dangerous organism that causes the spread of minor and major diseases	The virus is contractable through the exchange of bodily fluids.
<b>visiting hours noun</b>	time of day when friends and family are allowed to visit patients in hospital	I'm afraid you'll have to come back during visiting hours.
<b>vomit noun/verb</b>	discharge of a person's stomach contents through the mouth	The pregnant woman can't stop vomiting.
<b>ward noun</b>	a section of a hospital or health facility where patients stay	I should warn you that we're entering the mental health ward.
<b>wheelchair</b>	a chair on wheels used for	If you get in the wheelchair I'll

### Glossary

Collision-An instance of conflict between opposing ideas, interests, or factions

Cause-A person or thing that gives rise to an action, phenomenon, or condition:*the cause of the accident is not clear*

reason -A cause, explanation, or justification for an action or event:*the minister resigned for personal reasons it is hard to know for the simple reason that few records survive*

purpose-1The reason for which something is done or created or for which something exists:*the purpose of the meeting is to appoint a trustee the building is no longer needed for its original purpose*

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### Lesson-19 Technological model of the lesson

<b>Topic</b>	Expressions with "get", Similes – as.....as/like
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Led in activity 2. To raise students' awareness about Expressions with "get", Similes – as.....as/like, 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Expressions with	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use discourse markers expressions</i>

<p>“get”, Similes – as.....as/like</p> <p><input type="checkbox"/> Get introduced with Expressions with “get”, Similes – as.....as/like</p> <p><input type="checkbox"/> Learn Idioms connected with Expressions with “get”, Similes – as.....as/like</p>	<p>with look</p> <p><input type="checkbox"/> <input type="checkbox"/> be able to use Expressions with get</p> <p><input type="checkbox"/> Similes – as... as.../ like... .</p>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming</b> <b>2.1 T encourages to answer the following question:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How often do you see a doctor?</li> <li><input type="checkbox"/> Are you satisfied with medical service in our country?</li> <li><input type="checkbox"/> Should medical service be free?</li> </ul>	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	<b>3.1 T mobilize Ss to use new vocabulary on the topic „At the hospital“ in context.(handout 1)</b> 3.2 T teaches Ssexpressions with get, Similes – as... as.../ like...	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students‘ participation. 4.2 Asks students‘ comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

## Visual materials

### Similes –as ... as.../like

As..... as..... similes are easy to understand .If you see the phrase as dead as a doornail, you don't need to know what a doornail is, simply that the whole phrase means \_totally dead'. But , remember, fixed similes are not \_neutral'; they are usually informal/colloquial and often humorous. So, use them with care, and keep them generally as part of your receptive vocabulary. Some can be remembered as pairs opposites .

As heavy as lead –as light as a feather

As black as night – aswhite as snow

As drunk as a lord –as sober as a judge

Some can be remembered by sound patterns.

As brown as a berry as good as gold as cool as a cucumber

Some other useful as..... as.... phrases.

The bed was as hard as iron and I couldn't sleep.

I'll give plant some water .The soil's as dry as a bone.

### Like

My plan worked like a dream , and the problem was soon solved

No wonder he's fat.He eats like a horse and drinks like a fish.

### Task 1

#### Complete the as... as... similes.

1 rose is as mad as a..... ; you wouldn't believe the crazy things she does .

2 you're not eating enough; you're as thing as a.....

3 he never says a thing ;he's as quiet as a .....

4 you'lln have to shout ;she's as deaf as a.....

5 I'm afraid I can't read this small print ; I'm as blind as a..... without my glasses.

### Expressions with get

Get seems to be used all the time in spoken English. It has the following basic meanings:

Receive, obtain or buy something, e.g. Please get me a newspaper when you are in town; I got a letter from John today; She got top marks in her exam.

Show a change in position –move or be moved, e.g. How are you getting home tonight?

Show a change in state- become or make , e.g. We are all getting older if not wiser.

**Get** also has a number of other more specific meanings.

It's my turn to get dinner tonight. (prepare a meal)

I don't get it. Why did he speak like that? (understand)

His behaviour really gets me at times. (annoy)

The table below shows just some of the phrasal verbs based on get.

Phrasal verb meaning example

**get at** reach find. I hope the enquiry will get at the work

**get away** with do something wrong. The robbers got away with several thousand without being caught pound

**get behind** fail to produce something. I've got terribly behind with my work at the right time

**get by** manage (financially). We could never get by on my salary alone.

**get down** depress. This weather is really getting me down

**get down** to begin to give serious. It's time you got down to some work attention to

**get on** manage. However will we get on without you

Here are some other expressions based on **get**.

You seem to have got out of bed on the wrong side today.(be in a bad mood)

The meeting got off to a good/bad start with JR's speech.(started well/badly)

I'm organizing a little get together. I hope you can come.(inf.meeting/party)

When their relationship ended he got rid of everything that reminded him of her (destroyed)

**Task 2 Fill in the blanks in the sentences below in the most appropriate way.**

- 1 Although they had only told their parents about engagement, the new soon get ..... the village.
- 2 She must have made a good impression last week because she has got ..... to the second round of interviews for the post.
- 3 I love watching TV cookery programmes but when they decide a recipe, it can to get ..... all the details in time.
- 4 We get ..... only because we live very economically.
- 5 What have you been getting ..... since we last met.
- 6 Surely you haven't got ..... all the biscuits already.

### Glossary

Case - An instance of a particular situation; an example of something occurring

Vegetarian -A person who does not eat meat, and sometimes other animal products, especially for moral, religious, or health reasons.

Pitcher-Pitchers are large plastic or glass containers that are open at the top with a lip and a handle , used for pouring liquids .

Crate- crates are wooden or plastic boxes that are frequently used for storing or carrying large amounts of something .

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### Lesson-20 Technological model of the lesson

<b>Topic</b>	Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions. 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions <input type="checkbox"/> Get introduced with Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions. <input type="checkbox"/> Learn Idioms connected with Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions. <input type="checkbox"/> <i>be able to use</i> Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions..
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works

<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1 T divides Ss in to 2 groups and asks Ss to present —a 5 minutes presentation on determiners and prepositions for 10 minutes. 2.2 T asks groups to represent the presentations.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1T writes the theme of the lesson and asks to answer the following questions: - What do you know about conjunction - -What do you know about interjection? - (5 min, whole class discussion)  3.2 Elicit responses and distributes Handout 1 to read individually for 10 min. 3.3 After reading ask them to compare their responses and reflect on it.(10 min) 3.4 T distributes Handout 2 and asks Ss to test themselves in written form individually.(10 min) 3.5 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

**Conjunctions** connect words or groups of words and show how the words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, subordinating conjunctions.

**Coordinating conjunctions** link similar words or word groups.

There are seven coordinating conjunctions: **for and nor but or yet so**

Use this mnemonic to help you remember the seven coordinating conjunctions:

**FANBOYS** (for, and, nor, but, or, yet, so).

**Correlative conjunctions** also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions: both . . .and either . . . or neither . . . nor not only . . . but also whether . . . or

**Subordinating conjunctions** link an independent clause (complete sentence) to a dependent clause (fragment). Here are the most often used subordinating conjunctions: after although as as if as long as as soon as as though because before even though if in order that since so that though till unless until when whenever where wherever

**Interjections** show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark.

For example:

\_ Oh! What a shock you gave me with that gorilla suit.

\_ Wow! That's not a gorilla suit!

**Glossary.**

**Prepositional phrase** –a phrase beginning with a preposition.

**Conjunction**-a word which joins parts of a sentence.

**Interjection**- a word or phrase used to express a strong feeling such as shock , pain or pleasure.

**Denote**- to represent or to be a sign of something.

**Component** - one of several parts that together make up a whole machine, system.

**Constructive** -useful and helpful, or likely to produce good results

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1. Mark Nettle and Diana Hopkins. —Developing Grammar in Contextl (intermediate) Cambridge University
2. Laurie Rozakis —English Grammar for the Utterly Confusedl
3. 3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-21 Technological model of the lesson

<b>Topic</b>	Concession and contrast, Addition. Collective nouns
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Concession and contrast, Addition. Collective nouns 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Concession and contrast, Addition. Collective nouns <input type="checkbox"/> Get introduced with Concession and contrast, Addition. Collective nouns <input type="checkbox"/> Learn Idioms connected with Concession and contrast, Addition. Collective nouns	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions. <input type="checkbox"/> <input type="checkbox"/> <i>be able to use</i> Sentences connectors (form and meaning), Using and problems of using coordinating conjunctions..
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;

<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming</b> 2.1 T asks Ss to share sayings that are common in their culture or traditions that their families have that represent the chosen topic _Proverbs and Traditions‘	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T asks Ss whether they know to express concession and contrast. 3.2 T asks Ss what linking words are used to add additional meaning 3.3 T have Ss compare Countable, Mass and Collective Nouns	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right expressions in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students‘ participation. 4.2 Asks students‘ comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Expressing concession and contrast

The same sentence showing concession or contrast can be expressed in several different ways. Study the examples given below.

She is pretty. She is not popular with men.

The two sentences given above express contrasting ideas. We can connect them in several different ways.

#### Using though and although

Both **though** and **although** have the same meaning. They can both be used to connect these two clauses.

**Although she is pretty**, she is not popular with men.

- Though she is pretty**, she is not popular with men.

### **As and though**

**As** and **though** can be used in a special structure after an adjective or adverb. In this case, they can both mean ‘although’, and suggest an emphatic contrast.

- Pretty though she is**, she is not popular with men.
- Pretty as she is**, she is not popular with men.

### **Using all the same and at the same time**

These are discourse markers used to suggest that the second statement contrasts with the first. Note that a discourse marker does not connect two clauses. They merely show how the ideas are related. In writing, we separate the two clauses with a semicolon. A full stop is also possible.

- She is pretty; all the same, she is not popular with men.
- She is pretty; at the same time, she is not popular with men.

### **Using nonetheless, however and nevertheless**

These are also discourse markers and cannot connect two clauses.

- She is pretty; nonetheless, she is not popular with men.
- She is pretty; however, she is not popular with men.

### **Using in spite of and despite**

**In spite of** and **despite** are prepositions.

- She is not popular with men **in spite of being** pretty.
- She is not popular with men **despite being** pretty.

Note that after **in spite of** and **despite** we use a noun or an **-ing form**.

#### **My Neighborhood**

In the following exercise, you will join sentences to show people's points of view about their neighborhoods, using the concessive subordinators *although*, *even though*, *though*, *while*, and *whereas* to concede a point and at the same time to de-emphasize it.

Directions are given in italics; choose the most important information to emphasize by identifying what is most important to the resident named in the directions.

EXAMPLE: Sea View has no nightclubs or dance spots.

Sea View is close to the city's main library.

*a. Join from the point of view of a college student who loves to party more than study:*

SOLUTION: While Sea View is close to the city's main library, it has no nightclubs or dance spots.

*b. Join from the point of view of a college student whose first priority is doing research:*

SOLUTION: Although Sea View has no nightclubs or dance spots, it is close to the city's main library.

1. Sea View has two great cafes.

Sea View is far from campus.

*a. Join from the point of view of a college student without a car, whose most important concern is having a way to get to school:*

*b. Join from the point of view of a professor with a car whose day isn't complete unless she has her morning espresso at a local cafe:*

2. Sunny Hills has several outstanding public schools.

Sunny Hills has an excellent private school.

*a. Join from the point of view of a parent of two children in public schools:*

*b. Join from the point of view of a parent of two children in private school:*

3. Sea View has poor public transportation.

Sea View has many services for senior citizens.

*a. Join from the point of view of a retired man in his 70s:*

b. *Join from the point of view of a woman who rides the bus to work:*

4. Sea View has great ocean views.

Sea View is far from the freeway.

a. *Join from the point of view of a computer specialist who must commute by freeway daily:*

b. *Join from the point of view of a person who rarely leaves home:*

5. Sunny Hills has an outdoor swimming pool and bike paths.

Sunny Hills has no fitness centers.

a. *Join from the point of view of a physically active outdoors person:*

b. *Join from the point of view of a guy who likes to lift weights in front of an admiring audience:*

6. Sunny Hills has many neighborhood problems.

Sunny Hills has active community organizations.

a. *Join from the point of view of a resident who'd just like peace and quiet:*

b. *Join from the point of view of a community activist who loves working for a good cause:*

### **Addition**

#### **As well as Also Too Furthermore Moreover Apart from In addition to Besides**

Ideas are often linked by **and**. In a list, you put a comma between each item, but not before **and**.

"We discussed training, education and the budget." **Also** is used to add an extra idea or emphasis.

"We also spoke about marketing."

You can use **also** with **not only** to give emphasis. "We are concerned not only by the costs, but also by the competition."

We don't usually start a sentence with **also**. If you want to start a sentence with a phrase that means also, you can use **In addition**, or **In addition to this...**

**As well as** can be used at the beginning or the middle of a sentence. "As well as the costs, we are concerned by the competition." "We are interested in costs as well as the competition."

**Too** goes either at the end of the sentence, or after the subject and means **as well**. "They were concerned too." "I, too, was concerned."

**Apart from** and **besides** are often used to mean **as well as**, or **in addition to**. "Apart from Rover, we are the largest sports car manufacturer." "Besides Rover, we are the largest sports car manufacturer."

**Moreover** and **furthermore** add extra information to the point you are making. "Marketing plans give us an idea of the potential market. Moreover, they tell us about the competition."

### **Collective Nouns**

Although typically words that identify more than one person, place, or thing are made plural in the English language, collective nouns are an exception. This unique class of nouns denotes a group of people, animals, objects, or concepts or ideas as a single entity.

#### **Comparing Countable, Mass and Collective Nouns**

Confused about the differences between these types of nouns?

Countable nouns are nouns that can be counted, modified by a number or quantified with size, amount, or value related words, and can appear in both singular and plural form.

Mass nouns, also referred to as non-count nouns, signify unbounded amounts, such as liquid, small objects, and abstract or immeasurable concepts. For example, "water," "rice," and "education" can all be considered mass nouns. A noun is considered a mass noun when its use cannot be counted, modified or quantified in a relevant and logical manner linguistically.

Collective nouns are considered a subset of count nouns because they refer to a group of countable nouns as a unit. For example, there are 12 eggs in dozen, and there are 52 cards in a deck.

#### **Using Collective Nouns Correctly**

Nouns in the collective class can be used in either the singular or plural form depending on the context of the sentence. For example, family is a collective noun because it refers to more than one person sharing a relationship or camaraderie. However, you can also use this as a plural in referring to groups of families.

Using collective nouns in sentences can be confusing because it's sometimes difficult to discern whether to use plural or singular verbs and pronouns. To use verbs and pronouns correctly, identify whether the collective noun refers to a group or unit working *as individuals* or *in unison*.

- When the unit is acting in unison, it is appropriate to use the singular.
- When the members of the unit are acting as individuals, it is appropriate to use plural forms of verbs and pronouns.

For example:

- The class waits [singular verb] for its [singular pronoun] teacher quietly. (*The class is referred to as a unit acting in unison. The students are all doing the same thing at the same time.*)
- The class begin [plural verb] their [plural pronoun] homework assignments while they [plural pronoun] wait [plural verb] for their [plural pronoun] teacher. (*The students are a unit, but are acting as individuals -- they each doing their own homework assignments.*)

When group nouns signify units acting as individuals rather than in unison, it is also appropriate to add or replace words to create reference to the individuals – for example, adding the word "members" after collectives like board or committee, or inserting "players" for "team" or "students" for "class."

Glossary

Concession- A thing that is granted, especially in response to demands; a thing conceded

Reference- The action of mentioning or alluding to something

Unison- Simultaneous performance of action or utterance of speech

Abstract- Existing in thought or as an idea but not having a physical or concrete existence:

Immeasurable- Too large, extensive, or extreme to measure

#### **Indicative Bibliography**

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### **Lesson-22 Technological model of the lesson**

<b>Topic</b>	The vowel sounds: əʊ/ɔ/ʌʊ/u/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Led in activity 2. To raise students' awareness about The vowel sounds: əʊ/ɔ/ʌʊ/u/ 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of The vowel sounds: əʊ/ɔ/ʌʊ/u/ <input type="checkbox"/> Get introduced with The vowel sounds: əʊ/ɔ/ʌʊ/u/ <input type="checkbox"/> Learn words with The vowel sounds: əʊ/ɔ/ʌʊ/u/	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> The vowel sounds: əʊ/ɔ/ʌʊ/u/ <input type="checkbox"/> <i>be able to use</i> The vowel sounds: əʊ/ɔ/ʌʊ/u/
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works

<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming</b> 2.1 T asks Ss to share samples which are made with The vowel sounds: əʊ/ɔ/ʌʊ/u/	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T asks Ss whether they know to express words with The vowel sounds: əʊ/ɔ/ʌʊ/u/ 3.2 T asks Ss what vowel sounds are the main role in the in English words 3.3 T have Ss compare The vowel sounds: əʊ/ɔ/ʌʊ/u/	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

[ɪ] back, short, tense. [bɪt] [tɪn]

The tongue is retracted, the back of the tongue is raised in the direction of the soft palate. The lips are spread. [dɪs] [ɪk] [kɪt] [nɪn] [kɪp] [sɪn] [ɪk] [sɪs] [fɪs] [tɪt]

The back of the tongue is raised high. The lips are rounded but not protruded. [bu:t] [fju:] [su:t] [sju:] [du:] [dju:] [nu:n] [pju:] [du:n] [nju:]

**Oo [ou] No 14.** [ou]-a back diphthong [lou] [nout] [soup]

The bulk of the tongue is held in the position of the back-advanced vowels. The back of the tongue is raised in the direction of the soft palate.

[sou] [noun] [soul] [nou] [mout] [boun] [bou] [moul] [boul]

[ɔ] back, short, open [nɔt] [dɔk] [tɔp]

The back of the tongue is raised a little. The lips are slightly rounded. The opening between the jaws is wide. [lɔt] [lɔk] [ɔt] [dɔg] [hɔg]

**[au]** [au] - front diphthong. [aul] [baund] [raul]

The bulk of the tongue is in the front part of the mouth. The middle of the tongue is lowered. The lips are spread. [auns] [laud] [faul] [kau] [daut] [flauns] [nau] [bauns] [mauld]

#### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-23 Technological model of the lesson

<b>Topic</b>	Present Time Frame;Using Simple Present Versus.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Simple Present Versus , Nonprogressive Verbs 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Simple Present Versus , Nonprogressive Verbs <input type="checkbox"/> Get introduced with Simple Present Versus , Nonprogressive Verbs <input type="checkbox"/> Learn statements with Simple Present Versus , Nonprogressive Verbs	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Simple Present Versus , Nonprogressive Verbs <input type="checkbox"/> <input type="checkbox"/> <i>be able to use</i> Simple Present Versus , Nonprogressive Verbs
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T switches the song —Yesterday   by Beatles. 2.2 T asks Ss to present their opinions about the	2.1.Ss share their ideas

	<p>song.</p> <p>--Have you ever listened to this song?</p> <p>--Who sang the song?</p> <p>-- What is the song about?</p> <p>-- Which tenses are used in it?</p> <p>2.3 T distributes Handout 1 to each participant and read it individually for 5 minutes.</p> <p>2.4 T discusses the theme with whole class.</p>	
<p><b>3-step</b></p> <p><b>Main part:</b></p> <p><b>introducing</b></p> <p><b>course syllabus</b></p> <p><b>(50-minutes)</b></p>	<p>T distributes Handout 2 to match T's tick (✓) and correction 1-10 to rules A-F .first Ss do individually, then with partner.(15 minutes)</p> <p>3.4 T discusses with whole class.(10 minutes)</p> <p>3.5 T divides Ss into 3 groups and asks to write one paragraph consisting of 12-15 sentences including all Present, Past and Future Simple (15 minutes).</p> <p>3.6 T discusses with whole class.(10 minutes)</p>	<p>3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold</p> <p>3.2. Ss take notes</p>
<p><b>4- step</b></p> <p><b>Closure:</b></p> <p><b>summarizing activity</b></p> <p><b>(15-minutes)</b></p>	<p>T summarizes the lesson and gives home task: make 10 minutes presentation about verbs and Simple tenses. (individually)</p>	<p>4.1.Ss express their agreements.</p> <p>4.2 The students may ask some questions.</p> <p>4.3 students get their home tasks</p>

### Visual materials

T summarizes the lesson and gives home task: make 10 minutes presentation about verbs and Simple tenses. (individually)

### Handout 2

My name is Madina and I'm Uzbek. My family *is living* in an apartment near the centre of Tashkent, and they all *I love* the city expect me. They *2 are thinking* that cities are exiting, but *3 I'm not agreeing* with them; I *4 am preferring* quieter towns or villages. Anyway, just this month I *5 work* for a small travel agency; I *6 want* to go traveling in Dubai next month but *7 I'm needing* to earn some money first. *8 I'm thinking* of doing a course when I come back from Dubai – my speech *9 gets* better so maybe I can study abroad next time. That's very expensive, of course. Perhaps that *10 is depending* on now how I can earn – and my parents!

### References

1. Murphy R —Advanced grammar in use|| 2005
2. Mark Nettle and Diana Hopkins. —Developing Grammar in Context|| (intermediate) Cambridge University
3. L.G. Alexander —Longman English grammar practice|| 1998

### Lesson-24 Technological model of the lesson

<b>Topic</b>	The Consonant sounds: θ/ð
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity

	2 To raise students' awareness about The Consonant sounds: θ/ð 3. Summarizing
<i>Aim of the lesson:</i> to introduce the course outline; to be acquainted with participants.	
<i>Objectives:</i> <i>Participants will</i> Raise their awareness of The Consonant sounds: θ/ð □ Get introduced with The Consonant sounds: θ/ð □ Learn words with The Consonant sounds: θ/ð	<i>Outcomes:</i> <i>By the end of the course Participants will</i> <i>Be able to use</i> The Consonant sounds: θ/ð □□ <i>be able to use</i> The Consonant sounds: θ/ð
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming</b> 2.1 T asks Ss to share samples which are made with The Consonant sounds: θ/ð	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T asks Ss whether they know to express words with The Consonant sounds: θ/ð 3.2 T asks Ss what consonant sounds are the main role in the in English words 3.3 T have Ss compare The Consonant sounds: θ/ð	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

## Visual materials

### The tip of the tongue is between the teeth.

[θi:m] [ti:θ] [piθ] [ðem] [deθ] [ð□t]

[θ]-voiceless [ðis] [ðen] [ið:z] / [ð]-voiced [θi:f] [ðei] [ði:]

**th** [ð] mostly in pronouns, conjunctions, adverbs.

### Exercise!

#### th th

this thick with smith that thin lathe faitht hese thank bathe fifht hence think lithe length  
than theme scythe filth

### Exercise!

A) this-these thief-theft (B) seethe- faith depths that- these thin-thick bathe-teeth filths  
they-them thud-thump lathe-kith lengths  
than-then thug-thwack with-pith fifth  
thee-they thane-thwite within miths

C) den-then-vet day-they-val

these-veal dine-thine-vine

bathe-bays dense-thence

### REMEMBER!

Death health Stealth wealth heavy sweat

### Transcribe:

athlete, thievish, pithless, thatch, thicket, thine, pithy, within, wealth, with, thwaite, thick, these,  
thus, thwack, thee, thy, killwick, human, suckling, hunch, byway, mulch, public, mystic, bye,  
puny, subway, puzzle, millify.

### Put down in traditional writing:

[helθ] [piθ] [eiθ] [tai] [wið] [it □self] [sens] [θi:m] [ □θimbl] [θi:vz] [beið] [lai] [twelfθ] [baind]  
[ti:θ] r

### Rhyme

This fish has a thin fin

That fish has a thin fin too

If this fish has a thin fin

That fish has a thicker.

### Proverbs

1. There is no smoke without fire.
2. Thread and thrum.
3. That's neither here nor there.
4. Those who in glass houses should not throw stones.

### Read paying attention to the pronunciation of the articles:

This is a lake. This is a black bag. That is a cage. Is this a lake?

Is this a black bag? Is that a cage? Yes, this is a lake. Yes, this is a black bag.

This is a sixth text. This is the fifth theme.

Is this the sixth text? Is these the sixth theme?

Yes, this is the sixth text. Yes, this is the fifth theme.

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-25 Technological model of the lesson

<b>Topic</b>	Progressive Tenses, Progressive aspect in Past time frame
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Led in activity 2 To raise students' awareness about Progressive Tenses, Progressive aspect in Past time frame 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Progressive Tenses, Progressive aspect in Past time frame <input type="checkbox"/> Get introduced with Progressive Tenses, Progressive aspect in Past time frame <input type="checkbox"/> Learn statements with Progressive Tenses, Progressive aspect in Past time frame	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Progressive Tenses, Progressive aspect in Past time frame <input type="checkbox"/> <i>be able to use</i> Progressive Tenses, Progressive aspect in Past time frame
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1 Listening to the song —Are you sleeping  Are you sleeping? ( twice) Brother John! ( twice ) Morning bells are ringing, ding-dang-dong. (twice) 2.2 T asks Ss to guess the theme of the lesson 2.3 T divides Ss into 3 groups and distributes Handout 1 to read for 5 minutes, then Ss share with ideas	2.1.Ss share their ideas

<p><b>3-step Main part: introducing course syllabus (50-minutes)</b></p>	<p>3.1. *Before class, cut out one set of cards for every group of three or four students *Begin to model the language by telling your class a funny accident you have had, similar to the one in (Madina was hanging around in the mall last Saturday. She suddenly walked into a huge Christmas tree right in the middle of a hall, knocking down the tree and decorations, because she was looking at two people fighting and didn't see where she was going. She quickly picked up the tree, and pretended to be the mall's decorator, because she felt everyone was looking for her.) Drawing attention to the simple past and past continuous forms in your story. Then get a couple of students to tell their stories, and explore the details with questions, while encouraging the use of the correct verb forms. *Divide the class into groups and hand out the material (Handout 2) *Doing the activity: <input type="checkbox"/> Players shuffle the cards and deal them out evenly <input type="checkbox"/> Players take turns laying down their cards, one at a time, in the centre of the table to compose four story lines. The stories belong to the entire group, that is, everyone may compose and change them. <input type="checkbox"/> Rules of the game: 1. Players may only begin a story line if they have a character card to lay down. 2. They may add cards to any existing stories on the table provided that the stories continue to make sense 3. They may change the sequence of cards within any story line or move cards from one story to another in order to accommodate new cards. 4. The player who wants to lay down a So ... The end card will have to invent its content, that is, the end of the story. This may be done at any time during the game, and other players may continue inserting other cards in the middle of the story, but they may not change its ending. 5. If a player cannot lay down any of his or her cards, he or she says <i>I pass</i> The winner is the first player to get rid of all his or her cards.</p>	<p>3.1.Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes</p>
<p><b>4- step Closure:</b></p>	<p>T summarizes the lesson and gives home task:</p>	<p>4.1.Ss express their agreements.</p>

<b>summarizing activity (15-minutes)</b>	make 10 minutes presentation about verbs and Continuous tenses. (individually)	4.2 The students may ask some questions. 4.3 students get their home tasks
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### Visual materials

We use the past continuous to say that someone was in that middle of doing something at a certain time. The action or situation had already started before this time but hadn't finished:

- *This time last year I was living in Namangan.*

- *What were you doing at 10 o'clock last night?*

1. The Past Continuous is formed by means of the Past Indefinite of the auxiliary verb *to be* and Participle I of the notional verb.

2. In the interrogative form the auxiliary verb is placed before subject.

In the negative form the negative participle *not* is placed after the auxiliary verb.

The past continuous can be used to describe a repeated action in the past, often an annoying habit. A frequency adverb is necessary. *When Peter was younger, he **was always getting** into trouble.*

We can use the past continuous with *think, hope* and *wonder* to give a polite or uncertain meaning. *I was **thinking** of having a party next week. I was **hoping** you would join us at the cafe tonight. I was **wondering** if you could help me.* The past continuous is used for: a) background description. b) actions in progress, often contrasted with a sudden event. The past continuous cannot be used to describe past routines and habits.

### Glossary

**Probably** – used to say that something is likely to happen, likely to be true etc.

**Perfect** – the form of a verb which is used when talking about a period of time up to and including the present.

**Event** – something that happens, especially something important, interesting or unusual.

**Comment** – an opinion that you express about someone or something.

**Phrase** – a group of words that have a particular meaning when used together or which someone uses on a particular occasion.

**Form** – a way of writing or saying a word that shows its number, tense etc

### References

1. Maria Lucia Zaorob and Elizabeth Chin —Games for grammar practice|| Cambridge 2010.
2. Mark Nettle and Diana Hopkins. —Developing Grammar in Context|| (intermediate) Cambridge University
3. Murphy R —Advanced grammar in use|| 2005
4. L.G. Alexander —Longman English grammar practice|| 1998
5. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-26 Technological model of the lesson

<b>Topic</b>	Binominals, Idioms, and fixed expressions - general
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Led in activity 2 To raise students' awareness about Binominals, Idioms, and fixed expressions - general

	3. Summarizing
<i>Aim of the lesson:</i> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <i>Participants will</i> Raise their awareness of Binominals, Idioms, and fixed expressions - general <input type="checkbox"/> Get introduced with Binominals, Idioms, and fixed expressions - general <input type="checkbox"/> Learn statements with Binominals, Idioms, and fixed expressions - general	<b>Outcomes:</b> <i>By the end of the course Participants will</i> <i>Be able to use</i> Binominals, Idioms, and fixed expressions - general <input type="checkbox"/> <i>be able to use</i> Binominals, Idioms, and fixed expressions - general
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Warming up activity</b> <b>2.1</b> T asks 1-2 simple questions and gives learners 5 minutes to write their answers. Randomly choose a few people to share their answers with the group.	2.1. Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes a text about family to learners and mobilizes them to answer the questions on the text. (Handout 1) 3.2 T teaches onomatopoeic words and distributes Handout 2. 3.3 T gives sentences with binomials and requires Ss to find binomials in the sentences. Then T explains the meaning of binomials (Handout 1) 3.4 T asks learners to think of binomials in their first language and make sure those which look similar in English have the same word order as their language. 3.5 T teaches Ss how to catch the meaning of idioms from the context and gives tips dealing	3.1 Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes

	with idioms. Then T explains the grammar of idioms. T presents example idioms.	
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: make 10 minutes presentation about verbs and Continuous tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Binomials

Binomials are expressions (often idiomatic ) where two words are joined by a conjunction ( usually \_and \_).The order of the words is usually fixed . it is best to use them only in informal situations,with one or two expressions. Odds and ends: small, unimportant things ,e.g. Let's get the min things packed; we can do the odds and ends later.

Give and take :a spirit of compromise , e.g. Every relationship needs a bit of give and take to be successful.

You can often tell something is a binomial because of the sound pattern.

Tears are **part and parcel** of growing up.[part of /belong to]

The boss was **ranting and raving** at us [shouting /very angry]

The hotel was a bit **rough and ready** .[poor standard]

She has to **wine and dine** important clients.

Other times, the clue is that the words are near-synonyms.

You can **pick and choose** ;it's up to you .[have a wide choice].

The doctor recommended some **rest and recreation**.[relaxtion]

**First and foremost**, you must work hard.[first /most importantly]

Binomials linked by words other than **and** .

**Slowly but surely** ,I realized the boat was sinking.[gradually]

**Sooner or later** , you'll learn your lesson .[some time/day]

Well I'm sorry , that \_s all I can offer you;**take it or leave it**.

It's about the same distance as from here to Dublin ,**give or take** a few miles [perhaps a mile or two more ]

#### Task1

**Now use them to fill the gaps in these sentences.**

1 I was left ..... and ..... ,with no-one to help me.

2The room \_s bit ..... and....., but you're welcome to stay as long as you like.

3 I'm glad you're ..... and .....after such a dangerous journey.

4 My hosts ..... And me at the best restaurants.

5 Our old house in the country has just gone to ..... and..... nobody looks after it now.

6 The secretary is always so terribly ..... and.....; the whole atmosphere always seems so very formal.

#### Task 2

**Think of binomials in your first language and make sure those which look similar in English have the same word order as your language. These four are very neutral binomials and can be used in formal and informal situations.**

**Try translating them.**

A black and white **film, please**.

**She ran** back and forth.

Ladies and gentlemen, **your attention, please!**

**There was** hot and cold **water in every room.**

**Idioms and fixed expressions - general**

Idioms are fixed expressions with meanings that are usually not clear or obvious. The individual words often give you no help in deciding the meaning the expression to feel under the weather ,which means,‘ to feel unwell‘ is a typical idiom. The words do not tell us what it means, but the context usually helps.

Idioms are usually rather informal and include an element of personal comment on the situation They are sometimes humorous or ironic. As with any informal ‘commenting \_single word be careful how you use them. Never use them just to sound \_fluent‘ or \_good at English‘. In formal situation with a person you do not know, don‘t say,

—How do you do, Mrs. Watson. Do take the weight off your feet!.[sit down]

Instead say —Do sit down —or —Have a seat!

### **Grammatical**

Get the wrong end of the stick [misunderstand]

Pull a fast one [trick/deceive somebody]

Poke your nose in (to) [interfere]

Be over the moon [extremely happy/elated]

Feel down in the dumps [depressed/low]

### **By meaning**

He‘s as daft as a brush.[very stupid/silly]

He takes the biscuit. [is the extreme / the worst of all]

You‘re a pain in the neck.[a nuisance / difficult person]

### **By verb or other key word**

I don‘t see why you have to make a meal out of everything.

[exaggerate the importance of everything ] I think we should make a move. It‘s gone ten o‘clock.

[go / leave] Most politicians are on the make. I don‘t trust any of them. [wanting money / power for oneself]

### **Grammar of idioms**

It is important when using idioms to know just how flexible their grammar is. Some are more fixed than others. For instance, barking up the wrong tree [b mistaken] is always used in continuous, not simple form, e.g. I think you‘re barking up the wrong tree.

### **Task 1**

Complete the idioms in these sentences with one of the key words given, as in the example .If you are not sure, try looking up the key word in a good dictionary.

1 All the promises these politicians make! It just **pie in the sky**. (**Big promises that will never materialize**)

2 the small amount of money donated is just a drop in the..... Compared with the vast sum we need.(**tiny contribution compared with that is needed**)

3 You really dropped a.....when you criticized the Americans last night; that man opposite you was from New York!(**said something inappropriate/ embarrassing**)

4 I can‘t do that job as well; I‘ve got enough on my ..... as it is.(**have more than enough work** )

5 When I told her she flew off the ..... and shouted at me. (**lost her temper**)

6 His father was a gambler too.He‘s a real chip off the old ..... (**just like one“s parents/grandparents**)

7 I wasn‘t really sure ; I guessed it; it was just a ..... in the dark.(**a wild guess**)

### **Tips for dealing with idioms**

Choose 5 to 8 idioms that may be easily grouped.

Most idioms fall into simple categories, like idioms with animals or parts of body.

Choose 5 to 8 from any category, for example idioms with time. If you choose more than 10, you‘ll only succeed in overwhelming your students, and they won‘t remember any of the idioms they saw in class.

Introduce idioms in context, never in isolation.

Create conversations using idioms.

Act out conversations including idioms.

**Glossary**

Case - An instance of a particular situation; an example of something occurring

Vegetarian -A person who does not eat meat, and sometimes other animal products, especially for moral, religious, or health reasons.

Pitcher-Pitchers are large plastic or glass containers that are open at the top with a lip and a handle , used for pouring liquids .

Crate- crates are wooden or plastic boxes that are frequently used for storing or carrying large amounts of something .

**Indicative Bibliography**

McCarthy, M and O'Dell, F. (1999) *English Vocabulary in Use-Upper Int.* Cambridge:CUP

McCarthy, M and O'Dell, F. (2004) *English Phrasal Verbs in Use.*Cambridge:CUP

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Thomas, B.J. (1986) *Intermediate Vocabulary.* Harlow: Longman

**Lesson-27 Technological model of the lesson**

<b>Topic</b>	Introducing Syllables, Word stress and Sentence Stress
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Word stress and Sentence Stress 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Word stress and Sentence Stress <input type="checkbox"/> Get introduced with Word stress and Sentence Stress <input type="checkbox"/> Learn statements with Word stress and Sentence Stress	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use Word stress and Sentence Stress</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>be able to use Word stress and Sentence Stress</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities

<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Warming up activity</b> <b>2.1</b> T asks 1-2 simple questions and gives learners 5 minutes to write their answers. Randomly choose a few people to share their answers with the group.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes a text about family to learners and mobilizes them to answer the questions on the text. (Handout 1) 3.2 T teaches onomatopoeic words and distributes Handout 2. 3.3 T gives words and requires Ss to find stress the sentences. 3.4 T asks learners Word stress and Sentence Stress 3.5 T teaches Ss how to use word stress .	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: make 10 minutes presentation about verbs and Continuous tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Spell and read:

bright, whose, when, who, how, why, whom, two, one, third, eighth, your, anthropology, wealth, anthropology, enthrall, health, platform, plastic, where, philology, mathematics, chemistry, cricket, present, tragedy, question, twaddle, swagger, problem, occasion, tradition, subject, object, predicate, adverb, criminal, traitor.

#### Read and learn the names of the months:

December March June September  
January April July October  
February May August November

#### Read the sentences and make up tonograms of the underlined sentences:

He said, «You are right». «You are right», he said.  
I said, «I don't think so». «I don't think so», I said.  
She said, «Thank you very much». «Thank you very much», she said.  
I asked, «Give me this book». «Give me this book», I asked.  
He asked, «Where are you going?». «Where are you going?» he asked.  
She asked, «What is he doing here?». «What is he doing here?» she asked.  
«Are you going my way? «he asked. «Are you sure?» she asked.

#### Read and learn the dialogue:

Alison: Hallo, Cliff.  
Cliff: Hallo, there!  
Alison: Daddy-this is Cliff.  
Father: How do you do, Cliff.

Cliff: How do you do, sir.

**Read and learn the rhymes:**

A) For every evil under the sun C) Thomas thinks of a terrible things,  
There is a remedy or there is none. And to the troubled teacher brings  
If there be one try to find it; Things that sing and things that sting;  
If there is none, never mind it. Things which swing and things which cling,  
B) What he was his story Things that ping and ring and fling:  
What I said was my story And of all these things nothing.  
Yet my story is history  
And his story a mystery.

**Read the text and speak about yourself.**

My full name is Jackie Rose. I'm seventeen. I am a first -year student of a French and Russian De-partment at Aberdeen University. I live in a university flat with five other girls. On weekends I usually go home. My parents live on a farm in the north of Scotland. My parents aren't old. My mother is 48. My father is 51. He is three years older than my mother. I have two sisters. My sisters' names are: Margaret and Jocelyn. I have a brother. My brother's name is William. William is the youngest in the family. He is only sixteen. He is tall and strong. He wants to be a farmer. We are a happy family.

**Sentence stress**

In a sentence or an intonation group some of the words are of greater importance than the others. This largely depends on the situation or context. Words, which provide most of the information, are brought out in speech by means of sentence stress. We differentiate three types of sentence stress:

- 1. normal sentence-stress
- 2. logical sentence-stress
- 3. emphatic sentence-stress

1) Normal stress affects context words, which convey the necessary information to the listener.

E. g. We have plenty of time.

2) The type of sentence-stress which gives special prominence to a new element in a sentence or an intonation group is called logical stress.

E. g. Nelly spoke to him yesterday.

3) Emphatic stress increases the effort of expression. It may strengthen the stressed word marking it more prominent.

E. g. I can't be lieve it.

**References**

- 1. Pronunciation in Use – 2008 Cambridge University Press
- 2. English Pronunciation Program -2010 Berlitz Publishing UK

**Lesson-28 Technological model of the lesson**

<b>Topic</b>	Likes, dislikes and desires, Speaking
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Likes, dislikes and desires, Speaking 3. Summarizing

<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Likes, dislikes and desires, Speaking □ Get introduced with Likes, dislikes and desires, Speaking □ Learn statements with Likes, dislikes and desires, Speaking	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Likes, dislikes and desires, Speaking□ □□ <i>be able to use</i> Likes, dislikes and desires, Speaking
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Warming up activity</b> <b>2.2 T asks Ss the following questions:</b> What is one goal you would like to accomplish during your lifetime? When you were little, who was your favorite super hero and why? Name one of your favorite thing about someone in your family	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	<b>3.1 T gives an explanation about expressing likes ,dislikes and desires (Handout 1)</b> <b>3.2 T asks learners practice expressions with expressing likes ,dislikes and desires</b> 3.3 T mobilizes the students to speak about their family members and what they like and dislike.	3.1.Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks.	4.1.Ss express their agreements. 4.2 The students may ask some questions.



Vegetarian -A person who does not eat meat, and sometimes other animal products, especially for moral, religious, or health reasons.

Pitcher-Pitchers are large plastic or glass containers that are open at the top with a lip and a handle, used for pouring liquids.

Crate- crates are wooden or plastic boxes that are frequently used for storing or carrying large amounts of something.

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### Lesson-29 Technological model of the lesson

<b>Topic</b>	Perfect and Perfect Progressive Tenses
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Perfect and Perfect Progressive Tenses 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Perfect and Perfect Progressive Tenses <input type="checkbox"/> Get introduced with Perfect and Perfect Progressive Tenses <input type="checkbox"/> Learn statements with Perfect and Perfect Progressive Tenses	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Perfect and Perfect Progressive Tenses <input type="checkbox"/> <input type="checkbox"/> <i>be able to use</i> Perfect and Perfect Progressive Tenses
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the	

	<p>course.</p> <p>1.4. Before class, cut out one set of cards and one set of causes - and - consequences cards for each group.(handout 2)</p>	
<p><b>2-step.</b> <b>Introduction: lead in activity</b> <b>(15 minutes)</b></p>	<p><b>Brainstorming.</b></p> <p>2.1. Before introducing with the theme of the lesson, T asks Ss to present their opinions:</p> <ul style="list-style-type: none"> <li>-- What do you know about Perfect tenses?</li> <li>-- When do you use Perfect tenses?</li> <li>-- What are the differences and similarities between Simple?</li> </ul> <p>a. T distributes Handout 1 and asks Ss to highlight new unknowing information according to the new theme individually, then discuss with whole class.</p>	<p>2.1.Ss share their ideas</p>
<p><b>3-step</b> <b>Main part: introducing course syllabus</b> <b>(50-minutes)</b></p>	<p>3.1. T hands out Handout 2 to make sentences with using the tense.</p> <p>Playing the activity:</p> <ul style="list-style-type: none"> <li>- Players shuffle the situation cards and place them face down on the table. Then, they shuffle the causes-and-consequences cards and deal these out evenly.</li> <li>- One player turns up a situation card. Whoever is holding a card expressing a plausible cause or consequence for that situation may place it, accordingly, to the left or right of the situation card, and connects the ideas with the right conjunction.</li> <li>- For any given situation, all players may discard as many cards as they like, provided the connections are plausible.</li> <li>- The first player to get rid of all his or her cards wins the game.</li> </ul> <p><b>Note on language</b></p> <p>You may want to point out to your students that, in spoken language, it is more common to invert the clauses when the conjunction because is used, e.g. I was very tired because I hadn't slept all night but the verb forms and meaning remain unchanged.</p>	<p>3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold</p> <p>3.2. Ss take notes</p>
<p><b>4- step</b> <b>Closure:</b> <b>summarizing activity</b> <b>(15-minutes)</b></p>	<p>4.1.The teacher comments on the students' participation.</p> <p>4.2 Asks students' comprehension of the theme</p> <p>4.3 The teacher gives home tasks.</p>	<p>4.1.Ss express their agreements.</p> <p>4.2 The students may ask some questions.</p> <p>4.3 students get their home tasks</p>

### Visual materials

**Present perfect simple** The present perfect simple is used to describe recent events. *I've left my shopping bag behind.* The event happened in the past, but there is a result in the present. *I've broken my arm, as you can see.* No definite time is given for the event, but to emphasise the idea of recentness we can use *just*. *I've just broken my watch.* We can also describe events that have not happened. *I haven't found her phone number yet.*

**Indefinite events** • Present perfect simple No definite time is given for the events. They are a series of actions in our life up to now. *I've been to France three times.* After *It's/This is the first/second time* we use the present perfect. It also refers to our life up to now. *This is the first time I have eaten Japanese food.* • Compared with past simple Events described using the past simple have definite times. *I went to France last year. I ate at a Japanese restaurant on Saturday.* If we think of a definite place for an event, this may suggest a definite time. *I left my shopping bag on the train.* **Extended** or • Present perfect simple **repeated events** The present perfect simple describes a state which lasts up to the present. *I've lived in this house for five years.* The present perfect simple can describe a habitual action in a period of time up to the present. *I've never worn a tie to work, and I refuse to start now!* • **Present perfect continuous** The present perfect continuous can also describe a state which lasts up to the present moment. *I've been living in this house for five years.* There is little difference in meaning between simple and continuous in this case, or with *How long* questions. *How long have you lived/been living in this house?* The verbs *wait, sit, lie, stay* prefer the present perfect continuous. *I've been waiting for ages.*

**Present perfect** • Completed action **simple or** The present perfect simple can show that an action is complete.

**continuous? I've finished my homework!** If we say *how many* or *how much* we use the simple form. A certain amount has been completed. *I've written ten pages of my homework!* • **Not completed** The present perfect continuous can show that an action is not completed, or that it has finished recently. *We've been walking for hours! Let's have a rest. I've been digging the garden. That's why I'm so dirty!* • Present result or action in progress We use the present perfect simple if our attention is on the present result. *I've written my homework. Now I can watch the television.* We use the present perfect continuous if our attention is on the action in progress. *I've been writing my homework all evening! I didn't know it would take so*

Exercises:

**Underline the most suitable verb form in each sentence.**

- Did you see/Have you seen* my bag anywhere? I can't find it.
- Larry *is writing/has been writing/has written* his novel for the last two years.
- From the minute he got up this morning Gary *asked/has asked/has been asking* silly questions!
- Have you given/Did you give* Helen my message when you *have seen/saw* her?
- Sorry, could you say that again? I *didn't listen/haven't listened/haven't been listening* to you.
- The police think that they *found/have found* your wallet, so call this number.
- Did you two meet/Have you two met* before? Eric, this is Amanda, h) *Did you meet/Have you met* anyone interesting at the reception?

**Put each verb in brackets into a suitable verb form.**

- I'm sorry about not coming last week. I (have) **had**. A cold and so I (stay) at home.
- Wait a minute! I (have) an idea. Let's go and see Roger. We last (see) him a long time ago.
- It's nice to be back here in London. This is the second time I (come) here.
- I'm phoning about your bicycle for sale, which I (see) in the local paper. (you sell) it? Or is it still available?
- This place is in a terrible mess! What on earth (you do) ?
- And now for an item of local news. Hampshire police (find) the dangerous snake which (go) missing earlier in the week.
- This tooth (kill) me lately! So I (make) an appointment with the dentist for next Tuesday.

h) I can't give you the report I (promise) for today because I (not finish) it.

**Underline the most suitable time expression.**

- a) I haven't seen Gerry *for/since* a long time. How is he?
- b) It's ages *ago/since* I last went to a football match.
- c) I've written to Deborah *last week/recently*.
- d) What have you been doing *today/yesterday*?
- e) Have you eaten Italian food *before/already*?
- f) I've been living here *in/since* the end of last year.
- g) Actually I had dinner with Sue *last night/lately*
- h) I've been trying to get in touch with David *for ages/for the last time*.
- i) Terry hasn't been to Edinburgh *since/when* we went there together.
- j) I can't remember *how long/when* I've had this watch.

**Indicative Bibliography**

McCarthy, M and O'Dell, F. (1999) *English Vocabulary in Use-Elementary*. Cambridge:CUP  
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**Lesson-30 Technological model of the lesson**

<b>Topic</b>	Stress in compound words and unstressed words
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Stress in compound words and unstressed words 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Stress in compound words and unstressed words <input type="checkbox"/> Get introduced with Stress in compound words and unstressed words <input type="checkbox"/> Learn statements with Stress in compound words and unstressed words	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Stress in compound words and unstressed words <input type="checkbox"/> <input type="checkbox"/> <i>be able to use</i> Stress in compound words and unstressed words
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

## Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course. 1.4. Before class, cut out one set of cards and one set of causes - and - consequences cards for each group.(handout 2)	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. Before introducing with the theme of the lesson, T asks Ss to present their opinions: -- What do you know about Stress in compound words and unstressed words? -- Why do you use Stress in compound words and unstressed words? a. T distributes Handout 1 and asks Ss to highlight new unknowing information according to the new theme individually, then discuss with whole class.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T hands out Handout 2 to make sentences with using the Stress in compound words and unstressed words Playing the activity: - Players shuffle the situation cards and place them face down on the table. Then, they shuffle the causes-and-consequences cards and deal these out evenly. - One player turns up a situation card. Whoever is holding a card expressing a plausible cause or consequence for that situation may place it, accordingly, to the left or right of the situation card, and connects the ideas with the right conjunction. - For any given situation, all players may discard as many cards as they like, provided the connections are plausible. - The first player to get rid of all his or her cards wins the game.	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	4.1.The teacher comments on the students' participation. 4.2 Asks students' comprehension of the theme 4.3 The teacher gives home tasks.	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

## Visual materials

### Weak and strong forms

Spoken English shows a marked contrast between its stressed and unstressed syllables. Words, which bear the major part of information are generally stressed and are called content (notional) words. These are: nouns, adjectives, notional verbs, adverbs, numerals, interrogative and demonstrative pronouns. The other words in a sentence are mostly form (structural) words which link the content words and help us in this way to form an utterance. They are: articles, prepositions, conjunctions, particles, and also auxiliary and modal verbs, personal and possessive pronouns. As form words are normally unstressed in a sentence their weak reduced forms are generally used in speech.

E. g. She is absent. [i iz bsnt] Table pp 189-191 (8).

### Exercise!

1) [pi:t - pɪt] [fi:l - fil] [laiv] [mi:t - mit] [dain - dein] [lain]

[pet - pɪt] [fain - fein] [pi:s]

[met - mɪt] [li:v - lift] [mid]

[bet - bɪt] [pail - peil] [fli:]

2) abate abeam advent abase abele amend ablaze appeal anent a e apace - data silent – emble amiss - etna element – sentence attempt atlas stipend -lambent

### Read the following paying attention to:

1. The article:

A) a lid, a seat, a bit, a bat, a pit, a bed, a bill, a dale, a mat, a mine, a dace, a dam.

B) an ant, an apple, an aim, an aid, an ait, an ape, an ase, an end, an ebb, an eel, an ell, an eft, an elm.

C) a date - an ait a tin -an inn a pant - an ant a pain - an aim a bell - an ell a lass - an ass a tape - an eel a pin - an imp a dace - an ace a maid - an aid

2. The degree of reduction: emhed sippet staman devil event mindless atlas Eden evade fitless villa pencil evince silence silent stencil

### For rapid Reading:

a man and a plan a pan and a tin a pit and a mine an apple and a plate a sail and a sea a bed and a lamp a map and a table a maple and a lime a lamp and pipe a pan and a plate

### Make up sentences using the model:

A) Pete sees a pin. A) Ned, Eve, Adam, Bill, Steve, Dan, David, Tess, Ann.

B) a bat, a pencil, a plate, a table, a lamp, a bed, a pipe, a pine, a man, a lime, a pit, a mine, a mine, an apple, an ape, an ass, an elm, an inn, an ait.

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

## Lesson-31 Technological model of the lesson

<b>Topic</b>	Active and Passive forms of Verbs. Reported Speech and Change of time Frame.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Active and Passive forms of Verbs. Reported Speech and Change of time Frame. 3. Summarizing
<b>Aim of the lesson:</b>	to introduce the course outline; to be acquainted with participants.

<p><b>Objectives:</b> <b>Participants will</b> Raise their awareness of Active and Passive forms of Verbs. Reported Speech and Change of time Frame.</p> <p><input type="checkbox"/> Get introduced with Active and Passive forms of Verbs. Reported Speech and Change of time Frame.</p> <p><input type="checkbox"/> Learn statements with Active and Passive forms of Verbs. Reported Speech and Change of time Frame.</p>	<p><b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to use</i> Active and Passive forms of Verbs. Reported Speech and Change of time Frame.</p>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course. 1.4. Before class, cut out one set of cards and one set of causes - and - consequences cards for each group.(handout 2)	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<p><b>Brainstorming.</b></p> <p><b>2.1</b> Distributes handout 1 to read and answer the following questions.</p> <ul style="list-style-type: none"> <li>- How old was Mr. Botir?</li> <li>- How old is Mr. Botir?</li> <li>- When will Gayrat have a bicycle?</li> </ul> <p><b>2.2</b> T asks Ss to highlight reported speech in the stories individually (10 – minutes)</p>	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T distributes handout 2 to read and find the features and new information individually (15-minutes) 3.2 After reading T asks them to share with ideas, whole class for 15 -minutes. 3.3. T distributes handout 3 to match the direct and indirect speech expressions 10 minutes, in pairs.	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes

	3.4 After matching T asks them to share with ideas, whole class for 15 -minutes.	
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Handout 1.

##### When will Gayrat have a bicycle?

Gayrat was 12 years old when his father promised him a bicycle. —I'll buy a bicycle for you when you are one-third of my age,|| said his father who was 56 years old then. When will Gayrat get a bicycle?

##### How old is Mr. Botir?

—How old are you, Mr. Botir?|| Mr. Shamshod asked his friend. —I forgot exactly,|| was the answer. —But my brother is two years older than I, my sister is four years older than he, my mother was twenty when I was born, and she told me that the average age of each of the four members of our family (my brother, my sister, my mother and me) is thirty-nine years.|| How old is Mr. Botir?

##### How old was Mr. Botir?

—How old are you?|| Mr. Botir was asked. —I'm more than eighty,|| replied Mr. Botir. —And how many sons have you?|| he said. —Well, let me tell you this. Each of my boys has as many sons as he has brothers, and I've got as many sons and grandsons, added together, as I've got years in my age.|| —Thank you very much!|| said the questioner. —That's all I wanted to know!|| How old was Mr. Botir? How many sons had he? And how many grandsons?

#### Handout 2

We use infinitives to report sentences about future actions — for example promises, agreements, orders, offers, advice, suggestions, requests. The structure question word + infinitive is common. *Makhliso asked her how to make a white sauce. Don't tell me what to do.*

**The common reporting verbs:** statements: to acknowledge, to add, to admit, to announce, to answer to argue, to assert, to believe, to claim, to complain, to conclude, to confess, to declare, to deny, to exclaim, to explain, to indicate, to maintain, to mean, to note, to observe, to promise, to remark, to repeat, to reply, to report, to say, to state, to suggest, to tell, to warn, to write;

#### Reporting verbs with an infinitive

<i>agree</i>	<i>I agreed to come back later</i>
<i>advise</i>	<i>He advised her to see a doctor</i>
<i>demand</i>	<i>We demanded to see a specialist.</i>
<i>encourage</i>	<i>My parents encouraged me to practise the piano.</i>
<i>offer</i>	<i>She offered to help her with her homework.</i>
<i>promise</i>	<i>They promised to get me some money.</i>
<i>refuse</i>	<i>He refused to do what I asked.</i>
<i>remind</i>	<i>He reminded me to go to the</i>

meeting at 2.00.

warn

He warned me not to go out with her

INDIRECT SPEECH in her e-mail, she said she'd seen, Navruza a couple of days before. Dinosaurs were around for 250 million years. - This guy on TV said dinosaurs were around for

INDIRECT SPEECH

She said she hadn't seen him before. Tell and say are similar, but there are differences. Look at the examples and try to see what they are. He said I'd better go. I told the seller that I wanted size 48. (not I told that I wanted size 48. I said to the seller that I wanted size 48. (not I said the ..) I said to her 'What are you doing?' (NOT I told her —what are you doing) I said 'hello'. (NOT I-told-him hello.) I told him to hurry up. (NOT I said him to hurry up)

Handout 3

Match the direct and indirect speech expressions.

Example: Here-there

Direct speech:

Here
last week
next week
now
this
this morning
today
tomorrow
tonight
yesterday

INDIRECT SPEECH:

that day
that morning
that night
that/the/last the day before
the next day
the next week
the week after the week before
then
that day
right away there

Complete the reported sentences with the correct tenses. 1 'I'm tired.' She said she \_\_\_\_\_ tired. 2 'You play very well.' He told me I \_\_\_\_\_ very well. 3 'Can you help us?' They asked if I \_\_\_\_\_ help them. 4 'We're leaving.' They told us they \_\_\_\_\_. 5 'She hasn't brushed her hair. I noticed that she \_\_\_\_\_ her hair. 6 'John's had an accident.' Pam rang to say that John \_\_\_\_\_ an accident. 7 'I left school at fifteen.' Her letter said that she \_\_\_\_\_ school at fifteen. 8 'She won't say anything.' I knew she \_\_\_\_\_ anything. 9 'Nobody will know.' I thought nobody \_\_\_\_\_ 10 'This letter has been opened.' I could see that the letter \_\_\_\_\_

Glossary

Reported speech –word that's used to tell what someone says without repeating their actual words.

Past Perfect Tenses – the form of a verb that shows that the action described by the verb was completed before a particular time in the past.

Auxiliary verb –a verb that is used with another verb to show its tense, person, mood etc.

Reference

- 1. Mark Nettle and Diana Hopkins. —Developing Grammar in Contextl (intermediate) Cambridge University
2. Laurie Rozakis —English Grammar for the Utterly Confusedl
3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

Lesson-32 Technological model of the lesson

Table with 2 columns: Topic, Time, Lesson type and their corresponding values: Telling a story and Understanding small talk an, Understanding instructions; Number of participants: 15; Practical

<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Story, instructions and small talk 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Story, instructions and small talk <input type="checkbox"/> Get introduced with Story, instructions and small talk <input type="checkbox"/> Learn to read the Story, instructions and small talk	<b>Outcomes:</b> <b>By the end of the course Participants will</b> <i>Be able to read</i> Story, instructions and small talk <i>Be able to make story and give instructions</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course. 1.4. Before class, cut out one set of cards and one set of causes - and - consequences cards for each group.(handout 2)	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> <b>2.1</b> Distributes handout 1 to read and answer the following questions. -How can you give instructions? -When do you read the story? <b>2.2</b> T asks Ss to highlight small talk in the stories individually (10 – minutes)	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1. T distributes handout 2 to read and find the features and new information individually (15-minutes) 3.2 After reading T asks them to share with ideas, whole class for 15 -minutes. 3.3. T distributes handout 3 to match the	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold

	pictures to the story 10 minutes, in pairs. 3.4 After matching T asks them to share with ideas, whole class for 15 -minutes.	3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Our choice of words can be influenced by the situation we are in, by the person we are talking to, and by what we are talking about. Compare these different phrases for asking permission. Asking permission from a friend: *Is it all right if I use the phone?* Asking permission from the same person, but about a more serious topic: *Do you think I could possibly phone Australia?* Asking permission from a stranger: *Do you mind if I open the window?* The first example was informal and friendly. The second two examples were more formal and polite. There are no exact rules about when to use an informal phrase and when to use a polite phrase, but usually we use polite language when we:

- talk to strangers or people we don't know well.
- talk to people who have higher status.
- talk about sensitive topics.
- This unit practises the following functions and possible responses.
  - Asking for and giving advice
  - Agreeing and disagreeing
  - Apologising
  - Complaining
  - Ending a conversation
  - Asking for and giving directions
  - Greeting
  - Asking how someone is
  - Asking for information
  - Introducing yourself and others
  - Inviting
  - Accepting and declining invitations
  - Offering something
  - Offering to do something

### Match each sentence (a-j) with a function from 1-10.

- a) That's very kind of you, I'd love to 4 b) Well, it's been nice talking to you, but I'm afraid I have to go  
c) Could you tell me how to get to the post office? d) You might have told me you were having a party!  
e) Shall I carry this bag for you? f) What do you think I should do? g) Actually, I don't think that's right  
h) Would you like to come round for a drink later? i) Jack, this is my brother, Mark j) Could you tell me what time the bank opens?

1 Complaining 6 Asking for directions 2 Inviting 7 Introducing other people 3 Asking for information 8 Offering to do something 4 Accepting an invitation 9 Disagreeing 5 Asking for advice 10 Ending a conversation.

1 Our choice of words depends on the situation, our relationship with the person we are talking to, and what we are talking about.

2 We should respond in an appropriate way, informally or politely (see point 1) and in accordance with how the other person speaks to us first.

3 If we do not use polite forms, there is a risk that the other person will think we are being rude. We may not get the result from the conversation that we want.

#### Reference

1. Mark Nettle and Diana Hopkins. —Developing Grammar in Contextll (intermediate) Cambridge University
2. Laurie Rozakis —English Grammar for the Utterly Confusedll
3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-33 Technological model of the lesson

<b>Topic</b>	Word order in noun phrases, Noun and verb agreement.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Word order in noun phrases, Noun and verb agreement. 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of the word order <i>Be able to distinguish between primary and secondary parts of a sentence</i>	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the word order <i>Have clear understanding to distinguish between primary and secondary parts of a sentence</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course. 1.4. Before class, cut out one set of cards and	

	one set of causes - and - consequences cards for each group.(handout 2)	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about word order 2.2. T asks questions: What is sentence? <input type="checkbox"/> What is sentence structure?	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T elicits responses and distributes Handout 1 to each participant and ask them to read, then study the examples individually for 10 minutes 3.2 After finishing the task discuss with the whole class (15 minutes) 3.3 Distributes Handout 2 asks Ss to study, in pairs for 10 minutes. 3.4 After finishing the task discuss with the whole class (15 minutes )	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Handout 1a

#### **Verb + Object**

The verb and the object of the verb normally go together. We do not usually put other words between them: Verb + Object I like children very much. (not I like very much children)

Did you see your friends yesterday? Madina often plays tennis.

#### **Place and time**

Usually the verb and the place (where?) go together: go home live in a city walk to work etc.

if the verb has an object, the place comes after the verb = object: take somebody home meet a friend in the street Time (when? / how often? / how long?) normally goes after place:

Place + time Shokhruh walks to work every morning. (not Shokhruh walks every morning to work) Madina has been in Samarkand since April We arrived at the airport early

#### **Place + time**

Shokhruh walks to work every morning. (not Shokhruh walks every morning to work)

Madina has been in Samarkand since April. We arrived at the airport early.

Do you *clean the house* every weekend? (not Do you clean every weekend the house)

Everybody *enjoyed the party* very much. (not Everybody enjoyed very much the party)

Our guide *spoke English* fluently. (not ...spoke fluently English)

I not only lost all my money -I also *lost my passport*. (not I lost also my passport)

At the end of the street you'll *see a supermarket* on your left. (not ...see on your left a supermarket)

#### **Study these examples. Notice how time goes after place:**

I'm going *to Paris on Monday*. (not I'm going on Monday to Paris)

They have lived in *the same house for a long time*.

Don't be late. Make sure you're *here by 8 o'clock*.

□ Laylo gave me let *home after the party*.

□ You really shouldn't go *to bed so late*.

**Do this task in your handout, correct word and write it in its proper place in these sentences**

1 I see them nowadays - the last time we met was ten years ago.

{ never / often / always)

*/ never see them nowadays - the last time we met was ten years ago.*

2 You're lucky: we have ice cream, but we've got some today, (hardly ever / normally / nearly always)

3 Peter's playing football instead of doing his homework, (seldom / hardly ever / always)

4 We go out now - we can't afford it. (hardly ever / sometimes / frequently)

5 I don't finish work before eleven o'clock, so I see the children before they go to bed. (always / never / usually)

6 I sit here when I come to the park - it's my favourite place, (hardly ever / occasionally / always)

7 She comes here nowadays - I don't think she likes me. (seldom / frequently / nearly always)

8 We don't go there every week, but we see them quite, (seldom / often / occasionally)

9 We see them, at least once a week, (frequently / occasionally / always)

10 I watch horror movies - I don't like them, (frequently / nearly always / hardly ever)

### Glossary

**Classify-** to decide what group something belongs to.

**Describe** – to say what something or someone is like by giving details about them.

**Adjective** – a word that describes a noun or pronoun.

**Pronoun** – a that is used instead of a noun or noun phrase.

**Numeral** – a written sign that represents a number.

**Noun** - a word or group of words that represent a person , place, a thing or activity, or a quality or idea.

### References

1. А.А. Ионова, А.С. Саакян \_ ‘Английская грамматика в схемах и таблицах‘

2. Mark Nettle and Diana Hopkins. —Developing Grammar in Contextl (intermediate) Cambridge University

3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-34 Technological model of the lesson

<b>Topic</b>	Introduction to emphatic stress, Emphasising important words
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about emphatic stress, Emphasising important words 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of the emphatic stress, Emphasising important words	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the emphatic stress, Emphasising important words

<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course. 1.4. Before class, cut out one set of cards and one set of causes - and - consequences cards for each group.(handout 2)	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about emphatic stress, Emphasising important words 2.2. T asks questions about emphatic stress.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T elicits responses and distributes Handout 1 to each participant and ask them to read, then study the examples individually for 10 minutes 3.2 After finishing the task discuss with the whole class (15 minutes) 3.3 Distributes Handout 2 asks Ss to study, in pairs for 10 minutes. 3.4 After finishing the task discuss with the whole class (15 minutes )	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Emphatic Intonation

By emphatic intonation we mean a type of intonation, which is emotional and serves: To intensify, i. e. to make more prominent the meaning of the whole sentence.

To intensify, i. e. to make more prominent the meaning of one separate word in a sentence. e. g. I can't believe it. [ai kɑ:nt bi li:v it] Ay+er our -[ei] -[au] ey+er ower ire -[ai] iar

**Read the following:**

fie-fire how-hour low-lowe gay-gayer die-dire cow-coward now-mower lay-layer  
 my-mire sow-sour blow-blower play-player buy-buyer pout-power yellow-yellower stay-stayer  
 sigh-sire bow-bower slow-slower gray-grayer why-wire owl-our widow-widower lie-liar flout-  
 flour mellow-mellower

**Transcribe.**

Their, here, layer, biting, errand, thence, horrid, huge, cedar, thief, lymph, nightly, cherry, arrow, raft, palm, bath, porridge, wallow, chore, boring, false, haunt, your, water, course, thaw, could, June, future, daughter, true, nude, duty, view, grew, grow, youth, group, bluff, blood, birth, purge, were, alter, altered, present, past, great, paper, photo, toast, eye, guy, broil, dairy, deary, there, newer, greyer, lower, wiry.

**Spell and read :**

parrot, clause, quarter, quantity, afford, imploring, straw, horse, brought, conclude, review, Thursday, hurry, money, unknown, kerchief, eatable, decay, shoulder, conclusion, thousand, , nearest, endure, atmosphere, tourist;

**Read the following:**

fat-fate-far-fare myth-type-myrtle-tyre fen-feme-fern-sphere bond-bone-born-bore  
 fin-fine-fir-fire cut-cute-curt-cure

**Name the numbers of the following vowels**

verb, noun, art, beam, fag, if, egg, fog, boom, pull, gore, gum, know, may, guy, boy, poor, ear, farmer, more.

**Read the following.**

A) looking at finding out paying off sitting at thinking of marking of taking up picking up writing about getting off listening in waling along

B) battle-field laughing-stock bigwig view-point boating-suit greenhorn hay-stack skating-rink madcap ear-ring swimming-pool hotspur pea-soup twining-point hardshell dew-drop shooting-range sleepyhead

C) immodest illegal incomplete immoral illegible inconvenient immortal illegie incorrect impolite illegie incompatible

**References**

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

**Lesson-35 Technological model of the lesson**

<b>Topic</b>	Position of Secondary Parts, Position and Usage of Attribute and Object
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Position of Secondary Parts, Position and Usage of Attribute and Object 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of the Position of	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Position of Secondary Parts,

Secondary Parts, Position and Usage of Attribute and Object	Position and Usage of Attribute and Object
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course. 1.4. Before class, cut out one set of cards and one set of causes - and - consequences cards for each group.(handout 2)	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about the secondary parts of speech 2.2 T asks Ss what the secondary parts of speech are.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 T distributes Handout 2, asks Ss to read and highlight the secondary parts of speech, then replace them according to the sentence structure (in pairs, 10 minutes ) 3.4 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Subject

Predicate

Object

An

Adverbial

				Modifier of...	
Mr.	got	a message	from	by e-mail	yesterday.
Rustamov	found	a job	America	through	last year.
I	went	-	in a shop	Internet	on Sunday.
We	is reading	some books	to the theatre	by car	at the
Madina			in the library	-	moment.

## Handout 2

Sevara Karamatullakhodjaeva has witnessed many changes in Uzbekistan during her 81 years, she tells her granddaughter Layli Mutalova

—As any mother, I hope that my daughter lives a better life than we have now, Layli says.

—If we consider the attitude of men toward women in society, of course, we now have legal equality at work and society, but I also wish that my daughter has equality in her family and in the social sphere.

The role of women and men in the family, the attitude toward children is important. I hope that my daughter's husband will take care of their children as well, that they will be equal in family life.

### THE OBJECT

**The object is the secondary part of speech which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state, or a noun.**

*Ex: Davron closed the door. You are afraid of dogs.*

#### Ways of expressing the objects:

1. A noun in the common case.
2. A pronoun (personal, possessive, defining, reflexive, demonstrative, indefinite).
3. An infinitive.
4. A gerund.

### THE ATTRIBUTE

The attribute is the secondary part of the sentence which qualifies a noun, a pronoun, or any parts of the speech that has a nominal character.

An attribute can be either in pre-position or in post-position.

*Ex: He extended his hand to me.*

Under a tree opposite Knightsbridge Barracks... he took out once more the morocco case.

#### Ways of expressing the attribute.

It can be expressed by:

1. An adjective.
2. A pronoun.
3. A numeral.
4. A noun.
5. An adverb.
6. A prepositional phrase.
7. An infinitive.

#### Read the text and find the objects and attributes in the sentences.

Morning osh is usually prepared for special celebrations such as weddings, the circumcision of a son or in respect for some one who has died. Only men attend this early morning function (Osh).

It is considered bad manners not to respond to an invitation. It is not necessary to ring any gifts.

Dress neatly, with clothes that aren't too bright, it is not necessary to wear a tie.

Morning Osh goes on from 6 a.m. until 7 a.m. Approximately 2000 people are invited, depending on the family and occasion.

Guests take their seats in turn, sit a while, eat some osh and then leave.

No strong drink is served and toasting is not allowed. Smoking at the table is not recommended

#### Read the questions and answer them.

1. What are the secondary parts of the sentence?
2. What parts of speech is object expressed by?
3. What types of objects do you know?
4. Can you explain the difference in the types of objects?

5. What parts of speech does the attribute qualify? Give examples.

6. Count the ways of expressing the attribute and give examples

**Read the text and underline all types of objects, attributes.**

There are 4 levels of education in the USA: primary, secondary, higher and further education.

In most states, pupils begin primary school, also called —elementary school, at the age of 6 or

7. Although it is not required, many children attend kindergarten for 1 year before entering first grade. They attend primary school for 4 years, 5 or 6 years. The elementary school of America is attended by all children.

**Glossary**

**Direct object** – in grammar the person or thing that is affected by the action of a transitive verb.

**Indirect object** – an object of a verb that refers to the person that something is given to , said to, made for etc.

**Adverb**- a word that adds to the meaning of a verb, an adjective, another adverb, or a whole sentence.

**Noun** - a word or group of words that represent a person , place, a thing or activity, or a quality or idea.

**References**

1. Arakin V D. —A practical course of English Part 1
2. Alice Maclin. Reference Guide to English. 1996
3. Gapporov.M. Qosimova R Ingliz tili grammatikasi. T-2008
4. Kaushinskaya. —A Practical English Grammar
5. Kaushanskaya. V.L. A grammar of the English language. L-1973
6. M. Friel Y. Abduraimova \_‘Get in touch‘‘
7. N. A. Slabodkina.A Practical English Grammar
8. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

**Lesson-36 Technological model of the lesson**

<b>Topic</b>	Introducing tones, Asking and checking, cotinuing, finishing, agreeing and disagreeing tones.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Asking and checking, cotinuing, finishing, agreeing and disagreeing tones. 3. Summarizing
<b>Aim of the lesson:</b>	to introduce the course outline; to be acquainted with participants.
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Asking and checking, cotinuing, finishing, agreeing and disagreeing tones.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Asking and checking, cotinuing, finishing, agreeing and disagreeing tones.
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;

<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about Asking and checking, cotinuing, finishing, agreeing and disagreeing tones. 2.2 T asks Ss what Asking and checking, cotinuing, finishing, agreeing and disagreeing tones are.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 T distributes Handout 2, asks Ss to read Asking and checking, cotinuing, finishing, agreeing and disagreeing tones. (in pairs, 10 minutes ) 3.4 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Intonation

Intonation may be defined as the variations, which take place in the pitch of the voice in connected speech, i. e. musical note produced by the vibration of the rise and fall of the pitch of the voice when we speak.

The main components of the intonation are: 1. Voice pitch (speech melody)

## 2. Sentence stress (accent)

### **The Falling Tone**

The falling tone is used in the following communicative types of sentences:

1. in categorical statements, or assertions;
  2. in special questions
  3. in commands;
  4. in exclamations;
  5. in sentences expressing offers to do something or suggestions that something should be done.
- E. g. It's time to get up. Raise your hands.

### **The rising tone**

The rising tone is used in the following communicative types of sentences:

1. In general questions;
  2. in requests; in non-categorical statements;
  3. in greeting pronounced on parting.
- e. g. Is anyone absent to-day?

[ɪz ɪnɪwɪn ɒbsənt tədeɪ]

Come in! [kʌm ɪn]

Good-bye. [gʊd baɪ]

### **Read the following:**

A) wine wace web weak wife wade wed wean wile wage wedge wee wise waif weft wilt wide wait wept winch

B) whisk whence when wheel whip welk where wheat wheedle whiz whale white

C) wist-whist wit-whit wig-whin wet-whet wale-whale witch-which

D) yak yam yap yeon Yank yield yeast yelp yes yell yelk ye

E) wet-vet west-vest wile-vile wail-vale wain-vain wane-vane why-vie wax-vex weal-

F) twain twill swag swedge tweak twin swage sweet

### **The intonation of general questions**

General questions are most commonly used with rising tone Do you speak English? [du ju spi:k ɪŋ li]

### **The intonation of enumeration**

Enumeration in simple sentences is represented by a number of homogeneous parts. Each of them is pronounced as a separate intonation group. Frequently each following intonation group is pronounced a bit lower than the preceding one and at the end such sentences are pronounced with falling tone.

e. g. I like grapes, apples, peaches and pears.

[aɪ laɪk ɹeɪps ɒplz pi:tɪz ɒnd pɛəz]

### **Exercise!**

A) this-these thief-theft (B) seethe- faith depths that- these thin-thick bathe-teeth filths they-them thud-thump lathe-kith lengths than-then thug-thwack with-pith fifth thee-they thane-thwite within miths

C) den-then-vet day-they-val these-veal dine-thine-vine bathe-bays dense-thence

### **References**

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

## II TERM (Spring)

### Lesson-1 Technological model of the lesson

<b>Topic</b>	Obligation, need, possibility and probability.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Obligation, need, possibility and probability. 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Obligation, need, possibility and probability. Learn to use Obligation, need, possibility and probability.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Obligation, need, possibility and probability.
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about Obligation, need, possibility and probability. 2.2 T asks Ss what Obligation, need, possibility and probability are.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold

	(15 minutes)	3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Obligation

*Had to Must* has no past form, so we use *had to*. *Sorry I'm late, I had to take the children to school.* The question form is *Did you have to? Did you have to work late yesterday?* - *Should have* and *ought to have* These express the feeling that a mistake was made. There is a criticism. *I should have posted this letter yesterday. (I didn't do the right thing) You shouldn't have told me the answer. (you were wrong to do so)* • *Needn't have* and *didn't need to* There is a slight difference between these two forms. Compare: / *needn't have arrived at seven.* (I arrived at seven, but it wasn't necessary) / *didn't need to arrive at seven.* (we don't know when I arrived - maybe seven or later) But in everyday speech we often use *didn't need to* for both cases.

#### Certainty and uncertainty

*Must have* and *can't have* These are used to make logical deductions about past actions. *I must have left my wallet in the car.* (I am sure I did) *Jim can't have noticed you.* (I am sure he didn't) • *May have, might have* and *could have* These express possibility or uncertainty about past actions. *Jean might have missed the train.* (perhaps she did) *He may not have received the letter.* (perhaps he didn't) *You could have been killed!* (it was a possibility)• *Was/Were to have* This describes something which was supposed to happen, but didn't. It is formal in use. *He was to have left yesterday.* (he was supposed to leave, but he didn't)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

#### Underline the most suitable phrase in each sentence.

- We should have turned left. We've missed the turning/We followed the instructions.
- We didn't have to wear uniform at school. But I never did/That's why I liked it.
- The butler must have stolen the jewels. He was ordered to/There is no other explanation.
- You could have phoned from the station. I'm sure you did/Why didn't you?
- You needn't have bought any dog food. There isn't any/There is plenty.
- Ann might not have understood the message. I suppose it's possible/She wasn't supposed to.
- You can't have spent all the money already! You weren't able to/I'm sure you haven't.
- I shouldn't have used this kind of paint. It's the right kind/It's the wrong kind.

#### References

- Mark Nettle and Diana Hopkins. —Developing Grammar in Contextl (intermediate) Cambridge University
- Laurie Rozakis —English Grammar for the Utterly Confusedl
- Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-2 Technological model of the lesson

<b>Topic</b>	Future Time Frame: Using Future Versus
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical

<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Future Tenses 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Future Tenses Learn to use Future Tenses in statements.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Future Tenses
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about Future Tenses 2.2 T asks Ss forms of Future Tenses	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their

### Visual materials

**Will** *Will* is used to make predictions. It is often preceded by *I think* or by opinion words like *perhaps*. A time expression is also necessary. *I think it'll rain tomorrow. Perhaps she'll be late.* In speech, *will* is contracted to *'ll*. See also Grammar 18 and 19 for functional uses of *will*.

• **Going to** *Going to* is also used for predictions. It is especially common when we can see the cause of the event. *Look out! There's a bus coming! It's going to hit us! I can see you're going to have a baby. When is it due? You're going to fall!* *Going to* is also common in impersonal statements. *Liverpool are going to win the Cup.* But *will* can also be used for most examples like this, with no change of meaning.

• **Future continuous** The future continuous is used to describe a situation in progress at a particular time in the future. *This time next week I expect I'll be living in London. And I'll probably be cycling to work.*

• **Future perfect** The future perfect looks back from a point in the future. *By the time we get there, the film will have started.* It refers to indefinite time up to that point. This means that when we get to the future point we can say: *The film has started.*

**Intention • Going to** *Going to* is used to describe a present intention or plan. This is something we have already decided to do. *I'm going to fix the television tomorrow.*

Exercises:

**Underline the most suitable future form in each sentence.**

a) Why are you going to buy/will you buy a new mountain bike? b) Don't phone between 8.00 and 9.00. I'll study/I'll be studying then. c) Look out! That tree will/is going to fall! d) Let me know as soon as Louise will get/gets there. e) Great news! Jean and Chris will come/are coming to stay with us. f) According to this timetable, the bus is going to arrive/arrives at 6.00. g) Can you call me at 7.00, because I'll leave/I'm leaving tomorrow. h) If you arrive late at the sale, the best things will go/will have gone.

**Put each verb in brackets into a suitable future form. More than one answer may be possible.**

a) By the time we reach home, the rain (stop) ...**will have stopped** b) This time next week I (lie) on the beach in Spain. c) In ten years' time I (work) for a different company. d) If we don't get there by 6.00, Jack (leave)  
e) In July they (be married) for twenty years. f) In the year 2500 a lot of people (live) on the Moon.  
g) When you get to the station, I (wait) for you outside. h) Don't worry! The plane (land) in a moment.  
i) By the time you come home, I (finish) the decorating. j) Come round between eight and nine. We (watch) the match on television then.

### References

1. Mark Nettle and Diana Hopkins. —Developing Grammar in Context (intermediate) Cambridge University
2. Laurie Rozakis —English Grammar for the Utterly Confused
3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-3 Technological model of the lesson

<b>Topic</b>	Sounds /h/w/and /j/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Sounds

	/h/w/and /j/ 3. Summarizing
<i>Aim of the lesson:</i> to introduce the course outline; to be acquainted with participants.	
<i>Objectives:</i> <i>Participants will</i> Raise their awareness of Sounds /h/w/and /j/ Learn to use Sounds /h/w/and /j/in words.	<i>Outcomes:</i> <i>By the end of the course Participants will</i> Aware about the Sounds /h/w/and /j/
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions about Sounds /h/w/and /j/ 2.2 T asks Ss pronounciation of Sounds /h/w/and /j/	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

## Visual materials

### [h]

It is the sound only of breath. [hi:d] [hiz] [heik] The air passes through the pharynx [hi:] [him] [haid] Producing slight friction. The vocal cords are kept apart and do not vibrate. [hi:t] [hit] [heist] [hem] [h□t] [hait]

### Hh [eit□] [t□]- voiceless [t□i:z] [t□i:k] [t□i:t]

The tip of the tongue is pressed against the teeth-ridge, then slowly removed from it. [t□in] [t□it] [t□il] [t□eind] [t□ip]

### [w]

The lips are pushed forward, then quickly released. [wit] [w□□] [swi:p]

[wil] [w□ks] [swet]

The movement is very energetic. [wait] [wi:l] [twi□] [wain] [wi:k] [twit] [west] [weit] [kweil]

### [j]

The soft palate is raised, the middle of the tongue is held against the hard palate at approximately the same height as in pronouncing the vowel [i]



[jes] [jet] [j□m] [jek] [ji:st] [ji:ld]

The tip of the tongue is lowered.

The air passes without any friction.

## References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

## Lesson-4 Technological model of the lesson

<b>Topic</b>	Belief and Opinion
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Belief and Opinion 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Sounds Belief and Opinion Learn to use Belief and Opinion words in statements.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Belief and Opinion
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors

<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Belief and Opinion 2.2 T asks Ss using of Belief and Opinion words	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Underline the most suitable word or phrase.

- When Dick saw his neighbour kick his dog he became *angry/nervous*.
- Sue wasn't really *interested/interesting* in the film.
- We were both *afraid/anxious* that we would miss the plane.
- I wish you wouldn't snap your fingers. It's very *annoying/worrying*.
- You're not *scared/thrilled* of spiders, are you?
- If we forget to do our homework, our teacher gets *cross/terrifying*.
- Tim completely lost his temper! He was absolutely *furious/upset*.
- Your written work is full of *careless/naughty* mistakes.

Replace the word(s) in *italics* with a suitable word from the box. Use each word once.

Confusing, fascinating, scared, depressed, dull, glad, upset
--

- a) I'm afraid the children have been very *badly-behaved* today **naughty**.....  
 b) I felt a bit *frightened* when I went into the dark room c) Jean was very *unhappy* when her kitten was run over d) This film we saw last night was rather *boring* e) This is a *really interesting* book. You must read it  
 f) I'm so *happy* that Helen has got the job she wanted g) Sometimes when I hear the news I feel very *miserable*  
 h) Sorry I gave you the wrong tickets. I got a bit *mixed up*

**Match each sentence (a-j) with a suitable response (1-10). Use each response once only.**

- a) How do you feel about folk music? b) Do you have any comment on the Prime Minister's decision?  
 c) I feel really miserable today d) Is it all right if I invite some friends round? e) Shall I do the washing-up?  
 f) I like this vase. Is it an antique? g) Don't you think you should treat your mother better?  
 h) Is my homework all right? i) Do you think I should order the tickets in advance? j) Did you enjoy the concert?

- 1 You can do whatever you like, as far as I'm concerned.  
 2 In my opinion, the most important matter has been forgotten.  
 3 Mind out, you might drop it!  
 4 I didn't think much of it, actually.  
 5 I'm sorry, but it just won't do.  
 6 I'm not very keen on that kind of thing, to be honest.  
 7 No, don't bother, I'll do it.  
 8 Why don't you mind your own business!  
 9 Never mind, cheer up! 10 No, it's not worth it.

**Decide which answer (A, B, C or D) best fits each space.**

*Noisy neighbours*

Julie always thought of herself as an easy going and (1) **D.** person, who put up with people's differences. She hardly ever became (2) about anything, and believed that if you treated people well, they would (3) with you. That is, until Alex and Harry moved in next door. At first, when their music woke her in the night, she was just a bit (4) , but did not feel (5) She shrugged her (6) and said to herself, 'Never mind, I make a lot of noise sometimes. I'll go round and (7) , in as nice a way as possible.' When she knocked at Alex and Harry's door she said, 'I'm not very (8) on loud music, to be (9) Do you think you could turn it down a bit?' They just (10) , and then Alex said, 'You can think whatever you like, as far as we're (11) ' Then they shut the door in Julie's face. By the end of the week, Julie felt angry, but was determined not to (12) her temper. She had hardly slept, and kept (13) all the time, but she kept busy. The next time she called next door, she gave Harry and Alex a present. 'It's just a cake I made for you. Please (14) my apologies for last time!' And that day the noise stopped. 'What a (15) ,' thought Julie. 'Now there's some peace and quiet and I can read my favourite book *The History of Poison ...*'

- |                 |              |               |               |
|-----------------|--------------|---------------|---------------|
| 1) A dull       | B glad       | C quarrelsome | D tolerant    |
| 2) A upset      | B helpful    | C fascinating | D careless    |
| 3) A scream     | B like       | C co-operate  | D mind        |
| 4) A furious    | B irritated  | C annoying    | D thrilled    |
| 5) A realistic  | B guilty     | C conscience  | D offended    |
| 6) A shoulders  | B arms       | C hands       | D head        |
| 7) A cry        | B quarrel    | C complain    | D fall out    |
| 8) A interested | B like       | C happy       | D keen        |
| 9) A loud       | B honest     | C upset       | D nervous     |
| 10) A whispered | B cried      | C waved       | D grinned     |
| 11) A concerned | B determined | C decided     | D embarrassed |
| 12) A have      | B lose       | C shout       | D break       |
| 13) A blushing  | B snoring    | C yawning     | D growling    |
| 14) A accept    | B take       | C attempt     | D invite      |
| 15) A believe   | B naughty    | C shame       | D relief      |

### References

1. Mark Nettle and Diana Hopkins. —Developing Grammar in Contextl (intermediate) Cambridge University
2. Laurie Rozakis —English Grammar for the Utterly Confusedl
3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

### Lesson-5 Technological model of the lesson

<b>Topic</b>	Words commonly mispronounced, Homonyms
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Words commonly mispronounced, Homonyms 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Words commonly mispronounced, Homonyms Learn to use Words commonly mispronounced, Homonyms in statements.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Words commonly mispronounced, Homonyms
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group

	works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Words commonly mispronounced, Homonyms 2.2 T asks Ss using of Words commonly mispronounced, Homonyms words	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the reported sentences with the correct tenses. (individually)	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

**B** Silent letters can be a problem. The letters below in **bold** are silent in the following words:

**p** psychic /saɪkɪk/ psychiatry pneumatic receipt pseudonym psychology  
**b** comb /kəʊm/ **dumb** numb tomb climb womb lamb  
**b** doubt /daʊt/ **subtle** debt debtor  
**l** could /kʊd/ should calm half talk palm walk salmon chalk  
**h** honour /ɒnə/ honourable honest hour hourly heir heiress  
**t** whistle /wɪsəl/ castle listen fasten soften Christmas  
**k** knee /ni:/ knife know knob knowledge knot knit  
**r** card /kɑ:d/ park farm burn work storm tart  
**r** (unless followed by a vowel) mother /mʌðə/ sister teacher water

In a number of two-syllable words in English, the stress is on the first syllable of the word when it is a noun and the second syllable if it is a verb, e.g. 'Wool is a major Scottish **export**.' 'Scotland **exports** a lot of wool.' Here are some other words like this.

conduct	conflict	contest	decrease	suspect
desert	import	increase	insult	transfer
permit	present	progress	protest	transport
record	reject	reprint	subject	upset

**D** Here are a number of other words which are often mispronounced.

apostrophe /ə'pɒstrəfi/	catastrophe /kə'tæstrəfi/	cupboard /'kʌbəd/
recipe /'resipi/	hiccough /'hɪkʌp/	sword /sɔ:d/
plough /plau/	muscle /'mʌsəl/	interesting /'ɪntrəstɪŋ/

# Words commonly mispronounced

English spelling is notoriously unphonetic. This page looks at some of the words which cause most pronunciation difficulties for learners of English. The phonetic transcription is provided for some of the words below. If you are not sure of the pronunciation of any of the other words, check in the index at the back of the book.

To master English pronunciation you need to learn the 20 phonetic symbols for English vowel sounds. It is not really necessary to learn the consonant symbols as it is usually not difficult to know how consonants should be pronounced. Vowels are important because the vowel letters can be pronounced in many different ways.

<b>a</b>	about /ə/ wander /ɒ/ last /ɑ:/ late /eɪ/
<b>i</b>	alive /aɪ/ give /ɪ/
<b>u</b>	put /ʊ/ cut /ʌ/ cupid /ju:/
<b>ie</b>	fiend /i:/ friend /e/ science /aɪə/
<b>ei</b>	rein /eɪ/ receive /i:/ reinforce /i:ɪ/
<b>e</b>	met /e/ meter /i:/ /ə/
<b>o</b>	sorry /ɒ/ go /əʊ/ love /ʌ/ to /u:/
<b>ea</b>	head /e/ team /i:/ react /i:æ/
<b>ou</b>	our /aʊ/ route /u:/ would /ʊ/
<b>oo</b>	cool /u:/ cook /ʊ/ coopt /əʊp/

## Indicative Bibliography

- McCarthy, M and O'Dell, F. (1999) *English Vocabulary in Use-Elementary*. Cambridge:CUP  
 McCarthy, M and O'Dell, F. (2004) *English Phrasal Verbs in Use*.Cambridge:CUP  
 Redman, S (1997) *English Vocabulary in Use-Intermediate*. Cambridge: CUP  
 Thomas, B.J. (1986) *Intermediate Vocabulary*. Harlow: Longman  
 Thomas, B.J. (1990) *Elementary Vocabulary*. Harlow: Longman

## Lesson-6 Technological model of the lesson

<b>Topic</b>	Consonant sounds: /m//n//ŋ/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Consonant sounds: /m//n//ŋ/ 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Consonant sounds: /m//n//ŋ/ Learn to use Consonant sounds: /m//n//ŋ/ in words.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Consonant sounds: /m//n//ŋ/
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors

<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Consonant sounds: /m//n//ŋ/ 2.2 T asks Ss using of Consonant sounds: /m//n//ŋ/	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: complete the words with Consonant sounds: /m//n//ŋ/	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### The consonant sounds [m][n]

#### [m]

[m] bilabial, occlusive,(nasal) sonorant. The soft palate is lowered the lips are slightly spread, tense and pressed together, forming a complete obstruction to the flow of air through the mouth cavity. The air passes out through the nose. The vocal cords are drawn near together and vibrate.

Mm [em] - [m m m m m m], [em em em em em em]

#### [n]

The tip of the tongue is pressed to the teeth-ridge. [n n n n n n], [en en en en en en]

Nn [en] - [en-em] [en-em] [men] [men] [men]

**How to Pronounce /ŋ/:** The back of the tongue presses gently against the soft palate. The air stream is continuous and is directed out the nose. The vocal cords are vibrating.

**Typical Spellings for /ŋ/:** ring, talking, sank

### /ŋ/ Words

Be sure to raise the back of the tongue when you produce /ŋ/.

Middle	End
angry	bang
mingle	wrong
finger	talking
tango	playing

### /ŋ/ Sentences

We're going fishing.

The young man is bringing a ring.

### Rhyme

1. If many men knew,  
What many men know.  
If many men went,  
Where many men go.  
If many men did,  
What many men do.  
The world would be better,  
I think so, don't you?
2. Little Lady Lilly lost her lovely locket  
Lazy little Lucy found the lovely locket.  
Lovely little locket lay in Lucy's pocket,  
Lazy little Lucy lost the lovely locket.

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-7 Technological model of the lesson

<b>Topic</b>	Adverbial position, Use of Adverbial Clauses
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Consonant sounds: /m//n//ŋ/

	3. Summarizing
<i>Aim of the lesson:</i> to introduce the course outline; to be acquainted with participants.	
<i>Objectives:</i> <i>Participants will</i> Raise their awareness of Adverbial position Learn to use Adverbial position	<i>Outcomes:</i> <i>By the end of the course Participants will</i> Aware about the Adverbial position
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Adverbial position 2.2 T asks Ss using of Adverbial position	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: write the correct form of adverbial clauses	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

## Defining and non-defining relative clauses: recognition

- There are two types of relative clause: defining and non-defining.
- Defining clauses are more common than non-defining clauses:  
*'I saw that man again.'*  
*'Which man?'*  
*'The man who wants to buy my house.'*  
**who wants to buy my house** is an example of a defining clause: it defines (= explains) exactly who or what is being discussed. It can also be used in a longer sentence:  
*The man who wants to buy my house is coming to see me.*  
*I saw the man who wants to buy my house again.*
- Non-defining clauses give information about the subject being discussed, but it is not essential information:  
*A man, who said he knew my father, asked me for money.*  
**who said he knew my father** is an interesting fact but it is extra rather than essential information. Non-defining clauses are indicated by the use of commas before and after the clause.

### Notes

- Non-defining clauses are used in writing but are not used frequently in conversation, where two short sentences can be enough:  
*I'm going to see Sheila, who I told you about yesterday.*  
*I'm going to see Sheila. I told you about her yesterday.*
- The difference between defining (D) and non-defining (ND) clauses is important because:
  - a) they can change the meaning of a sentence:  
D: *I have two sisters who are living in New York at the moment.*  
ND: *I have two sisters, who are living in New York at the moment.*  
In the defining sentence, the person has two sisters in New York and may have more sisters somewhere else.  
In the non-defining sentence, the person has only two sisters.
  - b) Different relative pronouns (**who**, **that**, **which**, etc.) are used for defining and non-defining clauses (► Exercise 86).

## Defining relative clauses

### REMEMBER!

*The woman who got the job has never worked in advertising before.*

*The letter that arrived this morning was wrongly addressed.*

- The defining relative clauses tell us which woman we are talking about and which letter we are talking about.
- Defining relative clauses are often indicated by **who** for people and **that** for things.

## Practice

Write D or ND to indicate whether the clause is defining or non-defining.

- 1 The bus, which arrived late, was full. *ND*
- 2 The bus which they sent didn't have enough seats. *D*
- 3 The house which we wanted to buy was too expensive.
- 4 The house, which we wanted to buy, was too expensive.
- 5 I have two brothers who are working as architects at the moment.
- 6 I have two brothers, who are working as architects at the moment.
- 7 I never met the doctor, who lived next door for five years.
- 8 Did I ever tell you about my uncle, who left school when he was 15?
- 9 I didn't agree with the man who said we should cancel the trip.
- 10 She's one of those people who will argue about anything.

### *who, that, or which?*

Defining:

	<i>person</i>	<i>thing</i>
Subject	who (or that)	that (or which)
Object	- (or that)	- (or that)

Non-defining:

	<i>person</i>	<i>thing</i>
Subject	, who ... ,	, which ... ,
Object	, who (or whom) ... ,	, which ... ,

### Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nettle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-8 Technological model of the lesson

<b>Topic</b>	Past Time Frame (forms/use/meaning)
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Past Time Frame (forms/use/meaning) 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b>	<b>Outcomes:</b>

<b>Participants will</b> Raise their awareness of Past Time Frame (forms/use/meaning) Learn to use Past Time Frame (forms/use/meaning)	<b>By the end of the course Participants will</b> Aware about the Past Time Frame (forms/use/meaning)
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Past Time Frame (forms/use/meaning) 2.2 T asks Ss using of Past Time Frame (forms/use/meaning)	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: write the correct form of past tenses	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

**Visual materials**  
**The use of Past Simple Tense**

An action happened in the Past (with the adverbs yesterday ... ago, last.)	An action referring to the Future or Present in conditional sentences.	Habitual actions in the Past (with adverb of frequency).
<b>I saw Akbar in town last week.</b>	If I saw Akbar in the country I would ask him to lend me that book.	When I was a child I always played tennis.

### Activity

Rule: To express habitual actions in the past, **would** and **used to** are used. These actions are not happening now and will not happen in the future. Examples: **I used to take my brother to kindergarten**

**Main events** in the past The past simple is used to describe finished actions and events in the past. *Susan went into the station and bought a ticket.* - Background description

- **Past before past** The past perfect is used to make it clear that one past event happens before another past event. We use the past perfect for the earlier event. *By the time the train arrived, Susan had managed to push her way to the front of the crowd.* It is not always necessary to use the past perfect if a time expression makes the order of events clear. *Before the train arrived, Susan managed to push her way to the front of the crowd.*

- **Past continuous used with past simple** We often use the past continuous first to set the scene, and then the past simple for the separate, completed actions that happen. *Susan was looking for Graham, so she didn't sit down. Instead, she tried calling him on her mobile phone.* We often contrast an action in progress with a sudden event which interrupts it. *While Susan was trying to get onto the platform, a man grabbed her handbag.*

- **Participle clauses** Participle clauses are introduced by the time expressions *before, after* and *while*. They have the same subject as the following clause. *After struggling with him, Susan pulled the bag from his hands.*

### Habits in the past

- **Past simple** The past simple is used to describe past habits or states. A time expression is usually necessary.

*/ always got up at six in those days, (habit) / lived in Austria for several years. (state)*

### Put each verb in brackets into a suitable past verb form.

When Professor Mallory, the famous archaeologist, (1) **...invited.** (invite) me to take part in his expedition to find the Lost City of the Himalayas, I (2) (not hesitate) to accept his invitation. Mallory (3) (discover) an ancient map showing the position of the city, although no European (4) (ever go) to the area before. In fact, most of Mallory's colleagues either (5) (believe) that the city (6) (never exist) or (7) (feel) that it (8) (vanish) long ago and (9) (become) simply a legend. According to the Professor, the builders of the city (10) (hide) it among the mountains in order to protect its immense riches. He (11) (believe) that the descendants of these ancient people (12) (still keep) themselves apart from the rest of mankind for the very same reasons. So when we (13) (set off) on a cool May morning towards the distant mountains, each of us (14) (look forward) to exciting discoveries. For a week or more we (15) (climb) higher and higher, following the map, which Mallory (16) (study) from time to time. Then one afternoon, while we (17) (rest) at the top of a valley, we (18) (notice) that a rider on a horse (19) (wave) at us from the other side of the valley. A rider whose clothes (20) (shine) like gold!

### Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nettle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

<b>Topic</b>	Countries,nationalities and language
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Countries,nationalities and language 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Countries,nationalities and language Learn the Countries,nationalities and language	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Countries,nationalities and language
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Countries,nationalities and language 2.2 T asks Ss using of words Countries,nationalities and language	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step</b>		4.1.Ss express their

<b>Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: learn the words belong to Countries,nationalities and language	agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks
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## Visual materials

### Adjectives referring to countries and languages

With -ish: British Irish Flemish Danish Turkish Spanish

With -(i)an: Canadian Brazilian American Russian Australian

With -ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With -i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With -ic: Icelandic Arabic

### Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Catalan, a Greek, an African. Some need woman/man/person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

### Peoples and races

People belong to **ethnic groups** and **regional groups** such as **Afro-Caribbeans**, **Asians** and **Oriental**s and **Latin Americans**. What are you? (e.g. **North African**, **Southern African**, **European**, **Melanesian**)

They speak **dialects** as well as languages. Everyone has a **mother tongue** or **first language**; many have **second** and **third languages**. Some people are perfect in more than one language and are **bilingual** or **multilingual**.

**name:** Wanija Krishnamurthan  
**nationality:** Malaysian  
**mother tongue:** Tamil (S. India)

**second/third languages:** English, Malay  
**type or dialect of English:** Malaysian  
**ethnic group:** Asian (Tamil Indian)

### World quiz

- 1 What are the main ethnic groups in Malaysia?
- 2 Which countries, strictly speaking, are in Scandinavia?
- 3 What are the five countries with the highest population?
- 4 How many languages are there in the world?
- 5 Where is Kiribati?
- 6 Where do people speak Inuit?
- 7 What are the five most widely spoken languages?

### Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-10 Technological model of the lesson

<b>Topic</b>	Travel
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Travel 3. Summarizing
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Travel Learn the types of Travel	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Travel
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Travel 2.2 T asks Ss using of words Travel	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold

	(15 minutes)	3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: learn the words belong to Travel	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Complete each sentence with a word from the box.

**Buffet, coach station, departure lounge, harbour, quay, cabin, destination, platform, runaway**

- a) Most of the young people on the boat slept on the *deck*. in their sleeping bags.
- b) As the train drew in to the station, Terry could see her sister waiting on the.....
- c) I was so nervous about flying that I left my bag in the.....
- d) By the time I got to the....., the bus to Scotland had left.
- e) As soon as the boat left the....., the storm began.
- f) We hadn't had anything to eat, but luckily there was a..... on the train.
- g) I'm afraid there is only one first-class..... free on the boat.
- h) Tim reached Paris safely, but his luggage didn't reach its .....
- i) There was a queue of cars on the....., waiting for the car-ferry to the island. j) Our plane nearly crashed into a fire-engine on the

### Underline the most suitable word or words.

- a) David's plane was *cancelled/delayed* by thick fog.
- b) The ship's owner agreed to give the *crew/passengers* a pay-rise.
- c) The plane from Geneva has just *grounded/landed*.
- d) We hope that you will enjoy your *flight/flying*.
- e) Because of heavy snow, their plane was *diverted/deviated* to Luton.
- f) I won't be long. I'm just packing my last *luggage/suitcase*.
- g) You have to *check in/check up* an hour before the plane leaves.
- h) All duty free goods must be *declared/surrendered* at customs.
- i) The plane *took off/took up* and was soon high over the city.
- j) I bought a *simple/single* ticket, as I was going to return by car.
- k) A sign above the seats in the plane says 'Fasten your *life belt/seat belt*'.

Choose the most suitable word or phrase to complete each sentence.

- a) They *C*. all day swimming and sunbathing at the beach.  
A) did B) used C) spent D) occupied
- b) The hotel room .....over a beautiful garden.  
A) viewed out B) faced up C) opened up D) looked out
- c) We didn't..... to the station in time to catch the train.  
A) get B) reach C) arrive D) make
- d) I was in such a hurry that I left one of my bags.....  
A) out B) aside C) on D) behind
- e) Mr Hill had his money stolen and couldn't..... his hotel bill.  
A) pay up B) pay C) pay for D) pay out
- f) Jane lost her case. It did not have a/an..... with her name on.  
A) ticket B) poster C) label D) identification

- g) Take the bus, and..... at Oxford Circus.  
 A) get out B) get off C) get down D) get away
- h) I was too tired to..... my suitcase.  
 A) unpack B) empty C) put out D) disorder
- i) On the first day of our holiday we just .....by the hotel pool.  
 A) enjoyed B) calmed C) comforted D) relaxed
- j) The wind was blowing so much that we couldn't..... our tent.  
 A) raise B) put up C) make up D) build

### Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-11 Technological model of the lesson

<b>Topic</b>	Quoting Speech
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Quoting Speech
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Quoting Speech Learn the types of Quoting Speech	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Quoting Speech
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	

<b>2-step.</b> <b>Introduction: lead in activity</b> <b>(15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Quoting Speech 2.2 T asks Ss using of Quoting Speech	2.1.Ss share their ideas
<b>3-step</b> <b>Main part: introducing course syllabus</b> <b>(50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step</b> <b>Closure: summarizing activity</b> <b>(15-minutes)</b>	T summarizes the lesson and gives home task: learn the quoting sentences	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

In the United Kingdom, Canada, and islands under the influence of British education, punctuation around quotation marks is more apt to follow logic. In American style, then, you would write: My favorite poem is Robert Frost's "Design." But in England you would write: My favorite poem is Robert Frost's "Design". The placement of marks other than periods and commas follows the logic that quotation marks should accompany (be right next to) the text being quoted or set apart as a title. Thus, you would write (on either side of the Atlantic):

What do you think of Robert Frost's "Design"? *and* I love "Design"; however, my favorite poem was written by Emily Dickinson.

Further, punctuation around quoted speech or phrases depends on how it fits into the rest of your text. If a quoted word or phrase fits into the flow of your sentence without a break or pause, then a comma may not be necessary:

- The phrase "lovely, dark and deep" begins to suggest ominous overtones.

Following a form of *to say*, however, you'll almost always need a comma:

- My father always said, "Be careful what you wish for."

If the quoted speech follows an independent clause yet could be part of the same sentence, use a colon to set off the quoted language:

- My mother's favorite quote was from Shakespeare: "This above all, to thine own self be true."

When an attribution of speech comes in the middle of quoted language, set it apart as you would any parenthetical element:

- "I don't care," she said, "what you think about it."

In proofreading and editing your writing, remember that quotation marks *always* travel in pairs! Well, almost always. When quoted dialogue carries from one paragraph to another (and to another and another), the closing quotation mark does not appear until the quoted language finally ends (although there is a beginning quotation mark at the start of each new quoted paragraph to remind the reader that this is quoted language). Also, in parenthetical documentation (see the [Guide to Writing Research Papers](#)), the period comes after the parenthetical citation which comes after the quotation mark" (**Darling 553**).

In reporting "silent speech"—noting that language is "said," but internally and not spoken out loud—writers are on their own. Writers can put quotation marks around it or not:

- Oh, what a beautiful morning, Curly said to himself.
- "Oh, what a beautiful morning!" Curly said to himself.

Some writers will set such unspoken language in italics or indent it in order to set it off from other "regular" language. That's probably not a good idea if there is a lot of it because the indents can be confusing and italics can become tiresome to read after a while. The decision will probably depend on the amount of silent speech within the text. Probably the best way to handle silent speech is to find an author whom you like who does a lot of this—Graham Swift in his novel *Last Orders*, for instance—and copy that author's style. Consistency, of course, is very important.

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-12 Technological model of the lesson

<b>Topic</b>	Relative Clauses. Restrictive and Nonrestrictive
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Relative Clauses
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Relative Clauses Learn the types of Relative Clauses	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Relative Clauses
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Relative Clauses 2.2 T asks Ss making of Relative Clauses	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: learn the texts belong to Relative Clauses	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

#### Visual materials

**Subject or object** Relative clauses give extra information about a noun in the main clause. Relative clauses begin with a relative pronoun (*who, which, that, whom, whose*). The relative pronoun can be the subject of the clause: *That's the woman **who bought my car***. The woman (subject) bought my car (object). Or the object of the clause: *That's the car **that I used to own***. I (subject) used to own the car (object). • Combining sentences Note how sentences are combined. Subject: *This is Jean. She bought my car. Jean is the person who bought my car. She* is not repeated, as the person is the subject. Object: *That is Jean's car. I used to own it. That's the car that I used to own.*

*It* is not repeated, as *the car* is the object.

**Defining or non-defining** • Defining Defining clauses give important information which tells us exactly what is being referred to. *That book **which you lent me** is really good*. This indicates which book we are talking about. Without the relative clause, it might be difficult to understand the meaning.

• Non-defining Non-defining clauses add extra information. They are separated by commas in writing, and by a pause on either side (where the commas are) in speaking. *The book, **which I hadn't read**, was still on the shelf*. This gives extra information about the book. We could miss out the relative clause and the meaning would still be clear. Defining relative clauses In a defining relative clause we can leave out the relative pronoun if it is the object of the clause. *That's the car (that) I used to own*. We cannot miss out the relative pronoun if it is the subject of

the clause. *That's the woman who bought my car.* • Non-defining relative clauses In a non-defining relative clause we cannot leave out the relative pronoun.

**Underline any relative pronouns that can be left out in these sentences.**

- a) I think that my boss is the person who I admire most.
- b) Harry, who was tired, went to bed very early.
- c) We're taking the train that leaves at 6.00.
- d) Have you seen the book that I left here on the desk?
- e) The film which we liked most was the French one.
- f) My radio, which isn't very old, has suddenly stopped working.
- g) The clothes which you left behind are at the reception desk.
- h) The couple who met me at the station took me out to dinner.
- i) Last week I ran into an old friend who I hadn't seen for ages.
- j) Don't cook the meat that I put in the freezer - it's for the dog.

**That instead of which**

When we talk about things, *that* is often used instead of *which*. This is very common in speech. *Is this the house that you bought?* - *That* instead of *who* When we talk about people, *that* can be used instead of *who*. This is less common, but we still do it, especially in speech. *Have you met the boy that Sue is going to marry?* • *Which* in non-defining clauses *That* cannot be used to introduce a non-defining clause. *The hotel, which was a hundred years old, was very comfortable.* • Prepositions *That* cannot be used after a preposition. *This is the car (that/which) I paid £2000 for.* (speech) *This is the car for which I paid £2000.* (formal) **Whom and whose** - *Whom* is the object form of *who*. It has to be used after prepositions. Its use is formal and quite rare. *This is the person (who) I sold my car to.* (speech) *This is the person to whom I sold my car.* (formal) • *Whose* means *of whom*, and usually refers to people. *This is Jack. His sister is staying with us.* *This is Jack, whose sister is staying with us.*

**Indicative Bibliography**

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nettle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-13 Technological model of the lesson**

<b>Topic</b>	Sport, Towns
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Sport, Towns
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <i>Participants will</i> Raise their awareness of Sport, Towns Learn the words of Sport, Towns	<b>Outcomes:</b> <i>By the end of the course Participants will</i> Aware about the Sport, Towns
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers

	of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Sport, Towns 2.2 T asks Ss making of Sport, Towns	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: learn the texts belong to Sport, Towns	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

#### Underline the most suitable word.

- Sue came first in the 5000 metre *competition/game/race*.
- Jack and Eddie arranged to meet outside the football *ground/field/pitch*.
- Brenda goes jogging every morning to keep *exercised/fit/trained*.
- Our team *beat/defeated/won* the match by two goals to nil.
- The local stadium isn't large enough for so many *audience/viewers/spectators*.
- I'm afraid I don't find basketball very *interested/interesting*.
- The final result was *a/an draw/equal/score*.
- Norman won first *medal/prize/reward* in the cookery competition.
- All competitors/rivals/supporters for the race should make their way to the track.*
- Collecting matchboxes is Rebecca's favourite *leisure/occupation/pastime*.

#### Complete each sentence with a word from the box.

handlebars	racket	rope	glasses	net	costume
whistle	saddle	gloves	rod	club	ice

- When Brenda entered the swimming competition she bought a new ...*costume*
- I learned to ride a horse without using a .....
- Gemma tried to hit the golf-ball with her ....., but missed it.
- After the tennis match, one of the players jumped over the.....
- Diana's bike crashed into a tree, and she was thrown over the .....
- A mountain-climber's life may depend on their .....
- Open-air skating can be dangerous if the..... is too thin.
- Peter put his..... in front of his face to protect himself from his opponent's punches.
- Suddenly the referee blew his..... and pointed to the penalty spot.
- Skiing can be dangerous if you don't wear dark.....
- I had to play the doubles match with a borrowed.....
- Terry went fishing with the new..... his parents gave him.

**Underline the most suitable word.**

- As you can see, the garden has two ornamental iron *doors/gates* and there is a stone *path/pavement* leading to the house.
- This is the front *entry/entrance*, but there is another door at the *edge/side* of the house.
- All the rooms have *covered/fitted* carpets.
- All the *cupboards/wardrobes* in the kitchen and the *bookshelves/library* in the living room are included in the price.
- There is a beautiful stone *chimney/fireplace* in the living room, and there are *sinks/washbasins* in all the bedrooms.
- At the top of the *stairs/steps* there is a *coloured/stained* glass window.
- The bathroom has a *shower/washer* and modern mixer *pipes/taps*.
- At the top of the house there is a/an *attic/cellar* and the garden contains a *glasshouse/greenhouse* and a garden *hut/shed*.
- There is a wooden *fence/wall* on one side of the garden, and a *bush/hedge* on the other.
- This is a fine *single/detached* house in a quiet *neighbourhood/suburb*.

**Indicative Bibliography**

- McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-14 Technological model of the lesson**

<b>Topic</b>	The Arts, Vacations
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about The Arts, Vacations
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b>	<b>Outcomes:</b> <b>By the end of the course Participants will</b>

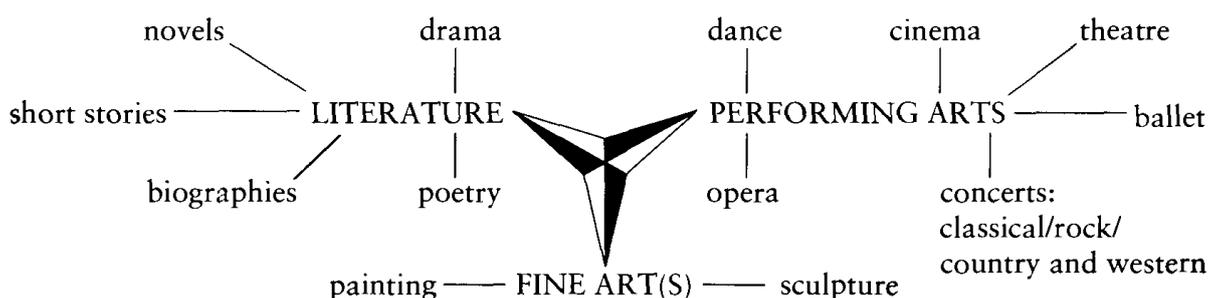
Raise their awareness of The Arts, Vacations Learn the words of The Arts, Vacations	Aware about the Arts, Vacations
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Sport, Towns 2.2 T asks Ss making of The Arts, Vacations	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: learn the texts belong to The Arts, Vacations	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

## Things which generally come under the heading of 'the arts'



We often also include architecture and ceramics within the arts.

The arts (plural) covers everything in the network. Art (singular, uncountable) usually means fine art, but can also refer to technique and creativity.

Have you read the arts page in *The Times* today? [that part of the paper that deals with all the things in the network]

She's a great art lover. [loves painting and sculpture]

Shakespeare was skilled in the art of poetry. [creative ability]

Dance usually refers to modern artistic dance forms; ballet usually has a more traditional feel, unless we say **modern ballet**. *Remember*: a novel is a long story, e.g. 200–300 pages; a short prose fiction, e.g. 10 pages, is a short story.

## Words connected with events in the arts

There's an **exhibition** (Am. Eng.: **exhibit**) of paintings by Manet on in London.

They're going to **publish** a new edition of the **works** of Cervantes next year.

The Opera Society are doing a **performance** of *Don Giovanni*.

Our local cinema's **showing** Bergman's *Persona* next week.

*Note*: What's on at the cinema/theatre, etc. next week?

## Describing a performance

We went to see a new production of *Hamlet* last night. The **sets** (1) were incredibly realistic and the **costumes** (2) were wonderful. It was a good **cast** (3) and I thought the **direction** (4) was excellent. Anthony O'Donnell **gave** a marvellous **performance** (5). It **got rave reviews** (6) in the papers today.

(1) scenery, buildings, furniture on the stage or in a studio

(2) clothes the actors wear on stage

(3) all the actors in it

(4) the way the director had organised the performance

(5) and (6) note these typical collocations; (6) means 'got very enthusiastic comments'

## Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. *English Vocabulary in Use* (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles *Destination* (book 3 & 4) Macmillan Education UK, 2013
3. Nettle, M. & Hopkins, D. (2003) *Developing Grammar in Context*. Cambridge: CUP

### Lesson-15 Technological model of the lesson

<b>Topic</b>	One word and Phrasal modals. Modals expressing necessity, permission, ability.
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Modals expressing necessity, permission, ability.
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Modals expressing necessity, permission, ability. Learn the words of Modals expressing necessity, permission, ability.	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Modals expressing necessity, permission, ability.
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Modals expressing necessity, permission, ability. 2.2 T asks Ss making of Modals expressing necessity, permission, ability.	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it (15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes

<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: learn the rule belong to Modals expressing necessity, permission, ability.	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks
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### Visual materials

**Ability** *Can* and *be able to* *Can*, like all modal verbs, cannot be used in an infinitive or continuous form. We use *be able to* in situations where we need these forms. *I'd like to **be able to swim***. *Not being able to swim is annoying*.

**Certainty and uncertainty** • *Must* and *can't* These words have a meaning related to certainty - they are used to make deductions. This is when we are sure or almost sure about something because it is logical. This usage is especially common with the verb *be*. *You **must be** tired after your long journey*. (I'm sure you are) *That **can't be** Sue. She's in Brazil*. (I'm sure it's not possible) These words are also used in other ways: *must* for obligation (see next section) and *can('t)* for ability (see above). • *May*, *might* and *could* These words all express uncertainty or possibility. *Could* is not used with *not* in this context. / ***might** go out, I don't know. I **could** get wet!* The meaning for all three words is approximately 50 per cent probability. But if we stress the modal verb strongly in speech the probability is reduced. / ***might** see you later if I finish my work, but don't count on it.* (*might* is strongly stressed in speech) • *Should* and *ought to* These words are both used for obligation (see next section). But they also have a meaning related to certainty - they are used when we expect that something will happen. *Brenda **should be** home by now*. (I expect that she is) • *Be bound to* This is used to say that something is certain to happen in the future. *You're **bound to see** Paula if you go there*. (I'm sure you will).

*Mustn't* and *don't have to* Be careful: *must* and *have to* are very similar in their affirmative forms (see previous paragraph) but they are completely different in their negative forms. *Mustn't* describes something which is prohibited. *Don't have to* describes something which is not necessary. *You **mustn't** leave now*. (It's not allowed. It's against the rules.) *You **don't have to** leave now*. (It's not necessary. You have a choice.) • *Should* and *ought to*

These words have the same meaning. They are used to say what is the best thing to do. They can be used to give an opinion, some advice, or polite instructions. ***We should** do something different for our holidays this year. I think you **should** see a doctor. You **ought not to** smoke if you're pregnant. You **should** send in your application by July 18th.* - *Had better* This phrase gives strong advice about how to stop something going wrong. It can refer to present or future time. *I think you'd better leave now*. (before it is too late) *You'd better **not** drive*. (it might be dangerous) • *Is/Are to* This is used in formal instructions. *Not* is stressed. *No-one is **to** leave the room. You are **not to** leave the room*.

**Underline the correct word or phrase in each sentence.**

- There's someone at the door. It can/must be the postman.
- Don't worry, you *don't have to/mustn't* pay now.
- I think you *had better/would better* take a pullover with you.
- Jones *could/must* be president if Smith has to resign.
- Sorry, I can't stay any longer. I *have to/might* go.
- It was 5 o'clock an hour ago. Your watch *can't/mustn't* be right.
- It's a school rule, all the pupils *have to/must* wear a uniform.
- I suppose that our team *must/should* win, but I'm not sure.
- Let's tell Diana. She *could/might* not know.
- In my opinion, the government *might/should* do something about this.

### Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-16 Technological model of the lesson

<b>Topic</b>	Pronouncing short words /a, of, or/
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Pronouncing short words /a, of, or/
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Pronouncing short words /a, of, or/ Learn the short words /a, of, or/	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the short words /a, of, or/
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions short words /a, of, or/ 2.2 T asks Ss making of short words /a, of, or/	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus</b>	3.1 The T introduces Ss with a new theme and distributes Handout 1 to each participant and ask them to read it individually for 10 minutes 3.2 After reading T asks to reflect on it	3.1Ss listen and do tasks on the handout. Ss read the information. Then

(50-minutes)	(15 minutes ) 3.3 Then share their ideas with whole class (15 minutes)	choose and circle the right words in bold 3.2. Ss take notes
4- step Closure: summarizing activity (15-minutes)	T summarizes the lesson and gives home task: learn the words belong to short words /a, of, or/	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

Some words have two different pronunciations – a strong form and a weak form. We normally use the weak forms of the words *a* and *an*. We say /ə/ before consonant sounds and /ən/ before vowel sounds. Listen and repeat.

- a cup of coffee, please
- a piece of cake, please
- a lot of visitors
- a Thursday morning in November
- an invitation to a party
- an umbrella in the rain

Listen and circle all the /ə/ sounds.

There's a cat on the mat.  
There's a fish in a dish.  
There's a dog in the fog,  
and a mouse in the house.

There's a film on TV.  
You can sit on my knee.  
There are two cups of tea.  
One for you, one for me.

Check with the Key.  
Then listen again and repeat.

Complete the sentences using the words in the box. You will need to use some of them more than once.

tall    there    there's    there are    older    longer    as    than

- 1 Tessa's taller than Terry, but she isn't ..... Ted.  
Ted's ..... Tessa, but he isn't ..... old ..... Terry.
- 2 A: What's the longest tunnel in the world?  
B: The Channel Tunnel, between England and France?  
A: No, ..... a ..... one ..... that.  
B: Is ....., really?  
A: Yes, ..... is, in Japan.
- 3 A: How many dollars are ..... in a pound?  
B: I think ..... about one and a half ... or maybe ..... one and a half pounds in a dollar?



Notice that some words begin with the vowel letter u but the consonant sound /j/, so we say *a* before them. Listen and repeat.

*a university*  
*a useful present*

In comparatives, we use the weak forms of *than* /ðən/ and *as* /əz/, and we pronounce the ending *-er* as the weak vowel /ə/. Listen and repeat.

*The new computer's better than the old one.*  
*The old computer wasn't as good as the new one.*

In the expressions *there's* and *there are* we normally use the weak form /ðə/. We pronounce *there's* as /ðəz/ and *there are* as /ðərə/. Listen and repeat.

*There's a bridge over the river.*  
*There are ten millimetres in a centimetre.*

### References

1. Pronunciation in Use – 2008 Cambridge University Press
2. English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-17 Technological model of the lesson

<b>Topic</b>	Overview of Modals in Past Time, Review of Modal forms
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Modals in Past Time
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <i>Participants will</i> Raise their awareness of Modals in Past Time Learn the Modals in Past Time	<b>Outcomes:</b> <i>By the end of the course Participants will</i> Aware about the Modals in Past Time
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts.	

	1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Modals in Past Time 2.2 T asks Ss making of Modals in Past Time	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To do Exercises according to the Modals in Past Time	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

**Ability** *Could* and *was able to* To talk about general past ability we use *could*. *When I was young, I could run very fast.* To talk about one specific past action we use *was able to*. *Luckily, Mary was able to help us.*

**Certainty and uncertainty** • *Must have* and *can't have* These are used to make logical deductions about past actions. *I must have left my wallet in the car.* (I am sure I did) *Jim can't have noticed you.* (I am sure he didn't) *May have, might have* and *could have* These express possibility or uncertainty about past actions. *Jean might have missed the train.* (perhaps she did) *He may not have received the letter.* (perhaps he didn't) *You could have been killed!* (it was a possibility)

• **Was/Were to have** This describes something which was supposed to happen, but didn't. It is formal in use.

*He was to have left yesterday.* (he was supposed to leave, but he didn't)

**Obligation** • *Had to* *Must* has no past form, so we use *had to*. *Sorry I'm late, I had to take the children to school.* The question form is *Did you have to?* *Did you have to work late yesterday?* - *Should have* and *ought to have* These express the feeling that a mistake was made. There is a criticism. *I should have posted this letter yesterday.* (I didn't do the right thing) *You shouldn't have told me the answer.* (you were wrong to do so)

• *Needn't have* and *didn't need to* There is a slight difference between these two forms. Compare: / *needn't have arrived at seven.* (I arrived at seven, but it wasn't necessary) / *didn't need to arrive at seven.* (we don't know when I arrived - maybe seven or later)

Exercises:

**Choose the most suitable response to each comment or question.**

a) A: What did I do wrong?

B:1) YOU shouldn't have connected these two wires. 2) You didn't have to connect these two wires.

b) A: Why is the dog barking?

B: 1) It should have heard something. 2) It must have heard something.

- c) A: Why are you home so early?  
B: 1) I needn't have worked this afternoon. 2) I didn't have to work this afternoon.
- d) A: Why did you worry about me? I didn't take any risks. B: 1) You must have been injured. 2) You could have been injured.
- e) A: You forgot my birthday again!  
B: 1) Sorry, I should have looked in my diary. 2) Sorry, I had to look in my diary.
- f) A: We had a terrible crossing on the boat in a storm. B: 1) That didn't have to be very pleasant!  
2) That can't have been very pleasant!
- g) A: Where were you yesterday? You didn't turn up! B: 1) I had to go to London.

**Underline the most suitable phrase in each sentence.**

- a) We should have turned left. We've missed the turning/We followed the instructions.
- b) We didn't have to wear uniform at school. *But I never did*/That's why I liked it.
- c) The butler must have stolen the jewels. *He was ordered to*/There is no other explanation.
- d) You could have phoned from the station. *I'm sure you did*/Why didn't you?
- e) You needn't have bought any dog food. *There isn't any*/There is plenty.
- f) Ann might not have understood the message. *I suppose it's possible*/She wasn't supposed to.
- g) You can't have spent all the money already! *You weren't able to*/I'm sure you haven't.
- h) I shouldn't have used this kind of paint. *It's the right kind*/It's the wrong kind

**Rewrite each sentence so that it contains *can't, might, must, should or needn't*.**

- a) I'm sure that David took your books by mistake.
- b) It was a mistake to park outside the police station.
- c) It was unnecessary for you to clean the floor.
- d) I'm sure that Liz hasn't met Harry before.
- e) Ann possibly hasn't left yet.
- f) I'm sure they haven't eaten all the food. It's not possible!
- g) Jack is supposed to have arrived half an hour ago. h) Perhaps Pam and Tim decided not to come.
- i) I think it was the cat that took the fish from the table!
- j) It was a waste of time worrying, after all!

**Indicative Bibliography**

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-18 Technological model of the lesson**

<b>Topic</b>	Science and Technology
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Science and Technology
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	

<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Science and Technology Learn the Science and Technology	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Science and Technology
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Science and Technology 2.2 T asks Ss making of Science and Technology	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To do Exercises according to words of the Science and Technology	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials

You are probably familiar with the traditional branches of science e.g. chemistry, physics, botany and zoology. But what about these newer fields?

**genetic engineering:** the study of the artificial manipulation of the make-up of living things

**molecular biology:** the study of the structure and function of the organic molecules associated with living organisms

**cybernetics:** the study of the way information is moved and controlled by the brain or by machinery

**information technology:** the study of technology related to the transfer of information (computers, digital electronics, telecommunications)

**bioclimatology:** the study of climate as it affects humans

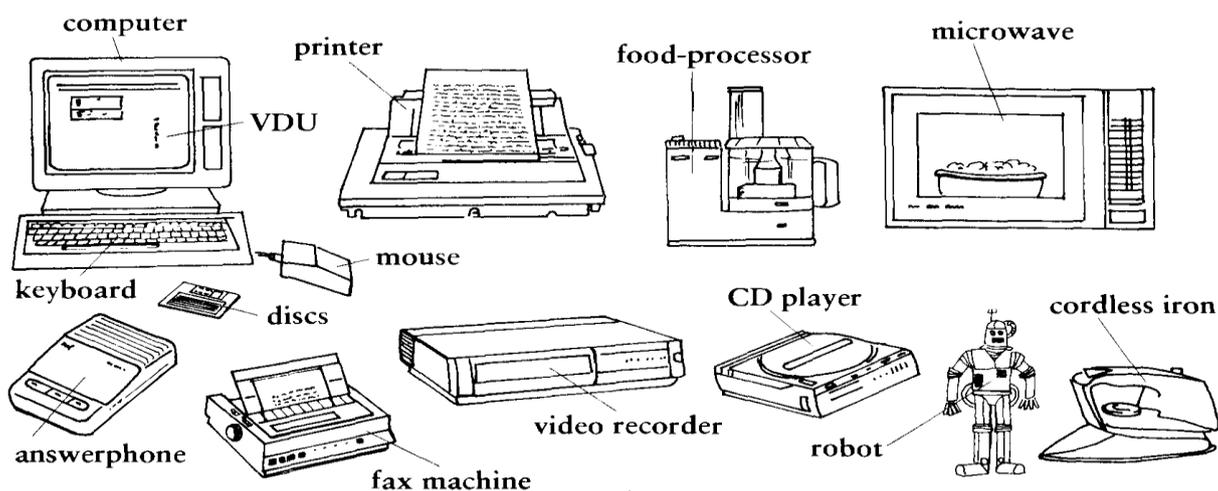
**geopolitics:** study of the way geographical factors help to explain the basis of the power of nation states

**nuclear engineering:** the study of the way nuclear power can be made useful

**cryogenics:** the study of physical systems at temperatures less than 183° C

**astrophysics:** the application of physical laws and theories to stars and galaxies

Here are some of the modern inventions which we are now becoming quite used to.



**Underline the most suitable word or phrase.**

- a) This is a small car, but it has a powerful engine/machine.
- b) Do you use an electric/electrical toothbrush?
- c) I can't see anything. Where's the light plug/switch?
- d) I'm going to buy a new notebook/desktop PC that I can take to work.
- e) You can't use the lift. It's out of order/work.
- f) If you don't press this button, the washing machine won't go/move.
- g) Use this torch. The other one doesn't act/work.
- h) The lights have gone out. It must be a power break/cut.
- i) A car factory/industry has just been built in our town.
- j) Who exactly discovered/invented the computer?

**Indicative Bibliography**

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-19 Technological model of the lesson

<b>Topic</b>	The Press Media, Politics and Public institutions
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about The Press Media, Politics and Public institutions
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of The Press Media, Politics and Public institutions Learn the The Press Media, Politics and Public institutions	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the The Press Media, Politics and Public institutions
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

#### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions The Press Media, Politics and Public institutions 2.2 T asks Ss making of The Press Media, Politics and Public institutions	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes

	whole class.(10 min)	
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To do Exercises according to words of the The Press Media, Politics and Public institutions	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

## Visual materials

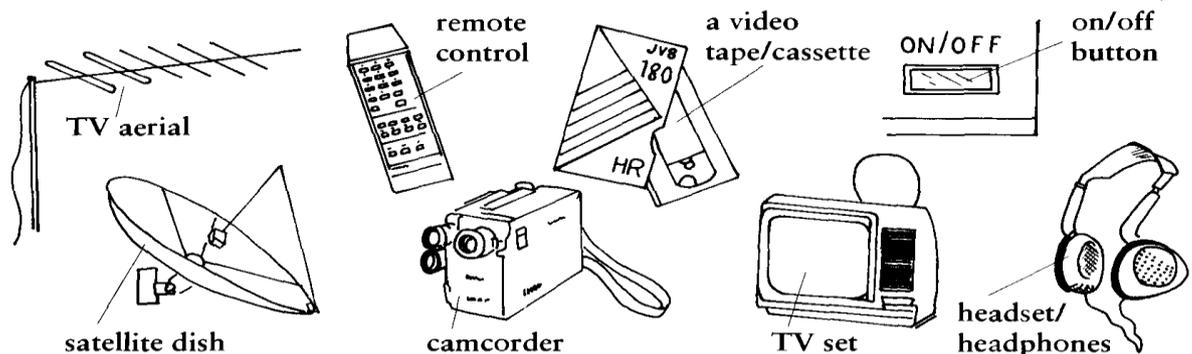
# The press and media

The term the mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people. This page looks at some useful words for talking about the mass media and about publishing in general.

## Radio and television

**Types of TV programmes:** documentaries news broadcasts current affairs programmes soap operas quizzes sitcoms drama chat shows detective stories sports programmes weather forecasts music programmes game shows variety shows commercials

A **serial** is a story that continues from one programme or episode to the next. A **series** is about the same characters or has the same format each week but each programme is complete in itself.



## Newspapers and publishing

**Parts of the newspaper:** headlines news reports the editorial feature articles, e.g. about fashion or social trends horoscope cartoons crossword small ads business news sports reports scandal the letters page

A **popular** or **tabloid newspaper** focuses more on sensation than real news whereas a **quality newspaper** professes to be more interested in real news than in sensation. A **tabloid** usually has a smaller format than a **quality paper**, it has larger headlines and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family.

A **journal** is the name usually given to an academic **magazine**. A **colour supplement** is a **magazine** which comes out once a week (often on Sundays) as an addition to a newspaper. A **comic** is a **magazine**, usually for children or teenagers, with lots of picture stories and/or cartoons.

Make sure you know the verbs in these sentences.

- The BBC World Service **broadcasts** throughout the world.
- I can **receive / pick up** broadcasts from Moscow on my radio.
- They're **showing** a good film on TV tonight.
- This book was **published** by CUP but it was **printed** in Hong Kong.
- The film was **shot / made on location** in Spain.
- They **cut / censored** the film before showing it on TV.
- This article / programme has been **badly edited**.

# Politics and public institutions

Look at the definitions below taken from a dictionary of politics. Make sure you understand not only the words listed but the words used in the definitions too.

## Types of government

**republic:** a state governed by representatives and, usually, a president

**monarchy:** a state ruled by a king or queen

**democracy:** government of, by and for the people

**dictatorship:** system of government run by a dictator

**independence:** freedom from outside control; self-governing

The British Isles



 The United Kingdom  
 The Republic of Ireland

## People and bodies involved in politics

**Member of Parliament (MP):** a representative of the people in Parliament

**politician:** someone for whom politics is a career

**statesman/woman:** someone who uses an important political position wisely and well

**Prime Minister:** the head of government or leading minister in many countries

**chamber:** hall used by a group of legislators; many countries have two chambers

**cabinet:** a committee of the most important ministers in the government

**President and Vice-President:** the head of state in many modern states

**Mayor:** head of a town or city council

**ambassador:** top diplomat representing his/her country abroad

**embassy:** the building where an ambassador and his/her staff are based

**ministry:** a department of state headed by a minister.

## Elections

**constituency:** a political area whose inhabitants are represented by one MP

**candidate:** someone who stands in an election

**policy:** the programme of action of a particular party or government

**majority:** the number of votes by which a person wins an election

**referendum:** a direct vote by the population on some important public issue

**by(e)-election:** an election in one constituency in contrast to a General Election

**marginal seat:** a parliamentary seat held by a very small majority of votes

**the opposition:** members of parliament who do not belong to the party in power

**stand/run for Parliament:** to be a candidate in an election

**vote:** to choose in a formal way, e.g. by marking a ballot paper

**elect:** to choose someone or something by voting

## Indicative Bibliography

1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
3. Nettle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

## Lesson-20 Technological model of the lesson

<b>Topic</b>	Debate
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Debate
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <i>Participants will</i> Raise their awareness of Debate Learn the Debate	<b>Outcomes:</b> <i>By the end of the course Participants will</i> Aware about the Debate
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Debate 2.2 T asks Ss to make a Debate	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To make a debate on Politics affairs.	4.1.Ss express their agreements. 4.2 The students may ask some

		questions. 4.3 students get their home tasks
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**Students must make a debate according to the following affairs:**

1. **Modern Medicine in Uzbekistan.**
2. **Political System in Uzbekistan.**
3. **Education System in Uzbekistan.**
4. **The Role of Mass Media in Uzbekistan.**
5. **Modern Weddings in Uzbekistan.**
6. **Economical Position of Uzbekistan in the World.**

**Visual materials:**

**Presentations (made by teacher)**

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-21 Technological model of the lesson**

<b>Topic</b>	Habitual actions in past <i>“Used to and would”</i>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Habitual actions in past <i>“Used to and would”</i>
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Habitual actions in past <i>“Used to and would”</i> Learn the Habitual actions in past <i>“Used to and would”</i>	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Habitual actions in past <i>“Used to and would”</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Habitual actions in past “ <i>Used to and would</i> ” 2.2 T asks Ss using of Habitual actions in past “ <i>Used to and would</i> ”	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To do Exercises according to “Use to and would”.	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials:

• **Used to** *Used to* is used to describe past habits or states. A time expression is not necessary. *I used to get up at six, but now I get up at eight. I used to own a horse.* (I owned a horse once.)  
With negatives and questions *used to* becomes *use to*. *I didn't use to like beer. Did you use to swim every day?* When we use *used to* we suggest that the action is no longer true and so make a strong contrast with the present.

• **Would** *Would* is used to describe a person's typical activities in the past. It can only be used to describe repeated actions, not states. It is mainly used in writing, and in personal reminiscences. *Every evening was the same. Jack would turn on the radio, light his pipe and fall asleep.*

**Underline the most suitable verb form in each sentence. The first one is done for you.**

- I suddenly remembered that I *forgot/had forgotten* my keys.
- While Diana *watched/was watching* her favourite television programme, there was a power-cut.
- Tom *used to live/would live* in the house at the end of the street.
- Who *was driving/drove* the car at the time of the accident?
- By the time Sheila got back, Chris *went/had gone*.
- David *ate/had eaten* Japanese food before, so he knew what to order.
- I *did/was doing* some shopping yesterday, when I saw that Dutch friend of yours.
- I *used to like/was liking* sweets much more than I do now.
- What exactly *were you doing/did you do* when I came into your office yesterday?
- Laura missed the party because no-one *was telling/had told* her about it.
- Tanya *would/used to* be a doctor.

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-22 Technological model of the lesson**

<b>Topic</b>	Multimedia tools:Telephones and Mobile phones
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Multimedia tools:Telephones and Mobile phones
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness of Multimedia tools:Telephones and Mobile phones Learn the Multimedia tools:Telephones and Mobile phones	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Multimedia tools:Telephones and Mobile phones
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Multimedia tools:Telephones and Mobile phones 2.2 T asks Ss using of Multimedia tools:	2.1.Ss share their ideas

	Telephones and Mobile phones	
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To learn telephone talks	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

**Visual materials:**

**A Telephone Call**

**JOHN:** Hi, Alice, it's John. How are you?

**ALICE:** Oh, hi, John! I was just thinking about you.

**JOHN:** That's nice. I was wondering if you'd like to go to a movie tonight.

**ALICE:** Sure, I'd love to! What's playing?

**JOHN:** I was thinking about that new comedy *Lights Out*. What do you think?

**ALICE:** Sounds great!

**JOHN:** OK, I'll pick you up around 7:30. The movie starts at 8:00.

**ALICE:** See you then. Bye!



## LANGUAGE NOTES

- **Hi, Alice, it's John:** Hi, \_\_\_\_\_, it's \_\_\_\_\_ is a casual and friendly way to say hello on the phone. Although "it's" means "it is," it is used to mean "I am" here.
- **Oh, hi, John!** Notice the rising intonation here. Alice is excited to hear from John and is very pleased that he called her.
- **I was wondering if you'd like to ...** This is a polite and indirect way of asking "Do you want to ...?" John is nervous and does not want to appear too direct or bold. Notice how the question goes up at the end, which shows that he is not overly confident.
  - **Sure! I'd love to** means "Yes, I would love to." Notice that Alice is very enthusiastic and friendly. She wants John to feel comfortable about asking her out on a date.
  - **I was thinking about ... / What do you think?** Again, John does not want to appear too bold. He wants to give Alice a chance to suggest a movie.
  - **Sounds great!** Is an informal way of saying "That is a good plan."
- **I'll pick you up** is an informal way of saying "I'll come to your house so that we can go together."

**LUKE:** Hello? Hi, Stephanie, how are things at the office?

**STEPHANIE:** Hi, Luke! How are you? Can you please stop and pick up extra paper for the computer printer?

**LUKE:** What did you say? Can you repeat that, please? Did you say to pick up ink for the printer? Sorry, the phone is **cutting out**.

**STEPHANIE:** Can you hear me now? No, I need more computer paper. Listen, I'll text you exactly what I need. Thanks, Luke. **Talk to you later.**

**LUKE:** Thanks, Stephanie. Sorry, my phone has really bad **reception** here.

## LANGUAGE NOTES

- There are a few ways to express a lack of understanding and to request additional information. The most common ones are stated, but you can also say "Excuse me" or simply "I can't hear you." In a more formal situation, try saying "I'm sorry?" or "I beg your pardon?" (with a rising intonation).
- When asking someone to clarify information try saying *Can you please repeat that? / Can you spell that for me? / Can you please write down the address for me?*
- Cutting out describes a difficulty in understanding a caller due to poor cellphone reception. If you are having trouble understanding the caller, you can also say *The line is breaking up / I am losing you*. If the phone call is disconnected because of poor reception, you can say *The call dropped*.
  - **Talk to you later** is the equivalent in a phone conversation of "See you later" in a regular, face-to-face conversation.
- **Reception** here means the availability of cellular service, the possibility to receive and give calls on a cellphone. Cellphone reception can be limited in remote areas, inside large buildings or underground (in the subway, for instance).

### • Indicative Bibliography

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012

- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-23 Technological model of the lesson

<b>Topic</b>	Stress in long words
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Stress in long words
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Stress in long words Learn the Stress in long words	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Stress in long words
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Stress in long words 2.2 T asks Ss using of Stress in long words	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes

	whole class.(10 min)	
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing stress in long words	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

Visual materials:

## Stress in longer words

Some words have more than two syllables. In every word, one syllable is stressed. Listen and repeat. **O** is the stressed syllable and **oo** the unstressed syllables.

<b>Ooo</b> <b>exercise</b>	<b>syllable</b>	There are three syllables in the word <i>exercise</i> .
<b>oOo</b> <b>computer</b>	<b>example</b>	<i>Computer</i> is an example of a three-syllable word.
<b>ooO</b> <b>understand</b>	<b>Japanese</b>	I can't understand Japanese.
<b>Oooo</b> <b>supermarket</b>		Do you like small shops or supermarkets?
<b>oOoo</b> <b>photography</b>		Are you interested in photography?
<b>ooOo</b> <b>information</b>	<b>mathematics</b>	I'd like some information about mathematics courses.
<b>oOooo</b> <b>vocabulary</b>		Will you help me with my vocabulary?
<b>ooOoo</b> <b>university</b>		Which university did you go to?
<b>oooOo</b> <b>communication</b>		Email is very helpful for communication.

## Exercises

Write these words.

EXAMPLE /brɪ'ɡɪnɪŋ/ beginning

1 /ɪntə'njuː/ .....

2 /mjuː'ziːəm/ .....

3 /mæɡə'ziːn/ .....

4 /'defɪnətli/ .....

5 /ə'merɪkən/ .....

6 /pɒlɪ'tɪʃən/ .....

7 /næfə'næləti/ .....

8 /fə'tɒɡrəfi/ .....

Listen to check your answers. Check with the Key. Then listen and repeat.

Listen and write the words in the correct column.

adjective    alphabet    cinema    eleven    furniture    grandmother    important  
reception    remember    tomorrow

Ooo

adjective

.....

.....

.....

.....

oOo

.....

.....

.....

.....

.....

**31.3** Complete the sentences. Choose words with the correct stress from the box. You do not need all the words.

afternoon    bicycle    conversation    ~~delicious~~    discussion    exercises    expensive  
holiday    morning    normally    often    Saturday    seventeen    seventy    sixty  
Sunday    Sweden    Switzerland    telephone    today    yesterday

- We had a oOo delicious meal on Ooo .....
- We Ooo ..... go on Ooo ..... by car, but this time we're going by Ooo .....
- I did ten grammar Oooo ..... Ooo .....
- Is Ooo ..... an oOo ..... country?
- My son's ooO ..... and my father's Ooo .....
- I had a long Ooo ..... ooOo ..... this ooO .....

### References

- Pronunciation in Use – 2008 Cambridge University Press
- English Pronunciation Program -2010 Berlitz Publishing UK

### Lesson-24 Technological model of the lesson

Topic	Abbreviations and Acronyms. Expressions with <b>do and make</b>
Time – 80 minutes	<b>Number of participants: 15</b>
Lesson type	Practical
Outline of the lesson	1.Led in activity 2 To raise students' awareness about

	Abbreviations and Acronyms. Expressions with <b>do</b> and <b>make</b>
<i>Aim of the lesson:</i> to introduce the course outline; to be acquainted with participants.	
<i>Objectives:</i> <i>Participants will</i> Raise their awareness Expressions with <b>do</b> and <b>make</b> Learn the Expressions with <b>do</b> and <b>make</b>	<i>Outcomes:</i> <i>By the end of the course Participants will</i> Aware about the Expressions with <b>do</b> and <b>make</b>
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Expressions with <b>do</b> and <b>make</b> 2.2 T asks Ss using of Expressions with <b>do</b> and <b>make</b>	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing expressions with Exercises	4.1.Ss express their agreements. 4.2 The students may ask some questions.

**Visual materials:**

## Abbreviations

Some abbreviations are read as individual letters:

WHO (W-H-O) World Health Organisation	IRA Irish Republican Army
PLO Palestine Liberation Organisation	UN United Nations
BBC British Broadcasting Corporation	PM Prime Minister
ANC African National Congress	MP Member of Parliament

In the following three cases, the name of each country and the name of its secret police are pronounced as individual letters/numbers.

CIA (USA)    MI5 (UK)    KGB (former USSR, now CIS)

*Note:* When these abbreviations are stressed words in the sentence, the stress falls on the las letter, e.g. She works for the CIA. I heard it on the BBC.

Some abbreviations are read as words; we call them **acronyms**.

NATO /'neɪtəʊ/	North Atlantic Treaty Organisation
OPEC /'əʊpek/	Organisation of Petroleum Exporting Countries
AIDS /aɪdz/	Acquired Immune Deficiency Syndrome

Some acronyms have become so normal as words that people do not think of them as abbreviations any longer, and so they are not written all in capital letters.

laser    radar    yuppy    Esso

Some abbreviations are only written forms; they are still pronounced as the full word.

Mr (Mister)    Dr (Doctor)    St (Saint or Street)

Abbreviations are used in the organisation of language.

etc. /et'setrə/ and so on	[Latin: et cetera]
i.e. (I-E): that is to say	[Latin: id est]
PTO (P-T-O) please turn over	
NB (N-B) please note	[Latin: nota bene]
RSVP (R-S-V-P) please reply	[French: répondez s'il vous plaît]
e.g. (E-G) for example	[Latin: exempli gratia]

Clippings: some words are normally used in an abbreviated form in informal situations. (See also Unit 7.)

lab (laboratory)	phone (telephone)	fridge (refrigerator)
TV or telly (television)	board (blackboard)	bike (bicycle)    case (suitcase)
exam (examination)	plane (aeroplane)	rep (business representative)
ad/advert (advertisement)	fax (telefax)	

Here are some of the most useful phrasal verbs based on do and make.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
do with	need, want	I could do with something to eat.
do without	manage without	We'll have to do without a holiday this year as money is so short.
do away with	abolish	Slavery was not done away with until last century.
do out of	prevent from having (by deceit)	He did me out of my rightful inheritance.
make for	move in the direction of	Let's make for the city centre and find a restaurant on the way.
make of	think (opinion)	What do you make of him?
make off	leave hurriedly	He made off as soon as he heard their car turn into the drive.
make up for	compensate for	The superb food at the hotel made up for the uncomfortable rooms.
make up to	be nice to in order to get s.t.	He made up to her until she agreed to help.

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
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**Lesson-25 Technological model of the lesson**

<b>Topic</b>	Positions of Non Finite Forms in Sentences
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Non Finite Forms in Sentences
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Non Finite Forms in Sentences Learn the Non Finite Forms in Sentences	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Non Finite Forms in Sentences
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors

<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Non Finite Forms in Sentences 2.2 T asks Ss using of Non Finite Forms in Sentences	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing the Exercises	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

#### Visual materials:

**The object is the secondary part of speech which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state, or a noun.**

**There are 3 types of objects:**

The direct object.

The indirect object.

The complex object.

Again I moved my *head negatively*. *She gave him an interesting book to read*. *He hated her to work in the boarding house*.

The direct and the prepositional indirect object may be simple and complex. The complex object consists of two components. The complex object can be non- prepositional and prepositional.

First component of the complex object is a noun in the common case or in the possessive case, or a personal pronoun in the objective case, or a possessive pronoun; the second is an infinitive, a

rticiple, a gerund seldom a noun, an adjective, a word denoting state, or a prepositional phrase. All the predicative constructions when used in the function of an object due to their structure form a complex object.

There are two possible structures after these verbs:

verb+to+infinitive

**I asked to see** the manager.

We **expected to be late**.

He would like to come.

verb+objective+to+infinitive

I asked Doniyor to help me.

We **expected him to be late**.

He **would like me to come**.

There are two possible structures after these verbs.

Verb+-ing (without an object) He doesn't allow smoking in his house. I wouldn't recommend staying at the hotel

Verb+objective+to+infinitive

He doesn't allow anyone to smoke in his house. I wouldn't recommend you to stay at the hotel.

**Write a second sentence from the words given.**

**Example: Jalil didn't have any money. She / want / Amina / lend her some ...She wanted Amina to lend her some...**

1. Tolib's parents were disappointed when he decided to leave home.

They / want / Tolib / stay with them.....

2. Please don't tell anyone that I'm leaving my job.

I / not / want / anyone / know .....

3. There's a football match next Saturday between Bunyodkor and Pakhtakor.

You / want / Bunyodkor / win .....

4. Unfortunately someone had told Surayo that I was going to visit her.

I / want / it / be a surprised .....

**Write a second sentence with the same meaning. Each time begin in the way shown.**

**Example: Don't touch anything, the man said to me.**

**The man told ...me not to touch anything...**

**My father said I could use his car.**

**My father allowed ...me to use his car....**

1. Don't forget to post the letter, Jamshid said to me.

Jamshid reminded .....

2. She told me that it would be best if I told the police about the accident.

She advised.....

3. I told you that you should tell him anything.

I warned.....

4. I was surprised that it rained. I didn't expect.....

5. Would you like to have dinner with me? Tokhir said to Zukhra.

Tokhir invited.....

6. At first I didn't want to play tennis but Jasur persuaded me.

Jasur persuaded.....

7. The sudden noise caused me to jump. The sudden noise made.....

8. If you've got a car, you are able to travel around more easily.

Having a car enables.....

9. She wouldn't allow me to read the letter. She wouldn't tell.....

**Glossary**

**Denote-** to represent or to be a sign of something.

**Component** - one of several parts that together make up a whole machine, system.

**Constructive** -useful and helpful, or likely to produce good results.

**Passive** – a verb or sentence has as its subject the person or thing to which an action is done.

**Intention** – a plan or desire to do something.

**Decision**- the act of deciding something

**Reference**

1. Mark Nettle and Diana Hopkins. —Developing Grammar in Context (intermediate) Cambridge University
2. Laurie Rozakis —English Grammar for the Utterly Confused
3. Longman Dictionary of Contemporary English, Fifth edition (LDOCE5)

**Lesson-26 Technological model of the lesson**

<b>Topic</b>	Homophones: <i>Homonyms and Homograph</i>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Homophones: <i>Homonyms and Homograph</i>
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Homophones: <i>Homonyms and Homograph</i> Learn the Homophones: <i>Homonyms and Homograph</i>	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Homophones: <i>Homonyms and Homograph</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Homophones: <i>Homonyms and Homograph</i> 2.2 T asks Ss using of Homophones: <i>Homonyms and Homograph</i>	2.1.Ss share their ideas

<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing the Exercises	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

## Visual materials: **Homonyms**

**Homonyms** can be subdivided into **homographs** and **homophones**. **Homographs** are words which are written in the same way but have different meanings. Compare **bow** in ‘He took a **bow** /bəʊ/ at the end of the concert’ and ‘He was wearing a **bow** /bəʊ/ tie’. **Homophones** are words which are pronounced in the same way but are spelt differently, e.g. **bow** as in ‘He took a **bow**’ and **bough**, ‘the **bough** of a tree’.

Here are some more examples of homographs.

- I **live** in the north of England. /lɪv/
- Your favourite **pop** star is singing **live** on TV tonight. /laɪv/
- I **read** in bed each night. /ri:d/
- I **read** War and Peace last year. /red/
- The **lead** singer in the group is great. /li:d/
- Lead** pipes are dangerous. /led/
- The **wind** blew the tree down. /wɪnd/
- Don’t forget to **wind** your watch. /waɪnd/
- I **wound** my watch last night. /waʊnd/
- He suffered a terrible **wound** in the war. /wu:nd/
- Some students at Oxford spend more time learning to **row** well than studying. /rəʊ/
- They shared a flat for ages until they had a **row** over money and split up. /raʊ/
- This book is called *English Vocabulary in Use*. /jʊ:s/
- You must know how to use words as well as their meaning. /ju:z/
- They lived in a large old **house**. /haʊs/
- The buildings **house** a library and two concert halls as well as a theatre. /haʊz/
- The **sow** has five piglets. /saʊ/
- The farmers **sow** the seeds in the spring. /səʊ/
- I **bathed** the baby this morning. /bɑ:θt/
- We **bathed** in the sea every day when we were on holiday. /beɪðd/

Here are some of the many examples of homophones in English.

- |                  |               |                     |                   |
|------------------|---------------|---------------------|-------------------|
| air/heir         | aloud/allowed | dough/doe           | fare/fair         |
| faze/phase       | floe/flow     | flu/flew            | grate/great       |
| groan/grown      | hoarse/horse  | its/it’s            | lays/laze         |
| might/mite       | mown/moan     | our/hour            | pale/pail         |
| pane/pain        | peal/peel     | place/plaice        | practise/practice |
| pray/prey        | raise/rays    | read/reed           | rein/rain         |
| right/rite/write | rough/ruff    | sale/sail           | scene/seen        |
| sent/scent       | sight/site    | sole/soul           | sought/sort       |
| steak/stake      | tea/tee       | there/their/they’re | through/threw     |
| tire/tyre        | toe/tow       | waist/waste         | wait/weight       |
| weather/whether  | whine/wine    |                     |                   |

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-27 Technological model of the lesson**

<b>Topic</b>	Proverbs, Words and gender. <i>Newspaper: daily headlines</i>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Proverbs, Words and gender. <i>Newspaper: daily headlines</i>
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Proverbs, Words and gender. <i>Newspaper: daily headlines</i> Learn the Proverbs, Words and gender. <i>Newspaper: daily headlines</i>	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Homophones: Proverbs, Words and gender. <i>Newspaper: daily headlines</i>
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Proverbs, Words and gender. <i>Newspaper: daily headlines</i> 2.2 T asks Ss using of Proverbs, Words and gender. <i>Newspaper: daily headlines</i>	2.1.Ss share their ideas
<b>3-step</b>	3.1 T distributes Handout 1 to read and get new	3.1Ss listen and do

<b>Main part: introducing course syllabus (50-minutes)</b>	information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To learn the words	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials:

## Words and gender

In this unit we look at the problems of using words in a way that is not offensive to either gender. In English, a lot of words are marked as masculine or feminine by suffixes, but many other words have 'female' or 'male' associations and should be used carefully.

### Suffixes marking gender

-er(-or)/-ess: traditionally used to mark male (m) and female (f), e.g. actress (f) / actor (m); waitress (f) / waiter (m).

These two words are still often used in both forms, but forms such as **authoress**, **poetess**, **murderess** and **manageress** are considered old-fashioned. If you want to be neutral, you can use the -er/-or suffix for male or female.

Schoolmistress/master sound old-fashioned, use **teacher** instead; air hostess also sounds out of date, use **flight attendant** (neutral) or **stewardess**.

### -man, -woman and -person

Traditional social roles often meant that **-man** was used even for roles performed by women. Now many people prefer a neutral form for both sexes, if there is one available.

<i>neutral</i>	<i>traditional male</i>	<i>traditional female</i>
chair(person)	chairman	chairwoman
spokesperson	spokesman	spokeswoman
police officer	policeman	policewoman
—	postman	postwoman
—	fisherman	—
bartender	barman	barmaid
businessperson	businessman	businesswoman
firefighter	fireman	—
flight attendant	steward	stewardess / air hostess
head (teacher)	headmaster	headmistress

### 'Social' marking of words

Some words, particularly the names of jobs, are socially marked as belonging to one gender, even though the words are neutral in form, e.g. in English, **nurse** was considered so 'female' that if a man was a nurse, he was often referred to as a **male nurse**.

Just consider your own reaction to these words, and whether most people would tend to think of a man or a woman upon hearing them.

**barber    hairdresser    burglar    secretary    farmer    butcher**

*Note:* **bachelor** and **spinster** can both have negative or undesirable associations. Use **unmarried** or **single (man/woman)** instead. Likewise, instead of **fiancé(e)**, you can use **partner**, especially for someone you live with as a couple but are not married to.

Many women nowadays prefer the title **Ms /məz/**, rather than **Miss** or **Mrs**.

## Exercises

Look at this rather sexist advertisement for an airline. Change the wording to make it more neutral.

**Now! Eagle Airlines offers even more to the businessman who needs comfort.**

Let us fly you to your destination in first-class comfort, looked after by the best-trained air hostesses in the world. Any businessman knows that he must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat-Class you can do just that.

And, what's more, your wife can travel with you on all intercontinental flights for only 25% of the normal fare! Your secretary can book you on any flights 24 hours a day on 0557-465769. All she has to do is lift the phone.

Here are some more names of jobs and occupations. Are they marked for gender either in the form of the word itself, or 'socially' marked as typically male or female? How are they translated into your language, by neutral or by gender-marked words?

- |               |                  |             |            |
|---------------|------------------|-------------|------------|
| 1 conductor   | 4 typist         | 7 general   | 10 milkman |
| 2 shepherd    | 5 station master | 8 detective | 11 tailor  |
| 3 cheerleader | 6 dressmaker     | 9 monk      |            |

### • Indicative Bibliography

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- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-28 Technological model of the lesson

<b>Topic</b>	Gerunds (form and meaning)
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1. Led in activity 2 To raise students' awareness about Gerunds (form and meaning)
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Gerunds (form and meaning) Learn the Gerunds (form and meaning)	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Gerunds (form and meaning)
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.

Assessment	Ongoing assessment; participation
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### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Gerunds (form and meaning) 2.2 T asks Ss using of Gerunds (form and meaning)	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing Exs	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials:

Verbs followed by *-ing* or a noun Some verbs can be followed either by another verb in an *-ing* form or a noun. *Try to **avoid walking** as much as possible. I managed to **avoid an argument**.*

Verbs in this list include: *avoid, be worth, dislike, enjoy, fancy, help, keep, mind, miss, practise, risk, can't stand* ***It's not worth waiting*** for a bus at this time of day. ***I dislike having*** to get up early. Do you ***enjoy meeting*** people from other countries? ***I don't fancy going out*** this evening. George can't ***help laughing*** when he sees you! ***I wish you wouldn't keep interrupting***. ***I don't mind helping*** you do the washing-up. Jane ***misses going*** for long country walks. You should ***practise introducing*** yourself. We can't ***risk starting*** a fire in the forest. ***I can't stand going*** to office parties.

- Verbs followed by *-ing*, or a noun, or a that-clause

Some verbs can be followed either by another verb in an *-ing* form, or a noun, or a that-clause.

Jack ***admitted stealing*** the money. When accused of stealing the money, Jack ***admitted it***. Jack ***admitted that*** he had stolen the money. Verbs in this list include: *admit, consider, deny, imagine, recollect, report, suggest*

Have you **considered taking up** jogging? You must **consider that** Jim has never driven abroad before

Peter **denied stealing** the money. Can you **imagine living** in California? I don't **recollect meeting** you before.

Suddenly I **recollected that** I had another appointment. Helen **reported losing** her watch to the director. I suggested **going to the beach**. I **suggested that** we went to the beach.

Verbs followed by *-ing* or infinitive: little change of meaning

Some verbs can be followed either by an *-ing* form or an infinitive and there is little or no change in meaning. Verbs in this list include:

*attempt, begin, continue, dread, not bear, hate, intend, like, love, prefer, start* I **attempted to leave/leaving** but the police stopped me.

The forms *would like, would love* and *would prefer* are followed by an infinitive. **I'd like to come to your party, but I'll be away then.**

*Like to* can have its normal meaning of something that gives pleasure. But it has a second meaning which is to talk about a habitual action, whether or not it gives us pleasure. **On Sundays I like to get up early and go for a swim.**

- Verbs followed by *-ing* or infinitive: change of meaning

Some verbs can be followed either by an *-ing* form, or by the infinitive, and there is a change in meaning. Study the examples below carefully and check more examples in a dictionary. *forget* and *remember*

We use *forget/remember doing* for memories of the past (the action happens before the remembering). We use *forget/remember to do* for actions someone is/was supposed to do (the remembering happens before the action). / **won't forget meeting you.** (meet —• forget) / **forgot that I had invited ten people to lunch.** (invite -> forget) / **forgot to buy any coffee.** (forget -> buy) / **J won't forget to go there.** (forget -> go) / **I remember locking the door.** (lock —• remember) / **remembered that I had left my keys behind.** (leave - remember) / **Please remember to lock the door.** (remember -> lock)

*go on* We use *go on doing* when we continue doing something. We use *go on to do* when we move on to do something else. **Diana went on working all night.** (did the same thing) **The director went on to say that the strike was over.** (did something else) *mean* We use *mean doing* when one thing results in or involves another. We use *mean to do* to express an intention. **This means leaving at 6.00.** (involves) **This means that we will have to leave at 6.00!** (has a result) / **meant to phone you but I forgot.** (intended)

- **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
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- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-29 Technological model of the lesson

<b>Topic</b>	Topics in Newspapers and Magazines
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Topics in Newspapers and Magazines
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b>	<b>Outcomes:</b> <b>By the end of the course Participants will</b>

Raise their awareness Topics in Newspapers and Magazines Learn the Topics in Newspapers and Magazines	Aware about the Topics in Newspapers and Magazines
<i>Teaching model</i>	concept attainment; cooperative learning; direct instruction; presentation;
<i>Interaction pattern</i>	Plenary; pair and group works
<i>Used materials and equipments</i>	Handouts; course syllabus; board and markers of different colors
<i>Teaching conditions</i>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Topics in Newspapers and Magazines 2.2 T asks Ss about presented Topics in Newspapers and Magazines	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing words	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

#### Visual materials:

#### Types of Magazines and Newspapers

I think we can't do without means of mass media today. Newspapers and magazines, radio and television are the most effective way of keeping people well informed. They give the full

coverage of the latest events, draw our attention to different aspects of life and help us to understand the events correctly. Nowadays there is a great amount of newspapers and magazines, radio stations and TV channels that we have to be selective and to give our preference to some of them.

This year our family subscribed to the newspaper "Vecherniy Nikolaev". Our family likes the way the newspaper presents the information. The editorial board pays much attention to different spheres of life. The newspaper offers its readers a wide range of topics. It gives full attention to international and home affairs and raises vital problems of political, social and cultural life. It also informs the readers about the latest achievements and researches in many branches of science.

As a rule on the front page of the newspaper there is a photograph with a short article on the most important occasion of the day. Among the traditional sections of the newspaper there are: serious editorials, news reports, interview with famous people, features and surveys. Catchy headlines attract people's attention at once.

The newspaper has a monthly supplement "Malyok" for children, which makes the readership of the newspaper wider.

"Vecherniy Nikolaev" is issued both: in Russian and Ukrainian. It comes out three times a week. This weekly newspaper is for those whose reading preferences are wide and varied. No wonder its circulation is high.

I think the newspaper is worth reading and subscribing to. I'd like to recommend it to everyone who tries to get in touch with the world.

## Exercises

**What sort of TV programmes do you think these would be?**

- |                                |                           |
|--------------------------------|---------------------------|
| 1 Murder at the Match          | 4 The \$10,000 Question   |
| 2 The Amazing Underwater World | 5 Last Week in Parliament |
| 3 World Cup Special            | 6 Hamlet from Stratford   |

**Give the name of one programme you know in your country of each type listed in B.**

**Write definitions explaining what jobs each of these people involved in the media do?**

*Example: A make-up artist makes up the faces of people who are to appear on TV.*

- |                           |                     |
|---------------------------|---------------------|
| 1 a foreign correspondent | 6 a bookseller      |
| 2 a sub-editor            | 7 a publisher       |
| 3 a continuity person     | 8 a columnist       |
| 4 an editor               | 9 a camera operator |
| 5 a librarian             | 10 a critic         |

**Fill in the gaps in the sentences below with the most appropriate word from the opposite page.**

- 1 He doesn't even get up from the sofa to change channels; he just presses the ..... on the .....
- 2 You can hear BBC news ..... all over the world.
- 3 A short wave or a VHF radio can ..... many interesting stations.
- 4 Although our ..... was expensive, we've taken some priceless film of our children.
- 5 Children often prefer looking at ..... to reading books.

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-30 Technological model of the lesson**

<b>Topic</b>	Verbs followed by Subjunctive clauses. Conditionals (General)
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness about Verbs followed by Subjunctive clauses. Conditionals (General)
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Verbs followed by Subjunctive clauses. Conditionals (General) Learn the Verbs followed by Subjunctive clauses. Conditionals (General)	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Verbs followed by Subjunctive clauses. Conditionals (General)
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Verbs followed by Subjunctive clauses. Conditionals (General)	2.1.Ss share their ideas

	2.2 T asks Ss using of Verbs followed by Subjunctive clauses. Conditionals (General)	
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing Exs	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials:

With *if* A first conditional describes a real or likely situation. A present tense is used after *if*, but the time referred to is the future. *Will/Won't* are common in the result clause. *If you fall, I won't be able to catch you!* This means that there is a real possibility this will happen. *Going to* can be used instead of *will*. *If it rains, we're going to get wet.* The modal verb *can* is also common in first conditional sentences. *If the cases are too heavy, I can help you carry them.* • *Unless, provided, as long as* *Unless* means *If... not*. *Unless you leave at once, I'll call the police. If you don't leave at once, I'll call the police.* *Provided* and *as long as* can also introduce a condition. *Provided you leave now, you'll catch the train.* • With the imperative It is common to use the imperative instead of *if*. *Get me some cigarettes, and I'll pay you later.* • With *should* We can use *should* instead of *if* in a conditional sentence. It means *if by any chance ...* and makes the action less likely. *Should you see John, can you give him a message?* - With *if* A second conditional describes an unreal or imaginary situation. A past simple tense is used after *if*, but the time referred to is the future. *Would* is common in the result clause. *If you fell, you would hurt yourself.* This means that there is a small possibility that this will happen. The situation and its result are imagined. The modal verbs *might* and *could* are common in second conditional sentences. *If you became a millionaire, you might be unhappy.* • *Were* *Were* is often used instead of *was* in formal language.

*If I were taller, I'd join the basketball team. If I were you, I'd leave now.* (*I* and *you* are stressed in speech) • *Were to* *Were to* is another way of expressing a second conditional sentence. *If they were to offer me the job, I'd turn it down.*

**Unreal/imaginary** • **With *if* past situations: third** A third conditional describes an unreal or imaginary situation in the past. A **conditional** past perfect tense is used after *if*. *Would + have + past participle* is used in the result clause. *If John had studied more, he would have got better marks.* This means that John didn't study more. A past situation, different to the one that really happened, is imagined. The modal verbs *might* and *could* are common in this kind of sentence. *If you had tried harder, you might have succeeded.* • **Mixed conditions** For past events which have a result continuing in the present, it is possible to use the form of a third conditional in the *if*-clause, and the form of a second conditional in the result clause. *If you had saved some money, you wouldn't be so hard up.* **Other *if* sentences** *If can* mean *when* in the sense of *whenever*. *If/When/Whenever it rains, we play football indoors instead.* In this type of sentence

we use the present simple in both the if-clause and the result clause. *If can* also mean *if it is true that*. *If (it is true that) you **have** a job like that, you **are** very lucky.* *If (it is true that) nothing **happened**, you **were** lucky.* *If+ past simple can be used for past events with a real possibility, or that we know are true. This type of sentence does not have any special grammar rules. **If you missed** the TV programme last night, you can borrow my recording. **If the police arrested** him, they must suspect him.*

• **Indicative Bibliography**

- 1. McCarthy, M. and O’Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-31 Technological model of the lesson**

<b>Topic</b>	Miscellaneous expressions: <i>Life in the country</i>
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students‘ awareness about Miscellaneous expressions
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Miscellaneous expressions Learn the Miscellaneous expressions	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Miscellaneous expressions
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions	2.1.Ss share their ideas

<b>activity</b> <b>(15 minutes)</b>	Miscellaneous expressions 2.2 T asks Ss using of Miscellaneous expressions	
<b>3-step</b> <b>Main part:</b> <b>introducing</b> <b>course syllabus</b> <b>(50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step</b> <b>Closure:</b> <b>summarizing activity</b> <b>(15-minutes)</b>	T summarizes the lesson and gives home task: To practicing Exs	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

**Visual materials:**

## Miscellaneous expressions

The units which deal with phrasal verbs and other expressions present only a small number of the expressions that exist. There are many others based on both the basic verbs focused on in Units 84–90 and on a whole range of other verbs. This unit looks at some other verbs, giving examples of a few of the phrasal verbs and expressions connected with them.

### See

- I must see **about/to** arrangements for the conference. [deal with]
- They've gone to see Jim **off** at the airport. [go with someone about to set off on a journey]
- It's easy to see **through** his behaviour. [not be deceived by]
- It's sometimes hard to see **the wood for the trees**. [get a clear view of the whole of something because of distracting details]
- Do you think you could see **your way to** lending me a fiver? [feel it was possible to]
- I must be **seeing** things. [having hallucinations]

### Run

- I **ran into** an old friend yesterday. [met unexpectedly]
- Her patience has **run out**. [come to an end]
- Let's **run over** the plans again. [review]
- The children have **run me off** my feet today. [kept me so busy that I'm exhausted]
- She **runs** the business while he looks after the children. [manages / has overall responsibility for]
- How often do the trains **run**? [go]

## Exercises

Use the expressions on the opposite page to help you fill in the gaps in the text below. Use one word only in each gap.

Let's run ..... (1) the plans for tomorrow's disco just once more. First, I must see ..... (2) the food arrangements while you make sure that none of the equipment is likely to break ..... (3). I don't imagine that many people will turn ..... (4) until later but Nick and Jill have promised to come early to help us and I'm sure they won't let us ..... (5) even though Jill let it ..... (6) the other day that they are thinking of breaking ..... (7) their engagement.

### • Indicative Bibliography

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

### Lesson-32 Technological model of the lesson

<b>Topic</b>	Zero, First and Second conditionals
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness Zero, First and Second conditionals
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Zero, First and Second conditionals Learn the Zero, First and Second conditionals	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Zero, First and Second conditionals
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step</b>	1.1. T prepares to the lesson	

<b>Preparation</b>	1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Zero, First and Second conditionals 2.2 T asks Ss using of Zero, First and Second conditionals	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing Exs	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

### Visual materials:

#### Practising

##### Underline the most suitable verb forms in each sentence.

- If the machine stops/will stop, you press/will press this button.
- I can't understand what he sees in her! If anyone treats/will treat/treated me like that, I am/will be/would be extremely angry!
- If you help/helped me with this exercise, I will/would do the same for you one day.
- According to the timetable, if the train leaves/left on time, we will/would arrive at 5.30.
- If it is/will be fine tomorrow, we go/will go to the coast.
- If we find/found a taxi, we will get/would get there before the play starts.
- It's quite simple really. If you take/will take/took these tablets every day, then you lose/will lose/lost/would lose weight.
- I don't like this flat. I think I am/I will be/I'd be happier if I live/will live/would live/lived in a house in the country.
  - I don't know how to play baseball, but I'm sure that if I will do/did, I play/will play/would play a lot better than anyone in this awful team!
  - If I phone/will phone/phoned you tonight, are you/will you be/would you be in?

##### 2 Underline the most suitable verb forms in each sentence.

- Why didn't you tell me? If you told/had told me, I had helped/would have helped you.
- If Bill didn't steal/hadn't stolen the car, he wasn't/wouldn't be/hadn't been in prison now.
- If Ann wasn't driving/didn't drive/hadn't driven so fast, her car didn't crash/wouldn't crash/wouldn't have crashed into a tree.

- d) Let me give you some advice. If you *smoked/would smoke/had smoked* less, you *didn't feel/wouldn't feel/wouldn't have felt* so tired.
- e) What bad luck! If Alan *didn't fall/hadn't fallen/wouldn't fall* over, he *won/would win/would have won* the race.
- f) If you *invited/had invited* me last week, I *was able/had been able/would have been able* to come.
- g) I'm sure your letter hasn't arrived yet. If it *came/had come* I'm sure I *noticed/had noticed/would have noticed* it.
- h) We have a suggestion to make. How *do you feel/would you feel* if we *offered/would offer/had offered* you the job of assistant manager?
- i) If you *lent/had lent* us the money, we *paid/would pay/had paid* you back next week.
- j) Terry never catches anything when he goes fishing. And if he *catches/caught/had caught* a fish, he *throws/would throw* it back!

**Choose the most appropriate description for each picture.**

a)



- 1) If she falls, she'll land in the safety net.
- 2) If she fell, she'd land in the safety net.
- 3) If she had fallen, she would have landed in the safety net.

b)



- 1) It's worse if we order soup.
- 2) It would be worse if we ordered soup.
- 3) It would have been worse if we'd ordered soup.

c)



- 1) If I own a dog like that, I'll keep it on a lead.
- 2) If I owned a dog like that, I'd keep it on a lead.
- 3) If I had owned a dog like that, I'd have kept it on a lead.

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nattle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-33 Technological model of the lesson**

<b>Topic</b>	Language of signs and notices. Roads and transportation
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness Language of signs and notices. Roads and transportation
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Language of signs and notices. Roads and transportation Learn the Language of signs and notices. Roads and transportation	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Language of signs and notices. Roads and transportation
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

**Detailed process of the lesson**

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Zero, First and Second conditionals 2.2 T asks Ss using of Language of signs and notices. Roads and transportation	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To learn the words	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

**Visual materials:**

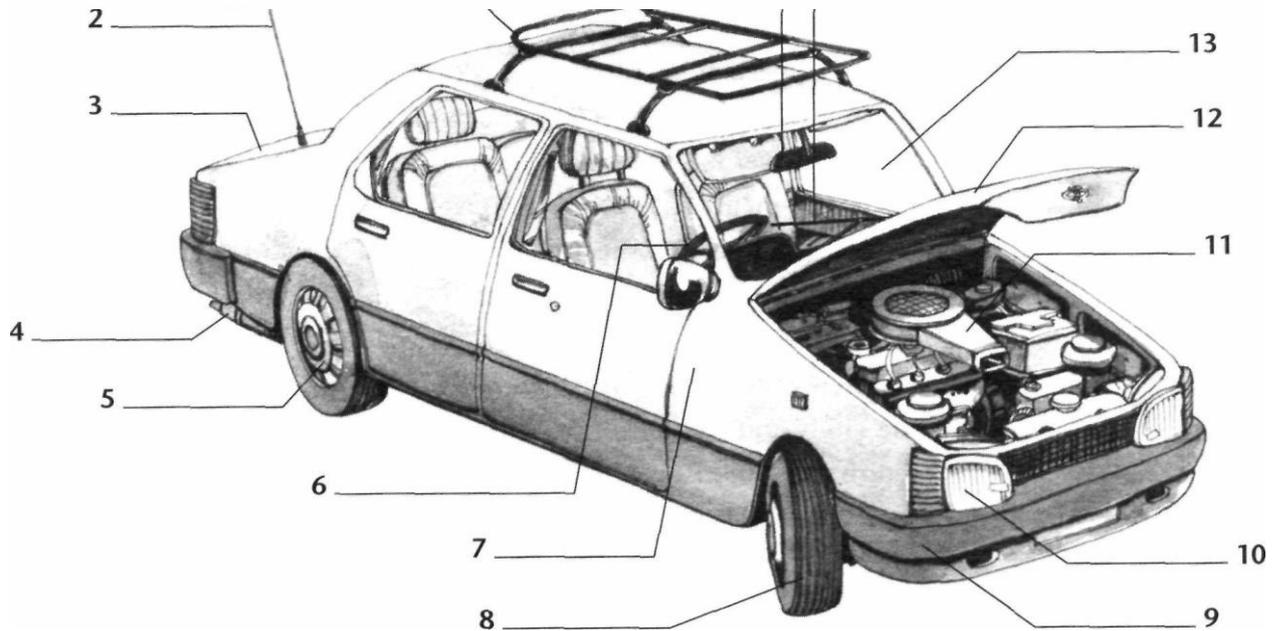
**Complete each sentence with a word from the box.**

captain crew guard pedestrian ~~chauffeur~~ cyclist mechanic  
flight attendant conductor driver motorist traffic warden

- The company chairman has a Rolls-Royce driven by a ...*chauffeur*...
- When my car broke down a passing .....towed it to a garage.
- The police wanted me to describe the..... of the car.
- The four passengers on the ship had dinner with the.....
- The train couldn't leave until the..... waved his green flag.
- Hilary was given a parking ticket by a.....
- Before take-off, the .....told me to fasten my seat belt.
- When I got on the ship, one of the..... helped me find my cabin.
- There isn't a .....on this bus, you pay the driver.
- Eddie is a keen .....and rides his bike to work every day.
- The bus mounted the pavement and injured a.....
- Jim works as a..... in a local garage.

Complete the labels with suitable words from the box.

roof rack bonnet bumper tyre exhaust windscreen wheel  
engine headlight mirror steering wheel aerial boot wiper wing



• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
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**Lesson-34 Technological model of the lesson**

<b>Topic</b>	Wishes and regrets
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness Wishes and regrets
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness Wishes and regrets Learn the Wishes and regrets	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the Wishes and regrets
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and

	separated to 4 faced sittings suited for group works.
<i>Assessment</i>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Wishes and regrets 2.2 T asks Ss using of Wishes and regrets	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing Exs	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

#### Visual materials:

Wishes about the present For wishes about the present we use / *wish* + the past simple. The time referred to is an imaginary present. *I wish I knew the answer to this question.* (I do not know the answer.) *I wish I didn't have so much work to do.* (I do have a lot of work.) • Wishes about the past For wishes about the past we use / *wish* + the past perfect. The time referred to is past time. *I wish I had gone to your party last week.* (I did not go.) • Wishes about the future We can use *could* to refer to a future event. / *wish June could meet me next week.* We also use *could* to refer to something that is generally difficult or impossible./ *wish I could drive. I wish I could contact him, but I don't have my mobile phone with me.* We can also use *have to* to refer to a future event. *I wish I didn't have to get up early tomorrow.* Wishes using *would* When we want to complain about a bad habit we use *I wish* + *would*. *I wish Peter wouldn't chew gum all the time.* We also use / *wish* + *would* to refer to something that we would like to happen. *I wish the police would do something about these people!* *If only* We can replace / *wish* with *If only* for emphasis. *If only I knew the answer to this question! If only I had gone to your party last week!* In speech, *only* is often heavily stressed. *It's time* - The construction *it's time I/you/we ...* is followed by a past tense. *Sorry, but it's time we went home.* The meaning here is similar to a

second conditional. *If we went home, it would be better. High* can be added for extra emphasis. ***It's high time you learned to look after yourself!*** - *It's time* can also be used with the infinitive. The meaning changes slightly. *It's time you started work!* (you are being lazy and not working) *It's time to start work.* (a simple statement of fact) The construction *I'd rather I/you/we ...* is followed by a past tense. *I'd rather you **didn't tell** John about this.* The meaning here is similar to a second conditional. *If you didn't tell John about this, it would be better.* **Suppose and In** informal speech we can use *suppose* or *imagine* in place of *if*. The construction *imagine* is a normal second conditional. *Suppose you **lost** your keys. What **would** you do? Imagine you were rich. How **would** you feel?*

**Underline the most suitable verb form in each sentence.**

- a) I wish Peter *doesn't live/didn't live/wouldn't live* so far away from the town centre.  
We'll have to take a taxi.
- b) I feel rather cold. I wish I *brought/had brought* my pullover with me.
- c) What a pity. I wish we *don't have to/didn't have to/wouldn't have to* leave.
- d) I wish you *tell/told/had told* me about the test. I haven't done any revision.
- e) I wish the people next door *hadn't made/wouldn't make/couldn't make* so much noise. I can't hear myself think!
- f) Darling, I love you so much! I wish we *are/had been/would be/could be* together always!
- g) I'm sorry I missed your birthday party. I really wish I *come/came/had come/would come*.
- h) I like my new boss but I wish she *gave/would give/could give* me some more responsibility.
  - i) Having a lovely time in Brighton. I wish you *are/were/had been* here.
  - j) This car was a complete waste of money. I wish I *didn't buy/hadn't bought* it.

• **Indicative Bibliography**

- 1. McCarthy, M. and O'Dell, F., Redman, S. English Vocabulary in Use (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles Destination (book 3 & 4) Macmillan Education UK, 2013
- 3. Nettle, M. & Hopkins, D. (2003) Developing Grammar in Context. Cambridge: CUP

**Lesson-35 Technological model of the lesson**

<b>Topic</b>	Quiz
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 To raise students' awareness Quiz
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <i>Participants will</i> Raise their awareness Quiz Learn the Quiz	<b>Outcomes:</b> <i>By the end of the course Participants will</i> Aware about the Quiz
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers

	of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2. T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions Quiz 2.2 T asks Ss using of Quiz	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity (15-minutes)</b>	T summarizes the lesson and gives home task: To practicing Exs	4.1.Ss express their agreements. 4.2 The students may ask some questions. 4.3 students get their home tasks

Visual materials:

## 7 National characteristics

In an international airport departure lounge, how easy is it to predict which countries the travellers come from by looking at their appearance, clothes and mannerisms? Or is national stereotyping a thing of the past in the commercialized world of today? Are the features that distinguish the different nationalities becoming blurred now that the same shops, clothes and food can be found in most countries the world over? Surprisingly not, it would seem. The British in particular just don't seem to be able to shrug off their identity, however hard they try.

## QUIZ A LEVEL ★★

### How British are you?

Has anyone in the class ever been to Britain? Is it true that everyone wears bowler hats and drinks tea all the time? Ask the students what other generalizations they have heard about British people. They probably know that we eat fish and chips, that we all love dogs and the Queen has corgis, that we play cricket and we have terrible weather and talk about it all the time – all true of course.

Explain that in this quiz, the students will find out if they have any characteristics that are similar to those of the typical British person. Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary: *hockey match, ignore, noon, prefer, sick, salt and vinegar, mayonnaise, queue, modest, typical, customs, honest, emotional.*

#### After the quiz ...

Brainstorm different countries with the students and write the countries they mention on the board. Then elicit the nationalities of the people that go with each country and write these up too,

e.g.

<i>Spain</i>	<i>Spanish</i>
<i>Germany</i>	<i>German</i>
<i>Italy</i>	<i>Italian</i>
<i>Greece</i>	<i>Greek</i>
<i>Thailand</i>	<i>Thai</i>

Ask the students what generalizations they have heard about their own and other nationalities and whether they think they are true or not. In pairs, get the students to write a list of generalizations that they know to be true or false about various nationalities. They will have great fun making up the false ones. Ask them to swap lists with another pair and to write *T* or *F* next to each statement depending whether they believe them to be true or false. Here are some examples:

*The French wear strings of garlic around their necks. (F)*

*British babies drink tea, not milk. (F)*

*The Australians eat kangaroo meat. (T)*

*The Italians eat pasta for breakfast. (F)*

*The Chinese eat fish eyes. (T)*

#### • Indicative Bibliography

- 1. McCarthy, M. and O'Dell, F., Redman, S. *English Vocabulary in Use* (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles *Destination* (book 3 & 4) Macmillan Education UK, 2013
- 3. Nettle, M. & Hopkins, D. (2003) *Developing Grammar in Context*. Cambridge: CUP

### Lesson-36 Technological model of the lesson

<b>Topic</b>	Review lesson
<b>Time – 80 minutes</b>	<b>Number of participants: 15</b>
<b>Lesson type</b>	Practical
<b>Outline of the lesson</b>	1.Led in activity 2 Revision
<b>Aim of the lesson:</b> to introduce the course outline; to be acquainted with participants.	
<b>Objectives:</b> <b>Participants will</b> Raise their awareness previous lessons	<b>Outcomes:</b> <b>By the end of the course Participants will</b> Aware about the previous lessons
<b>Teaching model</b>	concept attainment; cooperative learning; direct instruction; presentation;
<b>Interaction pattern</b>	Plenary; pair and group works
<b>Used materials and equipments</b>	Handouts; course syllabus; board and markers of different colors
<b>Teaching conditions</b>	Teaching room should include white board and separated to 4 faced sittings suited for group works.
<b>Assessment</b>	Ongoing assessment; participation

### Detailed process of the lesson

Steps and Time	PROCEDURE	
	Teacher activities	Student activities
<b>1-step Preparation</b>	1.1. T prepares to the lesson 1.2.T prepares handouts. 1.3. T prepares a list of literature required for the course.	
<b>2-step. Introduction: lead in activity (15 minutes)</b>	<b>Brainstorming.</b> 2.1. T asks Ss to present their opinions previous lessons 2.2 Revision	2.1.Ss share their ideas
<b>3-step Main part: introducing course syllabus (50-minutes)</b>	3.1 T distributes Handout 1 to read and get new information, individually for 15 min. 3.2 After reading ask them to compare their responses and reflect on it.(15 min) 3.3 T distributes Handout 2 and asks Ss to write a second sentence from the words form individually.(10 min) 3.4 After finishing the task ,discuss with the whole class.(10 min)	3.1Ss listen and do tasks on the handout. Ss read the information. Then choose and circle the right words in bold 3.2. Ss take notes
<b>4- step Closure: summarizing activity</b>	Revision	4.1.Ss express their agreements. 4.2 The students

<b>(15-minutes)</b>		may ask some questions. 4.3 students get their home tasks
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**Visual materials:**

**Multiple-Choice Questions**

Identify the part of speech for the underlined word in each sentence.

1. The outside of the boat needs scraping.
  - (a) Noun
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
2. You should scrape the boat without outside help.
  - (a) Noun
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
3. Let's sit outside and laugh at you as you work in the blazing sun.
  - (a) Noun
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
4. The ambulance is parked right outside the yard, next to the beehive.
  - (a) Noun
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
5. The politician repented of his past mistakes.
  - (a) Noun
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
6. Turn right past the store with the neon sign in the window.
  - (a) Noun
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
7. Did you hear that song before?
  - (a) Conjunction
  - (b) Adjective
  - (c) Adverb
  - (d) Preposition
8. Always follow through with what you start.
  - (a) Interjection
  - (b) Conjunction
  - (c) Adverb
  - (d) Preposition
9. The remark went right through one ear and out the other.
  - (a) Noun
  - (b) Adjective
  - (c) Conjunction

(d) Preposition

10. The gardener mowed the lawn after he reread *Lady Chatterley's Lover*.

(a) Conjunction

(b) Adjective

(c) Adverb

(d) Preposition

## Task 2

### True-False Questions

1. Sentence *coordination* links ideas of equal importance.

2. Each of the coordinating conjunctions has a different meaning.

3. *Subordination* involves using the right word or mark of punctuation to show different relationships between ideas.

4. Correlative conjunctions always come in pairs, such as —either . . . or‖ and —not only . . . but also‖.

5. Link sentences with a subordinating conjunction if you want to show a balance between two independent clauses.

6. Link independent clauses with a semicolon to show that the information in the main clause is not as important as the information in the subordinate clause.

7. Each way to coordinate sentences establishes a slightly different relationship between ideas.

8. There is always a clearly —right‖ conjunction and punctuation to use when you coordinate ideas.

9. *Coordination* shows the relationship among equal independent clauses; *subordination*, in contrast, shows the relationship between ideas of unequal rank.

10. When you coordinate one part of a sentence to another, you make the dependent clause develop the main clause.

### • Indicative Bibliography

- 1. McCarthy, M. and O'Dell, F., Redman, S. *English Vocabulary in Use* (intermediate and upper) Cambridge: CUP (3rd edition) UK, 2012
- 2. Malcolm Mann, Steve Taylore-Knowles *Destination* (book 3 & 4) Macmillan Education UK, 2013
- 3. Nettle, M. & Hopkins, D. (2003) *Developing Grammar in Context*. Cambridge: CUP

## MATERIALS FOR SELF STUDY TASK AND ASSIGNMENTS

### Английский алфавит с названием букв в транскрипции

Aa	[ei]	Nn	[en]
Bb	[bi:]	Oo	[əʊ]
Cc	[si:]	Pp	[pi:]
Dd	[di:]	Qq	[kju:]
Ee	[i:]	Rr	[a:]
Ff	[ef]	Ss	[es]
Gg	[dʒi:]	Tt	[ti:]
Hh	[eitʃ]	Uu	[ju:]
Ii	[ai]	Vv	[vi:]
Jj	[ʒei]	Ww	[dʌblju:]
Kk	[kei]	Xx	[eks]
Ll	[el]	Yy	[wai]
Mm	[em]	Zz	[zed]

## Expressions with do and make

The next seven units deal with phrasal verbs and other expressions based on common verbs. Phrasal verbs are basic verbs which can combine with different prepositions (or particles) to make verbs with completely new – and often unguessable – meanings. Phrasal verbs are used more in speaking than in writing. There is almost always a more formal way of conveying the same idea. In this unit we look at phrasal verbs formed from **do** and **make**.

Here are some of the most useful phrasal verbs based on **do** and **make**.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
do with	need, want	I could do with something to eat.
do without	manage without	We'll have to do without a holiday this year as money is so short.
do away with	abolish	Slavery was not done away with until last century.
do out of	prevent from having (by deceit)	He did me out of my rightful inheritance.
make for	move in the direction of	Let's make for the city centre and find a restaurant on the way.
make of	think (opinion)	What do you make of him?
make off	leave hurriedly	He made off as soon as he heard their car turn into the drive.
make up for	compensate for	The superb food at the hotel made up for the uncomfortable rooms.
make up to	be nice to in order to get s.t.	He made up to her until she agreed to help.

## Expressions with bring and take

Here are some common phrasal verbs with **bring**. Each is exemplified in a typical spoken sentence and a more formal equivalent is provided in brackets.

- I was **brought up** in the country. [raise]  
 Don't give up. I'm sure you'll **bring it off**. [succeed]  
 Cold winds always **bring on** her cough. [cause to start]  
 The strike **brought about** a change of government. [cause to happen]  
 I hope they don't **bring back** capital punishment. [re-introduce]  
 They promised to **bring down** taxes but have they? [lower]  
 Inflation will **bring down** the government. [destroy, remove from power]  
 Ford are **bringing out** an interesting new model in the spring. [introduce]  
 Keep at it and you'll **bring him round** to your point of view. [persuade]

The table below shows just some of the phrasal verbs based on **get**.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
get at	reach, find	I hope the enquiry will get at the truth.
get away with	do something wrong without being caught	The robbers got away with several thousand pounds.
get behind	fail to produce something at the right time	I've got terribly behind with my work.
get by	manage (financially)	We could never get by on my salary alone.
get down	depress	This weather is really getting me down.
get down to	begin to give serious attention to	It's time you got down to some work.
get on	manage	However will we get on without you?
get on	advance, develop	Jo is getting on very well at school now.
get out of	avoid a responsibility	I'll try and get out of my lesson tomorrow.
get over	recover from	She's getting over a bad attack of flu.
get round	spread	The rumour soon got round the whole village.
get through	come to a successful end	What a relief that she got through all her exams!
get through	use up all of	He got through his month's salary in just one weekend.
get up to	to do (especially something bad)	They're very quiet. I wonder what they're getting up to?

# Describing people – appearance

## Hair, face, skin and complexion



straight hair  
and thin-faced



wavy hair  
and round-faced



curly hair  
and dark-skinned



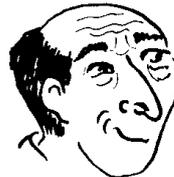
a crew-cut



bald  
with freckles



beard and moustache  
with a chubby face



receding hair  
and a few wrinkles

He used to have **black** hair but now it's gone **grey**, almost white.

What sort of person would you like to go out with? **Blonde**, fair, dark or **ginger-haired** / red-haired?

She has such beautiful **auburn** hair. [red-brown]

Fair and dark can be used for hair, complexion or skin.

## Height and build



a rather **plump** or  
**stout** man



a **slim** woman  
[positive]



an **obese** person  
[negative, very fat]

Fat may sound impolite. Instead we often say a **bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. If someone is terribly thin and refuses to eat, they may be **anorexic**.

## General appearance

She's a very **smart** and elegant woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking**.

He's very **good-looking**, but his friend's rather **unattractive**.

Do you think **beautiful** women are always attracted to **handsome** men? I don't. I think **first impressions** matter most.

**Tip:** The suffix **-ish** is useful for describing people: (see Unit 8)

She's **tallish**. He has **brownish** hair. He must be **thirtyish**.

## Compound adjectives

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen, e.g. **well-dressed**, **never-ending** and **shocking-pink**. Its meaning is usually clear from the words it combines. The second part of the compound adjective is frequently a present or past participle.

A large number of compound adjectives describe personal appearance. Here is a rather **far-fetched** description of a person starting from the head down.

*Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals.*



## Compound nouns – combinations of two nouns

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. **address book**, **human being**, **science fiction**. A number of compound nouns are related to phrasal verbs and these are dealt with in Unit 14.

Compound nouns may be written as two words, e.g. **tin opener**, **bank account**, or they may be written with a hyphen instead of a space between the words, e.g. **pen-name**, **baby-sitter**. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both **letter box** and **letter-box** are correct. Sometimes they may be written as one word, e.g. **earring**.

Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

## CALENDAR SCHEDULE OF THE SUBJECT

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ  
ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ



### «ТИЛ АСПЕКТЛАРИ АМАЛИЁТИ»

фани бўйича

#### ИШЧИ ЎҚУВ ДАСТУРИ

Билим соҳаси	100000 – Гуманитар соҳа
Таълим соҳаси	110000 – Педагогика
Таълим йўналишлари	5111400 – Хорижий тил ва адабиёти (Инглиз тили)
1 – Курс	
1-2 – Семестр	
Умумий ўқув соати	– 122+120=242
Шу жумладан:	
Амалиёт машғулотлари	– 72+72=144
Мустақил таълим соати	– 50+48=98

ГУЛИСТОН – 2018 й.

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофик ишлаб чиқилди.

**Тузувчи: Нормаматова Д.** – ГулДУ “Инглиз тили ва адабиёти”

кафедраси ўқитувчиси \_\_\_\_\_ (имзо)

**Насриддинов Д.** – ГулДУ “Инглиз тили ва адабиёти”

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Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2018 йил “\_\_\_” \_\_\_\_\_ даги \_\_\_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

**Кафедра мудири**

**Х. Уразбаев**

Фаннинг ишчи ўқув дастури Филология факультети Илмий-услубий Кенгашининг 2018 йил “\_\_\_” \_\_\_\_\_ даги “\_\_\_” - сонли мажлисида тасдиқланди.

**Факультет Илмий-услубий**

**Кенгаши раиси:**

**Э. Хамдамов**

## **I. КИРИШ**

### **1.1. Фаннинг предмети ва мазмуни**

Тил аспекти амалиёти фани талабаларнинг тил моделлари ва структуралари ҳақидаги билимларини ошириш билан бирга асосий ўрганилаётган тил грамматикаси ва лексикасини мулоқотда тўғри қўллашни, мулоқот жараёнида грамматик ва лексик формаларни тўғри ишлатишни ўргатади.

### **1.2. Фаннинг мақсад ва вазифалари**

Мазкур фаннинг мақсади талабаларга тилнинг уч муҳим аспекти: грамматика, лексика ва дискурс таҳлилини ўргатиш, уларни мулоқотда тўғри қўллаш малакаларини ривожлантириш ва тил аспекти тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир.

Фаннинг асосий вазифаси умум эътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини В2 даражада эгаллашлари учун зарурий тил аспектиларини ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Мазкур фанни ўзлаштириш жараёнида талабанинг:

- чет тилини Умум Европа стандартларига кўра В2 даражада ўзлаштириши;
- грамматик ва лексик структураларни мулоқотда қўллаш, фарқлай олиш ва уларни оғзаки ва ёзма нутқда тўғри ишлатиши;
- касбий йўналиш ва ижтимоий-маданий мавзулардаги сўзларнинг маъносини билиши ва тўғри қўллай олиши;
- оғзаки нутқ ва ёзма матнларга хос хусусиятларни фарқлай олиши ва мулоқотда тўғри қўллаши;
- грамматика, лексика ва дискурс таҳлили бўйича тасаввур, билим, малака ва кўникмаларга, компетенцияларга эга бўлиши талаб этилади.

### **1.3. Фаннинг долзарблиги**

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислоҳ қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний қадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш ракобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Тил аспекти амалиёти фани талабаларнинг тил моделлари ва структуралари ҳақидаги билимларини ошириш билан бирга асосий ўрганилаётган тил грамматикаси ва лексикасини мулоқотда тўғри қўллашни, мулоқот жараёнида грамматик ва лексик формаларни тўғри ишлатишни ўргатади. Шунингдек, ўрганилаётган чет тилидаги матнларни таҳлил қилиш йўллари ва усулларини, матнларни таҳлил қилиш борасидаги турли нуктаи назарларни ва матн таҳлилида эътиборга олиниши лозим жиҳатларни ўргатишни назарда тутлади. Ушбу фан “Коммуникатив грамматика”, “Коммуникатив лексика” ва “Дискурс таҳлили” модулларини ўз ичига олади

### **1.4. Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги**

“Тил аспекти амалиёти” фани умумкасбий фанлар блокидаги курс ҳисобланиб, ўқув режасидаги бошқа умумкасбий ва ихтисослик фанлари билан ўзаро боғлиқ ҳолда модуллар кетма-кетлиги ва мазмунига мос равишда 1-4 семестрлар давомида

ўқитилади. Мазкур фан лингвистик курс ҳисобланади ва икки йил давомида уч қисмга: коммуникатив грамматика, коммуникатив лексика ва дискурс таҳлилига ажратилган ҳолда ўргатилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил кўникмалари интеграцияси, методика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

### **1.5. Фаннинг илм-фан ва ишлаб чиқаришдаги ўрни**

“Тил аспекти амалиёти” фани “Хорижий тил ва адабиёти” (тиллар бўйича), “Филология ва тилларни ўқитиш” (роман-герман филологияси) таълим йўналишларининг асосий умумқасбий фани ҳисобланади. Олий таълим муассасасини ушбу таълим йўналишлари бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консуликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

### **1.6. Фанни ўқитишдаги замонавий ахборот ва педагогик технологиялар ҳамда ўқув машғулотларини лойиҳалаш**

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда аклий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Амалий машғулотларини ўтказишда қуйидаги дидактик тамойилларга амал қилинади: амалий машғулотларининг мақсадини аниқ белгилаб олиш; ўқитувчининг инновацион педагогик фаолияти бўйича билимларни чуқурлаштириш имкониятларига талабаларда қизиқиш уйғотиш; талабада натижани мустақил равишда қўлга киритиш имкониятини таъминлаш; талабани назарий-методик жиҳатдан тайёрлаш; амалий машғулотлари нафақат аниқ мавзу бўйича билимларни яқунлаш, балки талабаларни тарбиялаш манбаи ҳамдир.

## II. АСОСИЙ ҚИСМ

### 2.1. Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимоти

№	Машғулотлари мазмуни	Соатлар:				
		Жами:	Маъруза:	Семинар:	Амалий:	Мустақил таълим:
	<b>I – семестр (Term-1)</b>					
	<b>Vocabulary and Grammar in Context, Pronunciation</b>					
1	Introduction to the course. Syllabus. Rating system.	3			2	1
2	The vowel sounds /ei/and /æ/, Unstressed vowels /ə/ and /i/	3			2	1
3	Nouns (Singularity and Plurality), Modifying noun phrases Roots and Abstract nouns, Word order in noun phrases	4			2	2
4	The consonant sounds /b//p/s/z/	3			2	1
5	Suffixes and Prefixes Describing people – appearance and character. Idioms describing people Compound adjectives	4			2	2
6	Demonstratives in discourse, Possessive structures	3			2	1
7	The vowel sounds /i:/e/ə/i/	3			2	1
8	Adjectives and participles, Comparatives. Comparisons of degree	3			2	1
9	Compound nouns-combinations of two nouns, Compound nouns-verb + preposition, Students' presentations	4			2	2
10	Countries, nationalities, and languages, Distances and dimensions Success, failure, and difficulty	4			2	2
11	The consonant sounds /f/v/g/k/	3			2	1
12	Articles in context, Using articles in context	3			2	1
13	Traditions and customs (UK&Uz&USA), Time and Condition Cause, reason, purpose, and result	4			2	2
14	The consonant sounds/ʃ/dʒ/tʃ/	3			2	1
15	Using prepositions in context	3			2	1
16	Discourse markers, Expressions with <i>look</i>	4			2	2
17	The vowel sounds /a: @/eə (r)/	3			2	1
18	Illness and medicine, Idioms describing feeling and mood Idioms connected with problematic situations	4			2	2
19	Expressions with <i>get</i> , Similes – <i>as... as.../ like...</i>	4			2	2
20	Sentence connectors (form and meaning) Using and problems of using coordinating conjunctions	4			2	2
21	Concession and contrast, Addition. Collective nouns	3			2	1
22	The vowel sound /əʊ/ and /ɔ/,/ʌ/ʊ/and /u/.	3			2	1
23	Present Time Frame: Using Simple Present Versus. Nonprogressive Verbs	4			2	2
24	The Consonant sounds /θ/ and /ð/	3			2	1
25	Progressive Tenses (usage), Progressive aspect in Past time frame	4			2	2
26	Binomials, Idioms and fixed expressions-general	3			2	1
27	Introducing Syllables, Word stress and Sentence Stress	3			2	1

28	Likes, dislikes, and desires, Speaking	4			2	2
29	Perfect Progressive Tense (usage), Using Perfect and Perfect Progressive Aspects in Time Frame	3			2	1
30	Stress in compound words and unstressed words	3			2	1
31	Active and Passive forms of Verbs, Reported Speech and Change of time Frame (use/meaning)	4			2	2
32	Telling a story and Understanding small talk, Understanding instructions	3			2	1
33	Word order in noun phrases, Noun and verb agreement	3			2	1
34	Introduction to emphatic stress, Emphasising important words	3			2	1
35	Position of Secondary Parts, Position and Usage of Attribute and Object	4			2	2
36	Introducing tones. Asking and checking,contuning and finishing, agreing and disagreeing tones.	3			2	1
<b>ЖАМИ:1-семестр</b>		<b>122</b>			<b>72</b>	<b>50</b>
<b>II - семестр (Term-2)</b>						
<b>Vocabulary and Grammar in Context, Pronunciation</b>						
1	Obligation, need, possibility and probability	3			2	1
2	Future Time Frame: Using Future Versus. (Forming the future meaning in Present, Progressive Tenses)	4			2	2
3	The sounds /h/,/w/and /j/	3			2	1
4	Belief and opinion	3			2	1
5	Words commonly mispronounced, Homonyms	3			2	1
6	The consonant sounds /m/,/n/ and /ŋ/	3			2	1
7	Basic Adverbial position, Use of Adverbial Clauses	4			2	2
8	Past time frame(forms/ use /meaning)	4			2	2
9	Countries, nationalities and language, Students' presentations	4			2	2
10	Travel	3			2	1
11	Quoting speech	3			2	1
12	Relative Clauses. Restrictive and Nonrestrictive (form/ meaning)	4			2	2
13	Sports, Towns	3			2	1
14	The Arts, Vacations	3			2	1
15	One Word and Phrasal Modals. Modals expressing necessity, permission, ability, advisability, habitual actions	4			2	1
16	Pronouncing short words (a,of,or)	3			2	1
17	Overview of Modals in Past Time, Review of modal forms	4			2	2
18	Science and Technology	3			2	1
19	The Press media and Politics and Public institutions	3			2	1
20	Debate	3			2	1
21	Habitual actions in past <i>Used to and would</i>	4			2	2
22	Multimedia tools <i>Telepphones and mobile phones</i>	3			2	1
23	Stress in long words	3			2	1
24	Abbreviations and Acronyms , Expressions with <i>do and make</i>	4			2	2
25	Positions of Non Finite Forms in Sentences <i>Non finite forms of the verbs</i>	4			2	2
26	Homophones <i>Homonyms and homograph</i>	4			2	2
27	Proverbs, Words and gender <i>Newspaper: daily, headlines</i>	3			2	1
28	Gerunds ( form and meaning), Gerunds in other positions in a sentences	4			2	2
29	Topics in Newspapers and Magazines	3			2	1

30	Verbs of urging followed by subjunctive clauses (form) Verbs that take subjunctive <i>Conditionals (general)</i>	4			2	2
31	Miscellaneous expressions <i>Life in the country (mountains, landscape)</i>	3			2	1
32	Real and probable future situations <i>First Conditionals</i> Imaginary and unlikely situations <i>Second and zero conditionals</i>	4			2	2
33	The language of signs and notices <i>Roads and transportation</i>	3			2	1
34	Wishes and regrets <i>The third conditionals</i>	4			2	1
35	Quiz	3			2	1
36	Review lesson, Reflection	2			2	
<b>TOTAL/ЖАМИ:</b>		<b>120</b>			<b>72</b>	<b>48</b>
<b>TOTAL/ЖАМИ: 1-2 семестр</b>		<b>242</b>			<b>144</b>	<b>98</b>

## 2.2. The meaning of the study materials

### Autumn term

#### 2.1 Introduction to the course. Syllabus. Rating system.

Students are informed about the rating system according to the subject.

#### 2.2 The vowel sounds /ei/and /æ/, Unstressed vowels /ə/ and /i/

The content of theme is based on teaching the vowel sounds /ei/, /æ/, and unstressed vowels /ə/ /i/. EX: Play, played, great, mate, mat, pan, bank, bag, mad, hat,catch, key, piese, seat, men, heard, meat, friend. (A4.13-21)

#### 2.3 Nouns (Singularity and Plurality), Modifying noun phrases Roots and Abstract nouns, Word order in noun phrases

To teach students how to make plural nouns and sort out of noun groups according to the meaning. Practising some exercises on the groups of nouns and gaining the grammar knowledge. Irregular nouns in pluirality (man – men, goose-geese, foot-feet, etc.) Love, feeling, teach+er, break+er, learn+er,etc (A1 30)

#### 2.4 The consonant sounds /b//p/s/z/

The soft palate is raised. The lips are slightly spread and pressed together. Thus contact is formed so that the air-passage through the mouth cavity is completely blocked for a short time. The air is compressed by pressure from the lungs. When lips are quickly opened, the air escapes with the kind of explosion. **The consonant sounds [s] [z] Ss** The tip of the tongue is at the teeth-ridge. The lips are spread and slightly protruded. Vest, cups, coverd, cubs, copy, price, concert, save, sing, zoo, bays, etc (A4 14-16)

#### 2.5 Suffixes and Prefixes Describing people – appearance and character. Idioms describing people Compound adjectives

The content of the theme is that depicting the shape of human body and present some examples according to new words which students learn. Ex: Tall, slim, medium, height and build, short and fat, etc wavy, straight, blond, fair, skinny and etc. ( A1 93-94)

#### 2.6 Demonstratives in discourse, Possessive structures

Presenting some data on pronouns and their tips in complex statements. The subject of a verb does the action of the verb. The personal pronouns **I, you, he, she, it, we and they** can all be used as the subject of a verb. **Demonstrative pronouns** are used for pointing out things. The words **this, that, these** and **those** are demonstrative pronouns. Possessive **pronouns** are used to talk about things that belong to people. The words **mine, yours, his, hers, ours** and **theirs** are possessive pronouns. . (A3 190)

#### 2.7 The vowel sounds /i:/e/ə/i/

**To teach the vowel sounds/i:/e/ə/i/ and their functions in some lexics.** [e] - front, short

The front of the tongue (the middle part) is raised. The tip of the tongue is pressed to the lower teeth. The lips are slightly spread. [i:] - front, long The front of the tongue is raised in the

direction of the hard palate. The tip of the tongue is pressed to the lower teeth. The lips are spread (A4 20)

### **2.8 Adjectives and participles, Comparatives. Comparisons of degree**

Comparative. To compare people and things that are different. Superlative. To compare one member of group of people or things with whole group. When we compare three or more people things, we use the superlative form of an adjective. The Superlative form is usually made by adding "est" to the adjective. (A3 66)

### **2.9 Compound nouns-combinations of two nouns, Compound nouns-verb + preposition, Students' presentations**

Compound nouns are nouns that are made of two or more parts are formed as bellow: Sister-in-law, brother – in law, baby-sitter etc. To supply some information about making compound nouns and its functions in statemaents. (A5 52)

### **2.10 Countries, nationalities, and languages. Distances and dimensions. Success, failure and difficulty.**

The content of the theme is that based on making and sounding the words belong to nations and countries. Learning the words which are expressed the failure, success and difficulty.

With-ish: British, Irish, Flemish, Danish, Turkish/With-(i)an: Canadian, Brazilian/With-ese: Japanese, Chinese, Guyanese/With-i: Israeli, Iraqi, Kuwaiti. (A1 69)

### **2.11 The consonant sounds /f/v/g/k/**

#### **The consonant sounds and their functions**

The soft palate is raised. The lower lip is raised to the edge of the upper teeth, forming a flat narrowing. The air passes through this narrowing with friction. In the production of [f] the vocal cords are kept apart and do not vibrate whereas in the articulation of [v], they are drawn near together and vibrate. The back of the tongue is touches the soft palate. [ki:k] [keip] [ki:n] [keit] [k]- voiceless, aspirated. The tip of the tongue is pressed against the teeth-ridge. Then it is slowly removed from it. (A4 36)

### **2.12 Articles in context, Using articles in context**

The article **the** comes from an old demonstrative adjective (*sē, sēo, ōat*, later *thē, thēo, that*) which was also an article in Old English. In Middle English *the* became an article, and *that* remained a demonstrative adjective. Our expressions *the one, the other*, were formerly *that one, that other*; the latter is still preserved in the expression, in vulgar English, *the tother*. Not only this is kept in the Scotch dialect, but the former is used, these occurring as *the tane, the tother*, or *the tane, the tither*; Ordinarily *an* is used before vowel sounds, and *a* before consonant sounds. Remember that a *vowel sound* does not necessarily mean beginning with a vowel, nor does *consonant sound* mean beginning with a consonant, because English spelling does not coincide closely with the sound of words. Examples: "a house," "an orange," "a European," "an honor," "a yelling crowd." (A3 177)

### **2.13 Traditions and customs (UK, Uz and USA), Time and Condition, Cause, reason, purpose, and result.**

To teach students how to use some linking words in their speech according to the theme. To present some information about customs and traditions of UK,USA as comparing with Uzbekistan.

Cause, reason, purpose and result (e.g. owing to, with the aim of, as a result). Time (as soon as, while, afterwards). (A143-44)

### **2.14 The consonant sounds /ʃ/dʒ/tʃ/**

In English pronunciation we can come across some letters which are sounded as Uzbek sounds. They includes /ʃh/ and /ch/. However, ch- is spelled in some lexis differently in order to origin of words in different languages. Character, Chevrolet etc

/ʃ/ is usually spelled /sh/. Shop, fashion, cash, wash, mushroom.

/tʃ/ is usually spelled /ch/, /t/, or /tch// chips, choose. March, . (A4 42)

## 2.15 Using prepositions in context

Prepositions used with verbs of motion (*come, go, run, etc*) show the direction of the movement. *Jack ran **out** of the room. Sue moved **towards** the door.* Prepositions can show position. *Ted was sitting **next to** Janet. The bank is **opposite** the cinema.* Prepositions can show place. / *live **in** France. Sue lives **on** an island. John is **at** school.* Prepositions are also used in time expressions.

• Prepositions cover a wide range of other meanings. *This book is **about** Napoleon. I can't drink tea **with/without** sugar.* Prepositions Some prepositions can be used without an object. *Ted was walking **along**, **whistling**.* In this example we mean *along the street*, but it is clear from the context or unimportant. Prepositional There are many fixed phrases containing prepositions. **phrases** Examples: *by mistake, on purpose, out of order* • Prepositions at the end of a sentence Study these common examples: *Who are you waiting **for**?* (question) (A3 164)

## 2.16 Discourse markers, Expressions with *look*

To teach students how to use expressions with /*look*/. They must identify the meaning of expressions and using in statements.

Look like: *She looks like her mother. It tastes like an apple. Be like: She's like someone I know. It's sour like a lemon. It's like an animal. York is like Canterbury.* (A3 274)

## 2.17 The vowel sounds /a: @/eə (r)/

The tip of the tongue is raised in the direction of the upper teeth-ridge. «r». Final position *car, fur, near, poor, later, prefer.* Before consonant. *Harm, bird, turn, fierce, short, pearl.* Before silent «e». *there, shor, care, pure, fire, here./iə/ is a long sound. It moves from /i/ to/ə/. Target sound: /iə/ is spelled in different ways. Ea/real/ear/beard/clear/hear/nearly/year.* (A4 24)

## 2.18 Illness and medicine, Idioms describing feeling and mood. Idioms connected with problematic situations. Idioms connected with problematic situations

Students are informed with some idioms on illness and medicine. Furthermore, they should practise some samples idioms on the theme “mood, feeling and etc.” Ex: *I've got a cold/acough/a sore throat/a temperature/ a stomach/ chest pains/earache/a pain in my side.*

*I feel sick /dizzy/breathless/shivery/faint/particularly bad at night. I am depressed/consitipated/tired/ all the time.* (A1 101)

## 2.19 Expressions with *get*, Similes – *as... as.../like...*

For similarities eg. *She swims like a fish. After feel, look, smell, sound, taste+noun/ Eg: It feels like silk. To say what smb or smth really is (jobs or roles) eg. She works as a tour guide.HarrisonFord was great as Indian Jones. In certain expressions: as usual as, as.....as, as much, such as, the same as. Eg He started complaining as usual. With not as/so ... as. Being a nurse is not as interesting as being a doctor. • With (just) as ... as. Living in the country is just as expensive as living in London. With such ... as. I've never been to such a good party as that one. • When we compare actions we can use an auxiliary at the end of the sentence. I can swim a lot better than Jack. OR I can swim a lot better than Jack can. You paid more for your car than me. OR You paid more for your car than I did. Note how modals like can are repeated, but other verbs use a form of do. (A5 49)*

## 2.20. Using and Sentence connectors (form and meaning) problems of using conjunctions

*As* and *since* have the meaning of *because* and can begin a sentence. *As/since it was late, we decided to go home.* In formal, written language we can use *for* to mean *because*, but it cannot begin a sentence. *Peter has given up sailing, for he doesn't have the time.* • *Because of, on account of, due to* and *owing to* We can use all these words in place of *because of*. *Everyone was depressed on account of/due to/owing to the bad weather.*

• Sequencing We often number or order the points we are making. *First (of all) ..., Secondly ..., Next..., Then ..., Finally/lastly/last of all ...* In narrative, the sequence of events can be introduced by: *First..., Then ..., After that..., Finally/in the end ...* • Adding We can introduce additional points. *Furthermore ..., Moreover ..., In addition to ..., As well as this ..., Besides this ...* • Giving opinions We can introduce personal opinions. *Personally ..., In my own opinion/view ...*

• Giving examples We can introduce examples. *For example ...*, *For instance ...* We can also use *such as* to give an example, but it is not used at the beginning of a sentence. *The factory produces electrical goods, such as food mixers and other kitchen* (A5 144)

### 2.21 Concession and contrast, Addition. Collective nouns

So (that) We can use so that to express purpose (the reason why someone does something). So that is usually followed by can, could, will or would. The police locked the door **so (that)** no-one could get in. Infinitive of purpose We can also use to to express purpose. The subject of the main clause and of the purpose clause must be the same. Jack went to England **so that he could study** engineering. Jack went to England **to study** engineering. (NOT for to study) If the two subjects are different, we can't use to. We have to use so that. **Jack** went to England **so that his brother** would have some help working in the restaurant. Although, though, even though Although often becomes though in speech. Though can come at the end of a sentence, although cannot. **Although** I asked her, she didn't come. (**speech and writing**) **Even though** I asked her, she didn't come. (which was really surprising) • While, whereas While and whereas are used in formal speech and writing. They compare two facts and emphasize the difference between them. **While** United were fast and accurate, City were slow and careless. • However, nevertheless However is a way of expressing contrast in formal speech or writing. It can go at the beginning, middle or end of the sentence, and is separated by a comma (or a pause in speech). Normally we don't refund money without a receipt. **However**, on this occasion • Despite and in spite of These expressions are followed by a noun (including the -ing form used as a noun), and not by a clause (subject + verb). **In spite of the rain**, we went out. (Although it was raining, we went out.) Despite losing, we celebrated. (Although we lost, we celebrated.) (A 5 72)

### 2.22 The vowel sound /əʊ/ and /ɔ:/, /ʌ/ and /u/.

[ou]-a back diphthong [lou] [nout] [soup] The bulk of the tongue is held in the position of the back-advanced vowels. The back of the tongue is raised in the direction of the soft palate. [sou] [noun] [soul] [nou] [mout] [boun] [bou] [moul] [boul] The back of the tongue is raised a little. The lips are slightly rounded. The opening between the jaws is wide. [u] - back, short. The bulk of the tongue is in the back part of the mouth cavity. The back of the tongue is raised in the direction of the soft palate. The lips are slightly rounded, but not protruded. [buk] [stud] [pul] [nuk] [put] [ful] [tuk] [luk] [hud] (A4 18)

### 2.23 Present Time Frame: Using Simple Present Versus. Nonprogressive Verbs

Facts which are always true The present simple is used to describe permanent facts, for example in science and geographical descriptions. *The light from the Sun takes 8 mins 20 secs to reach the Earth.* The present simple is also used for situations that are generally true. *I work in an office and live in a flat in the suburbs.* • Habitual actions The present simple is used to describe habits and routines. A frequency adverb is often used. *I usually take the bus to work.* • Summary of events The present simple can be used to make a summary of the events in a narrative, for example in a film or book. It can also be used for a table of historical events. *In Chapter 1, Susan meets David, and agrees to go to the school dance with him. In 1789 the French Revolution begins.* (A3 12)

### 2.24 The Consonant sounds /θ/ and /ð/

To teach students how to spell the sounds/θ-ð/. They must practice some exercises on the sounds and transcribe the words which given in their Text books. The tip of the tongue is between the teeth. [θi:m] [ti:θ] [piθ] [ðem] [deθ] [ðɒt] [θ]-voiceless [ðis] [ðen] [ið:z] [ð]-voiced [θi:f] [ðei] [ði:] th [ð] mostly in pronouns, conjunctions, adverbs. (A4 38)

### 2.25 Progressive Tenses (usage), Progressive aspect in Past time frame

Actions which are in progress now **continuous** The present continuous is used to describe actions which are temporary and not yet finished. *I'm doing the washing-up.* The action may be happening right now, or around now. *I'm reading one of the Harry Potter books at the moment.* • Habits during a temporary situation The present continuous can describe a habit that happens over a short period of time. A time expression is necessary. *At the moment we're sending all the mail by courier, because the Post Office is on strike.* - A repeated temporary action The present

continuous can describe a single action that is repeated. A time expression is necessary. *Whenever I see Tom he's smoking. You're making the same mistake again!* In examples like this we are often exaggerating or complaining. This is particularly true when we use *always*. *You're always borrowing money from me!* (A3 15)

### 2.26 Binomials, Idioms and fixed expressions-general

Binomials are expressions (often idiomatic) where two words are joined by a conjunction (usually 'and'). The order of the words is usually fixed. It is best to use them only in informal situations, with one or two exceptions. Problems and difficulties : Idiom( to be in a fix/ to be in a tight corner /to be in a muddle)= Literal phrase (be in difficulty/ be in a situation that is hard to get out of/ be confused/ mixed up) (A1 160)

### 2.27 Introducing Syllables, Word stress and Sentence Stress

Speech can be broken into minimal pronounceable units into which sounds show a tendency to cluster or group. These smallest phonetic groups are generally given the name of syllables. Being the smallest pronounceable units, syllables form morphemes, words and phrases. Each of these units is characterized by a certain syllabic structure. Thus a meaningful language unit phonetically may be considered from the point of view of syllable formation and syllable division. The syllable is a complicated phenomenon and like a phoneme it can be studied on four levels - articulatory, acoustic, auditory and functional. The complexity of the phenomenon gave rise to many theories. (A4 64)

### 2.28 Likes, dislikes, and desires, Speaking

Wishes about the present For wishes about the present we use / *wish* + the past simple. The time referred to is an imaginary present. *I wish I knew the answer to this question.* (I do not know the answer.) *I wish I didn't have so much work to do.* (I do have a lot of work.) • Wishes about the past For wishes about the past we use / *wish* + the past perfect. The time referred to is past time. *I wish I had gone to your party last week.* (I did not go.) Wishes about the future We can use *could* to refer to a future event. / *wish June could meet me next week.* We also use *could* to refer to something that is generally difficult or impossible. / *wish I could drive. I wish I could contact him, but I don't have my mobile phone with me.* We can also use *have to* to refer to a future event. *I wish I didn't have to get up early tomorrow.* *m* Wishes using *would* When we want to complain about a bad habit we use *I wish* + *would*. *I wish Peter wouldn't chew gum all the time.* We also use / *wish* + *would* to refer to something that we would like to happen. *I wish the police would do something about these people!* *If only* We can replace / *wish* with *If only* for emphasis. *If only I knew the answer to this question!* *If only I had gone to your party last week!* In speech, *only* is often heavily stressed. *It's time* - The construction *it's time I/you/we ...* is followed by a past tense. (A1 156)

### 2.29 Perfect Progressive Tense (usage), Using Perfect and Perfect Progressive Aspects in Time Frame

The present perfect continuous can also describe a state which lasts up to the present moment. *I've been living in this house for five years.* There is little difference in meaning between simple and continuous in this case, or with *How long* questions. *How long have you lived/been living in this house?* The verbs *wait, sit, lie, stay* prefer the present perfect continuous. *I've been waiting for ages.* Completed action **simple or continuous?** *I've finished my homework!* If we say *how many* or *how much* we use the simple form. A certain amount has been completed. *I've written ten pages of my homework!* Not completed The present perfect continuous can show that an action is not completed, or that it has finished recently. *We've been walking for hours! Let's have a rest. I've been digging the garden. That's why I'm so dirty!* • Present result or action in progress We use the present perfect simple if our attention is on the present result. *I've written my homework. Now I can watch the television.* We use the present perfect continuous if our attention is on the action in progress. (A3 35 – 41)

### 2.30 Stress in compound words and unstressed words

Presenting some data about compound words and teaching the students how to use stress with compound words. We can often put two words together to make a compound eg: class+room=classroom. We can write some compounds as one word, some as two words, and with a hyphen(-)eg: class+room=classroom, car+park= car park, second+hand= second – hand (A4 72)

### 2.31 Active and Passive forms of Verbs, Reported Speech and Change of time Frame (use/meaning)

Transitive and intransitive verbs Only verbs with an object (transitive verbs) can be made passive. *They sent the letter. The letter was sent. They arrived late.* (cannot be made passive) Verbs with both direct and indirect objects can be made passive in two ways *They sent me the letter. I was sent the letter. The letter was sent to me.* Some transitive verbs cannot be made passive in some uses. For example *like* and *love*. *I like this place.* (a passive form of this sentence is not possible) • Focus on important information By placing the object at the beginning of the sentence, the passive can change the focus of interest in a sentence. *United were beaten by Arsenal.* (we are more interested in United) The passive is used **in** a variety of contexts. Notice how the agent (person who does the action) is unimportant, unknown or clear from the situation, Impersonal statements *Students are asked not to smoke.* When the agent is unknown *My bike has been stolen!* (Here we could say *Someone/They have stolen my bike.* ) When the agent is obvious *Mr Jones will be arrested.* How something was **done** *The box was opened with a knife.* 1 **Reporting verbs** • The passive is often used with *say, believe, understand, know* and similar verbs used in reporting speech to avoid an impersonal *they* or *people*. *People say that John Wilson lives in New York. John Wilson is said to live in New York.* (A3 150)

### 2.32 Telling a story and Understanding small talk, Understanding instructions

We can describe language by using words to talk about grammar (grammatical description). But we can also describe language by saying how it is used. This is the function of the language (functional description). Our choice of words can be influenced by the situation we are in, by the person we are talking to, and by what we are talking about. Compare these different phrases for asking permission. Asking permission from a friend: *Is it all right if I use the phone?* Asking permission from the same person, but about a more serious topic: *Do you think I could possibly phone Australia?* Asking permission from a stranger: (A4 98)

### 2.33 Word order in noun phrases, Noun and verb agreement

The first example was informal and friendly. The second two examples were more formal and polite. There are no exact rules about when to use an informal phrase and when to use a polite phrase, but usually we use polite language when we: Genitives are either dependent or independent. A **dependent** genitive is followed by a noun: the *child's* toys a *student's* essay *Caroline's* friend An **independent** genitive is not followed by a noun: a friend of *Caroline's* a colleague of *Frank's* an old army pal of *Jim's* An independent genitive is often used in referring to relationships between people, as in these examples. Notice that this construction has a very specific meaning. The independent genitive *a friend of Caroline's* does not mean the same as the dependent genitive *Caroline's friend*: **Independent:** We met a friend of Caroline's in Spain. **Dependent:** We met Caroline's friend in Spain. The independent genitive means 'one of Caroline's friends', who may or may not be known to the hearer. In contrast, the dependent genitive means 'one specific friend', who is assumed to be known to the hearer. Independent genitives are also used in references to places and businesses: She stayed at *Rebecca's* = Rebecca's house I ran into Jim in *Sainsbury's* = Sainsbury's supermarket I left my wallet in the *barber's* = the barber's shop (A3 74)

### 2.34 Introduction to emphatic stress, Emphasising important words

To teach students how to use emphatic stress in dialogues and statements. In addition, they should be informed about valueness of words with emphatic stress in speech.

When we speak, we can show which words are especially important by giving them a lot of stress

A: How good's your English?

B: Well, I can speak English quite well, but I can't write it very well. (A4 102)

### 2.35 Position of Secondary Parts, Position and Usage of Attribute and Object

We looked at the simple sentence *Paul plays football*, and we analysed it in terms of the following sentence elements: subject (S), verb (V) and direct object (DO): We also looked briefly at the following sentence: *When the plane landed, the ground crew removed the cargo*. We can analyse this sentence in the same way, in terms of the following sentence elements: adjunct (A), subject (S), verb (V) and direct object (DO): The presence of the subordinating conjunction indicates that *when the plane landed* is not an independent sentence. It is certainly 'sentence-like', since it displays the sentence pattern S+V, but it cannot stand alone. For this reason, we say that *when the plane landed* is a **subordinate clause**, not a sentence. A subordinate clause such as *when the plane landed* is a dependent clause – it is part of a larger structure, usually a sentence. In contrast, *the ground crew removed the cargo* can stand alone – it is not subordinate to any higher structure. A sentence which contains a subordinate clause is called a complex sentence. (A3 121)

### 2.36 Introducing tones. Asking and checking,contuning and finishing, agreing and disagreeing tones.

Intonation is a language universal. There are no languages which are spoken without any change of prosodic parameters but intonation functions in various languages in a different way.

• Emotional function's most obvious role is to express attitudinal meaning -sarcasm, surprise, reserve, impatience, delight, shock, anger, interest, and thousands of other semantic nuances.

• Grammatical function helps to identify grammatical structure in speech, performing a role similar to punctuation. Units such as clause and sentence often depend on intonation for their spoken identity, and several specific contrasts, such as question/statement, make systematic use of it.

• Informational function helps draw attention to what meaning is given and what is new in an utterance. The word carrying the most prominent tone in a contour signals the part of an utterance that the speaker is treating as new information.

• Textual function helps larger units of meaning than the sentence to contrast and cohere. In radio news-reading, paragraphs of information can be shaped through the use of pitch. In sports commentary, changes in prosody reflect the progress of the action.

• Psychological function helps us to organize speech into units that are easier to perceive and memorize. Most people would find a sequence of numbers, for example, difficult to recall. The task is made easier by using intonation to chunk the sequence into two units.

• Indexical function, along with other prosodic features, is an important marker of personal or social identity. Lawyers, preachers, newscasters, sports commentators, army sergeants, and several other occupations are readily identified through their distinctive prosody. (A4 96)

## II TERM

### Spring term

#### 2.1 Obligation, need, possibility and probability

*Had to Must* has no past form, so we use *had to*. *Sorry I'm late, I had to take the children to school*. The question form is *Did you have to? Did you have to work late yesterday?* - *Should have* and *ought to have* These express the feeling that a mistake was made. There is a criticism. *I should have posted this letter yesterday*. (I didn't do the right thing) *You shouldn't have told me the answer*. (you were wrong to do so) • *Needn't have* and *didn't need to* There is a slight difference between these two forms. Compare: / *needn't have arrived at seven*. (I arrived at seven, but it wasn't necessary) / *didn't need to arrive at seven*. (we don't know when I arrived - maybe seven or later) But in everyday speech we often use *didn't need to* for both cases *Must have* and *can't have* **uncertainty** These are used to make logical deductions about past actions. *I must have left my wallet in the car*.

(I am sure I did) *Jim can't have noticed you*. (I am sure he didn't) • *May have, might have* and *could have* These express possibility or uncertainty about past actions. *Jean might have missed*

*the train.* (perhaps she did) *He may not have received the letter.* (perhaps he didn't) *You could have been killed!* (it was a possibility) (A1 120)

## 2.2 Future Time Frame: Using Future Versus. (Forming the future meaning in Present, Progressive Tenses)

*Will* is used to make predictions. It is often preceded by *I think* or by opinion words like *perhaps*. A time expression is also necessary. *I think it'll rain tomorrow. Perhaps she'll be late.* In speech, *will* is contracted to *'ll*. See also Grammar 18 and 19 for functional uses of *will*. • *Going to* *Going to* is also used for predictions. It is especially common when we can see the cause of the event. *Look out! There's a bus coming! It's going to hit us! I can see you're going to have a baby. When is it due? You're going to fall!* *Going to* is also common in impersonal statements. *Liverpool are going to win the Cup.* But *will* can also be used for most examples like this, with no change of meaning. (A5 20)

## 2.3 The sounds /h/,/w/and /j/

To present some samples with sounds /h/, /w//j/ and teach students how to pronounce them correctly in words. /h/ is usually spelled “h”, but it is spelled “Wh” in a few words. The sound /w/ is usually spelled w, and sometimes Wh and there are some words with other spellings of /w/. The sound J / is usually spelled “y” but has different spellings in some words. (A4 54)

## 2.4 Belief and opinion

We can use some words with “belief/opinion/. They are /think and believe, hope/. Ex: I'm convinced we've met before. (very strong feeling that you're right). I've always held that compulsory education is waste of time. (used for very firm beliefs: maintain could be used here.) In my view/in my opinion/we haven't made any progress. She's made a big mistake, to my mind.(fairly informal) (A1 134)

## 2.5 Words commonly mispronounced, Homonyms

English spelling is notoriously unphonetic. Homonyms can be subdivided into homographs and homophones. Homographs are words which are written in the same way but have different meanings. Compare /bow/ in “He took a bow at the end of concert and “He was wearing a bow tie/. Homophones are words which are pronounced in the same way but are spelt differently eg; bow as in “He took a bow and bough , the bough of tree” (A1 38)

## 2.6 The consonant sounds /m/,/n/ and /ŋ/

[m] [m] bilabial, occlusive,(nasal) sonorant. The soft palate is lowered the lips are slightly spread, tense and pressed together, forming a complete obstruction to the flow of air through the mouth cavity. The air passes out through the nose. The vocal cords are drawn near together and vibrate. The tip of the tongue is pressed to the teeth-ridge. [n n n n n n], (A4 48)

## 2.7 Basic Adverbial position, Use of Adverbial Clauses

When a subordinate clause occurs as an element in a phrase, it most commonly functions as a postmodifier. Subordinate clauses may occur as postmodifiers in the following phrase types (the phrases are bracketed). Postmodifier in a noun phrase [The man *who lives beside us*] is unwell. relative clause [The man *to ask about plumbing*] is Mr Davis *to*-clause For the meanings expressed by adjuncts in a sentence, We identified three main types of meaning: manner, time and place. However, when clauses function as adjuncts, they can express a much wider range of meanings. The main types of meaning expressed by adjunct clauses are shown here: **Time:** I'll speak to you again *before you leave*. **Condition:** I'll be home early *if I can catch the early train*.

**Concession:** He paid for the meal, *although he can't really afford it*. (A5 44)

## 2.8 Past time frame(forms/ use /meaning)

The past simple is used to describe finished actions and events in the past. *Susan went into the station and bought a ticket.* - Background description The past continuous is used to describe actions in progress in the past. It gives information about the background situation. *There were a lot of people waiting in the station. Some were sleeping on the benches, and others were walking up and down. Susan was looking for Graham, so she didn't sit down.* • Past before past The past perfect is used to make it clear that one past event happens before another past event. We use the past perfect for the earlier event. *By the time the train arrived, Susan had managed to push her*

*way to the front of the crowd.* It is not always necessary to use the past perfect if a time expression makes the order of events clear. *Before the train arrived, Susan managed to push her way to the front of the crowd.* (A3 18)

## 2.9 Education

Comparative schools in the UK are for all abilities, but grammar schools are usually by competitive entry. Public schools in the UK are very famous private schools. Polytechnics are similar to universities, but the courses tend to be more practically oriented. Colleges, technical Colleges include teacher-training colleges and general colleges of further education (A1 78)

## 2.10 Travel

Traditionally sailors use different words at sea a bedroom is **a cabin**, a bed is **a bunk**, the kitchen on a ship is **a galley**, right is starboard and left is port and the group of people who work on ship is called crew. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as “she” rather than “it”. (A1 98)

## 2.11 Quoting speech

Teaching the main significance points of quoting speech and presenting some examples. If we want to give special emphasis to words, for example If we are surprised, we sometimes use a lot of stress, and our voices go especially high. (A4 104)

## 2.12 Relative Clauses. Restrictive and Nonrestrictive (form/ meaning)

A postmodifier in a noun phrase may be restrictive or non-restrictive. A **restrictive** postmodifier serves to define the noun: The student *who got the highest grade* was given a prize. Here, the postmodifier, *who got the highest grade*, is used to define exactly which student was given a prize. The postmodifier is therefore strictly necessary to the meaning of the sentence. Compare this with: The student, *who comes from Birmingham*, was given a prize. Here, the postmodifier, *who comes from Birmingham*, does not define exactly which student, from among all the students in the class, was given a prize. It simply conveys additional, optional information. This is a **nonrestrictive** postmodifier. In writing, non-restrictive postmodifiers are usually marked off with commas, as in the example above. In speech, the intonation pattern usually indicates their status. (A3 120)

## 2.13 Sports, Towns

**Students do the tasks based on reading comprehension and learn the new lexis according to the theme.**

There is important thing about sport in Britain which we must know. Today, an big sports is professional and famous players can make a lot of money. Lat's take Football for example. It is the most popular team game in Britain. It is played in most of the schools, and there are thousands of amatur teams for young man in all parts of the country. But for most of the public, football is a professionals games which is watched on saturday afternoons at the stadiym. Professional football is big business. Every larg town has one or more professional clubs. Ragby football is played with an oval ball which may be carried. The players in the other team try to stop the man running with the ball by frowin him to the ground. There are fifteen players in each team. (A1 90)

## 2.14 The Arts, Vacations

We often also include architecture and ceramics within the arts. The arts (plural) covers everything in the network. Atr-(singular, uncountable) usually means fine art, but can also refer to technique and creativity. Ex: Have you read the arts page in “The Times” today? (that part of the paper that deals with all the things in the network.) she is a great art lover (loves painting and sculpture). Shakespeare was skilled in the art of poetry. (creative ability) (A1 84)

**2.15 One Word and Phrasal Modals. Modals expressing necessity, permission, ability, advisability, habitual actions**

The modal auxiliary verbs express a very wide range of meanings. The principal meanings are:  
**Permission:** You *may* go in now. **Obligation:** You *must* complete both sides of the form.  
**Ability:** David *can* play the guitar.

My grandfather *could* dance the Charleston. **Prediction:** I *will* be home at seven. We *shall* write as soon as possible. **Probability or** This *may* be your last chance. **Possibility:** You *must* be very tired. *Could* and *was able to* To talk about general past ability we use *could*. *When I was young, I could run very fast.* To talk about one specific past action we use *was able to*. *Luckily, Mary was able to help us.* (A3 234)

### 2.16 Pronouncing short words (a,of,or)

In English pronunciation /a/ is usually spelled as /æ/ man, hat, cap, tap and etc. Of- is usually spelled as /ov/ . or – is spelled as /e/ ex: doctor, director, inspector and etc. We usually spell these sounds as a silent sounds. Because they never can get stress in them. (A4 95)

### 2.17 Overview of Modals in Past Time, Review of modal forms

*Could* and *was able to* To talk about general past ability we use *could*. *When I was young, I could run very fast.* To talk about one specific past action we use *was able to*. *Luckily, Mary was able to help us.* *Must have* and *can't have* **uncertainty** These are used to make logical deductions about past actions. *I must have left my wallet in the car.* (I am sure I did) *Jim can't have noticed you.* (I am sure he didn't) • *May have, might have* and *could have* These express possibility or uncertainty about past actions. *Jean might have missed the train.* (perhaps she did) *He may not have received the letter.* (perhaps he didn't) *You could have been killed!* (it was a possibility) • *Was/Were to have* This describes something which was supposed to happen, but didn't. It is formal in use. *He was to have left yesterday.* (he was supposed to leave, but he didn't) *Had to* *Must* has no past form, so we use *had to*. *Sorry I'm late, I had to take the children to school.* The question form is *Did you have to?* *Did you have to work late yesterday?* - *Should have* and *ought to have* These express the feeling that a mistake was made. There is a criticism. *I should have posted this letter yesterday.* (I didn't do the right thing) *You shouldn't have told me the answer.* (you were wrong to do so) (A3 235)

### 2.18 Science and Technology

Genetic engineering: the study of the artificial manipulation of the make –up of living things. Molecular biology: the study of the structure and function of the organic molecules associated with living organisms. Cybernetics: the study of the way information is moved and controlled by the brain and machinery. Information Technology: the study of technology related to the transfer of information. Bioclimatology: the study of climate as it affects humans. Geopolitics: study of the way geographical factors help to explain the basis of the power of nation states. Nuclear engineering: the study of the way nuclear power can be made useful. Cryogenics: the study of physical systems at temperatures less than 183 C. (A1 104)

### 2.19 The Press media and Politics and Public institutions

Types of programmes: documentaries, news broadcasts, current affairs programmes, soap operas, quizzes, sitcoms, drama, chat shows, detective stories, sports programmes, weather forecasts, music programmes, game shows, variety shows, commercials.

Republic: a state governed by representatives and, usually , a president. Monarchy: a state ruled by a king or queen. Democracy: government of, by and for the people. Dictatorship: system of government run by a dictator. (A1 108)

### 2.20 Debate

Teacher presents a problematic situation to students. The students should try to share their own opinions among themselves. (Magazines, Newspaper)

### 2.21 Habitual actions in past *Used to and would*

*Used to* *Used to* is used to describe past habits or states. A time expression is not necessary. *I used to get up at six, but now I get up at eight. I used to own a horse.* (I owned a horse once.) With negatives and questions *used to* becomes *use to*. *I didn't use to like beer. Did you use to swim every day?* When we use *used to* we suggest that the action is no longer true and so make a strong contrast with the present. *Would* *Would* is used to describe a person's typical activities in

the past. It can only be used to describe repeated actions, not states. It is mainly used in writing, and in personal reminiscences. *Every evening was the same. Jack would turn on the radio, light his pipe and fall asleep.* (A3 29)

### 2.22 Multimedia tools *Telephones and mobile phones/ Numbers and Shapes*

Students are informed with numbers of telephones, shapes, and numbers

28% twenty eight per cent, 10.3 ten point three, 4/9 four ninths, four squared, eight to the power of four, 10m x 12 m ten metres by twelve metres, one and two thirds, nine thirteens or nine over thirteen, seven cubed, 32 C F thirty two degrees centigrade/ celsius or fahrenheit (A1 102)

### 2.23 Stress in long words

In a sentence or an intonation group some of the words are of greater importance than the others. This largely depends on the situation or context. Words, which provide most of the information, are brought out in speech by means of sentence stress. We differentiate three types of sentence stress: 1. normal sentence-stress 2. logical sentence-stress 3. emphatic sentence-stress 1) Normal stress affects context words, which convey the necessary information to the listener. E. g. We have plenty of time. 2) The type of sentence-stress which gives special prominence to a new element in a sentence or an intonation group is called logical stress. E. g. Nelly spoke to him yesterday. (A4 72)

### 2.24 Abbreviations and Acronyms, Expressions with *do* and *make*

**Acronyms** are formed by combining the initial letters or syllables of two or more words. The combination is pronounced as a single word: AIDS *acquired immune deficiency syndrome* BIOS *Basic Input Output System* DOS *Disk Operating System* FAQ *frequently asked questions* laser *light amplification by stimulated emission of Radiation* Oxfam *Oxford Committee for Famine Relief* radar *radio detecting and ranging* RAM *random access memory* ROM *read-only memory* SAD *seasonal affective disorder* SALT *Strategic Arms Limitation Treaty* scuba *self-contained underwater breathing apparatus* UNPROFOR *United Nations Protection Force* WYSIWYG *What You See Is What You Get*

**Abbreviations** are also formed from the initial letters of words, but unlike acronyms, they are spoken by spelling out each letter: ATM *automated teller machine* BST *British Standard Time* cpu *central processing unit* Acronyms, abbreviations, and clipping DVD *digital video disk* EC *European Community* HTML *hypertext markup language* http *hypertext transfer protocol* ISD *international subscriber dialing* IT *information technology* o.g. *own goal* OTT *over the top* PC *personal computer* (*also* *political correctness*) PRP *performance-related pay* (*also* *profit-related pay*) RSI *repetitive strain injury* UFO *unidentified flying object* UNHCR *United Nations High Commission for Refugees* URL *Universal Resource Locator* VCR *video cassette recorder* WWW *World Wide Web* The following abbreviations are now widely used in e-mail messages and in online discussion groups: (A1 170)

### 2.25 Positions of Non Finite Forms in Sentences *Non finite forms of the verbs*

#### Students follow up all the words which belong to the infinitive and Ing- form

Verb phrases are either finite or non-finite. A verb phrase is **finite** if the first (or only) verb exhibits tense (past or present). The following examples illustrate finite verb phrases. The finite ('tensed') verbs are in italics. Simon *leaves* work at five. Simon *left* early yesterday. Simon *has* left. Simon *had* left when I arrived Notice that when two or more verbs occur in a finite verb phrase (e.g. *has left, has been leaving*), only the first verb indicates the tense. All the other verbs have **non-finite** forms. The non-finite verb forms are: 1 The base form, often introduced by *to* (*to leave*) 2 The *-ed* form (*left*) 3 The *-ing* form (*leaving*) If the first (or only) verb in a verb phrase has one of these forms, then the verb phrase is non-finite: To *leave* now would be such a pity. In a non-finite verb phrase, all the verbs have a non-finite form. The distinction between finite and non-finite verb phrases is important in the classification of clauses (A3 124)

### 2.26 Homophones *Homonyms and homograph*

English spelling is notoriously unphonetic. Homonyms can be subdivided into homographs and homophones. Homographs are words which are written in the same way but have different meanings. Compare /bow/ in “He took a bow at the end of concert and “He was wearing a bow tie/. Homophones are words which are pronounced in the same way but are spelt differently eg; bow as in “He took a bow and bough, the bough of tree” (A1 38)

### 2.27 Proverbs, Words and gender *Newspaper: daily, headlines*

A popular or tabloid newspaper focuses more on sensation than real news whereas a quality newspaper professes to be more interested in real news than in sensation. A tabloid: usually has a smaller format than a quality paper, it has larger headlines and shorter stories and, in Britain it prefers stories about film stars, violent crimes and the royal family. A journal is the name usually given to an academic magazine. A colour supplement is a magazine which comes out once a week as an addition to a newspaper. A comic magazine: usually for children or teenagers with lots of stories and/or cartoons

(A1 106)

### 2.28 Gerunds ( form and meaning), Gerunds in other positions in a sentences

Students follow up the verbs which belong to gerunds.

Verbs followed by -ing, or infinitive without to Some verbs can be followed by an object + -ing, or an infinitive without to. There is a change in meaning. These verbs are sometimes called 'verbs of perception' and include: feel, hear, listen to, notice, see, watch If we see or hear only part of the action, or it continues, we use the -ing form. If we see or hear the whole action from beginning to end, we use the infinitive without to. Compare: / **felt** the train **moving**. (continuing action) / **felt** the train **move**. (one completed action) We use forget/remember doing for memories of the past (the action happens before the remembering). We use forget/remember to do for actions someone is/was supposed to do (the remembering happens before the action). / won't **forget meeting** you. (meet —• forget) / **forgot that I had invited** ten people to lunch. (invite -> forget) (A3 124)

### 2.29 Topics in Newspapers and Magazines

Teacher presents students some reading materials in newspaper and magazines. They read the topics in skimming and scanning. (Newspaper)

### 2.30 Verbs of urging followed by subjunctive clauses (form) Verbs that take subjunctive Conditionals (general)

A first conditional describes a real or likely situation. A present tense is used after *if*, but the time referred to is the future. *Will/Won't* are common in the result clause. *If you **fall**, I **won't be able to catch you!*** This means that there is a real possibility this will happen. *Going to* can be used instead of *will*. *If it rains, we're **going to** get wet.* The modal verb *can* is also common in first conditional sentences. *If the cases **are** too heavy, I **can** help you carry them.* • *Unless, provided, as long as* *Unless* means *If... not*. ***Unless** you **eave** at once, I'll call the police. **If** you **don't leave** at once, I'll call the police. **Provided** and **as long as** can also introduce a condition. **Provided** you leave now, you'll catch the train.*

- With the imperative It is common to use the imperative instead of *if*. ***Get** me some cigarettes, and I'll **pay** you later.*

- With *should* We can use *should* instead of *if* in a conditional sentence. It means *if by any chance ...* and makes the action less likely. ***Should** you see John, can you give him a message?* (A3 141)

### 2.31 Miscellaneous expressions *Life in the country (mountains, landscape)*

**Teaching miscellaneous expressions to students and presenting some information about fixed expressions.**

He **bought a real pig a in a poke** when he got that car. (buy something without examining it properly first). We'll probably have to pay over **the odds** for a hotel room during the week of the festival. (pay more than the usual rate). He did £600 worth of damage to the car and his parents had to **foot the bill**. (pay up, usually a large amount). That restaurant was **a real rip off** or That taxi – driver really **ripped us off**. (made us pay much too much; very informal). (A1 166)

### 2.32 Real and probable future situations *First Conditionals* Imaginary and unlikely situations *Second and zero conditionals*

With *if* A second conditional describes an unreal or imaginary situation. A past simple tense is used after *if*, but the time referred to is the future. *Would* is common in the result clause. *If you fell, you would hurt yourself.* This means that there is a small possibility that this will happen. The situation and its result are imagined. The modal verbs *might* and *could* are common in second conditional sentences. *If you became a millionaire, you might be unhappy.* • *Were* *Were* is often used instead of *was* in formal language. Note that *were* is not stressed in speech. (A3 142)

### 2.33 The language of signs and notices *Roads and transportation*

Keys: there's a hump bridge ahead, there's going to be a steep hill downwards, There may be cattle on the road ahead, there's a cycle route ahead. (A1 98)

### 2.34 Wishes and regrets *The third conditionals*

With *if* past situations: **third** A third conditional describes an unreal or imaginary situation in the past. A **conditional** past perfect tense is used after *if*. *Would + have + past participle* is used in the result clause. *If John had studied more, he would have got better marks.* This means that John didn't study more. A past situation, different to the one that really happened, is imagined. The modal verbs *might* and *could* are common in this kind of sentence. *If you had tried harder, you might have succeeded.* • Mixed conditions For past events which have a result continuing in the present, it is possible to use the form of a third conditional in the if-clause, and the form of a second conditional in the result clause. *If you had saved some money, you wouldn't be so hard up.* Other *if* sentences *If can* mean *when* in the sense of *whenever*. *If/When/Whenever it rains, we play football indoors instead.* In this type of sentence we use the present simple in both the if-clause and the result clause. *If can* also mean *if it is true that*. *If (it is true that) you have a job like that, you are very lucky.* *If (it is true that) nothing happened, you were lucky.* *If+ past simple* can be used for past events with a real possibility, or that we know are true. This type of sentence does not have any special grammar rules. *If you missed the TV programme last night, you can borrow my recording.* *If the police arrested him, they must suspect him.* (A3 144)

### 2.35 Quiz

Students should make own quiz questions on based previous themes. Group works

### 2.36 Review lesson, Reflection

Teacher prepares the students for Final Control Work.

## 2.2.1. Амалий машғулотларни маъзмуни

**Коммуникатив грамматика** модули талабаларга 1-2 семестрлар давомида ўқитилади. Мазкур модул талабаларнинг тил моделлари ва структуралари ҳақидаги билимларини ошириш билан бирга ўрганилаётган тил грамматикасини мулоқотда тўғри қўллашни, мулоқот жараёнида грамматик формаларни тўғри ишлатишни ўргатади.

#### Модул мазмуни:

- грамматик структуралар (содда, мураккаб ва қўшма гаплар ва ҳ.к.) ни мулоқотда қўллаш;
- структураларни фарқлай олиш, уларни оғзаки ва ёзма нутқда тўғри ишлатиш;
- ўрганилаётган тил грамматикаси модел ва структураларининг ўзига хос хусусиятларини ажрата олиш ва уларни ўзлаштириш учун ўз она тили тизими билан таққослаш;
- мулоқотда грамматик хатоларга йўл қўймастик;
- мустақил равишда ўрганилаётган тил грамматикасига оид ўқув адабиётларидан унумли фойдалана олиш каби муҳим жиҳатларни ўзида акс эттиради.

**Коммуникатив лексика** модули 1-4 семестрлар давомида ўқитилади. Мазкур модулнинг мақсади талабаларнинг луғат бойлигини ошириш ва луғат бойлигини бойитиб

боришнинг макбул усулларидан фойдаланишни ўргатиш ҳамда ўрганилаётган чет тили лексикасининг мулоқотдаги хусусиятларини фарқлаш ва мулоқотда қўллай олиш қобилиятларини ривожлантиришдир.

**Ушбу модуль мазмунини:**

- таниш бўлган мавзу контекстида сўз маъносини англаш (воқеалар баёни, ҳис-ҳаяжон, мақсад, истак, хоҳиш ва ҳ.к.);
- таниш, иш ва кундалик ҳаётга тааллуқли бўлган мавзуларда (оила, сеvimли машғулот, иш, саёҳат ва ҳ.к.) сўз ва ибораларни тўғри қўллай олиш;
- шахсий қизиқишлари, мутахассислиги ва ижтимоий-маданий мавзуларда қўлланиладиган сўзларнинг талаффуз қоидаларини (товушларнинг ўқилиш қоидаси, урғу ва ҳ.к.) ўзлаштириши ва мулоқот жараёнида ишлатиши;
- шахсий қизиқишлари, касбий йўналиши ва ижтимоий-маданий мавзулардаги сўзларнинг маъносини билиши ва тўғри қўллай олиши;
- ибора ҳамда оғзаки нутқ да қўлланиладиган сўзларнинг кўчма ва тўғри маносини билиши ва тўғри қўллаш;
- луғат бойлигини ошириш учун манбалар (луғатлар, регистрлар, сўз кўрсаткичлари ва бошқалар) дан фойдаланиш каби муҳим тамойиллар ташкил этади.

**2.3. Лаборатория ишларини ташкил этиш бўйича кўрсатмалар**

*Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган.*

**2.4. Курс ишини ташкил этиш бўйича услубий кўрсатмалар**

*Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган.*

**2.5. Мустақил таълим**

**2.5.1. Мустақил таълимни ташкил этишнинг шакли ва мазмуни**

Мустақил иш мавзулари ўқитувчилар ва талабалар томонидан ишлаб чиқилади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Шунингдек, ҳар бир ишчи ўқув дастурида талабанинг мустақил ўқиб ўрганишига вазифа ва топшириқлар кўрсатиб ўтилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустақил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намоён қила олиши ва бошқаларга ўргата олиши талаб этилади.

**2.5.2. Талабалар мустақил таълимнинг мазмуни ва ҳажми**

Мустақил таълим мазмуни	Вақти	Ҳажми	Баҳо
<b>1-семестр</b>			
Phonemic items and set-expressions.	1-6 hafta	1	5
Grammar Exercises based on nouns and adjectives	7-9 hafta		5
Describing human's characters, appearance and mood	10-11 hafta		5
Idioms and words belonging to medicine phrases	12-13 hafta	1	5
Using words in context.	14-15 hafta		5
	16-17 hafta		5

<b>2-семестр</b>			
Pronouncing in context			
Pronouncing in context	1-6 хафта	1	5
Grammar exercises on Tense categories	7 хафта		5
Presentations	8-12 хафта		5
Choosing suitable words according to context.	13 хафта	1	5
Topics in magazines	14-16 хафта		5
Debate on situations	17 хафта		5
<b>Жами:</b>	<b>12</b>	<b>4</b>	<b>5</b>

### БАҲОЛАШ ТИЗИМИ

Тил амалиёти	аспектлари	1. Коммуникатив грамматика	2. Коммуникатив лексика
Жорий назорат		<i>Аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, лойиҳалар, интервью ва ролли ўйинлар-</i>	<i>Давомат ва аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари (сўзларни контекстда ишлатиш учун машқлар (матн/жадвал тўлдириш, муайян феълларни қўллаш учун сахна кўринишлари)ни бажариш компьютер тести.</i>
Оралик назорат		<i>Турли тест методларидан тайкил топган тестлар (матнларга асосланган машқлар: матнни тўлдириш, хатоларни аниқлаш ва ҳ.к.)</i>	<i>Лексик билим ва кўникмаларнинг ривожланганлигини назорат қилиш бўйича тест</i>
Якуний назорат		<i>Модулар асосида ягона тест</i>	

### II Семестр

Тил амалиёти	аспектлари	1. Коммуникатив грамматика	2. Коммуникатив лексика
Жорий назорат 40%		<i>Аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, лойиҳалар, интервью ва ролли ўйинлар- 20%</i>	<i>Давомат ва аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари (сўзларни контекстда ишлатиш учун машқлар (матн/жадвал тўлдириш, муайян феълларни қўллаш учун сахна кўринишлари)ни бажариш -10% компьютер тести-10%</i>
Оралик назорат 30%		<i>Турли тест методларидан</i>	<i>Лексик билим ва</i>

	<i>ташқил топган тестлар (матнларга асосланган маиқлар: матнни тўлдириш, хатоларни аниқлаш ва ҳ.к.)-15%</i>	<i>кўникмаларнинг ривожланганлигини назорат қилиш бўйича тест -15%</i>
Якуний назорат 30%	Модулар асосида ягона тест	

### Кузги семестр

			Сентябр				Октябр				Ноябр				Декабр				Январ			
			4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-2	4-9	11-16	18-23	25-30	15-20		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	Амалий		5				5				5				5							
	М.Т			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5
	ОН									5										5		5
2	ЯН																					5
3	Жами		5				5				5				5							
4	Жами ГП бўйича		5				5				5				5							

### Баҳорги семестр

			Феврал				Март				Апрел				Май				Июн			
			15-17	19-24	26-28	1-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-28	30-5	7-12	14-19	21-26	28-2	4-9	11-16	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	Амалий		5				5				5				5				5	5		
	М.Т			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	ОН								5											5		5
2	ЯН																					
3	Жами		5				5				5				5				5	5		

4	Жами ГП бўйича	5	5	5	5	5
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#### 4.2. Баҳолаш мезонлари

“ТИЛ АСПЕКТЛАРИ АМАЛИЁТИ” фани бўйича баҳолаш талабанинг амалий машғулотидаги ўзлаштиришини аниқлаш учун қўлланилади. Баҳолаш ҳар бир амалий машғулотида сўров ўтказиш, савол ва жавоб, тинглаб тушуниш машиқларини бажариш, ёзма машқларни бажариш, луғавий сўзлар ёдлаш каби шаклларда амалга оширилади.

##### Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолаш кўрсаткичи	Баҳолаш мезонлари	Баҳо
Аъло,	Талаба ўрганилаётган тилда берилган оғзаки ёки ёзма машқларни бажариш давомида фонетик лексик, грамматик, жиҳатдан намунали тарзда олиб тўғри бажара олади. Талаба берилган контекстда матнни грамматик лексик, хатоларга йўл қўймайди. Талаба топширилган материални тўлиқ ўзлаштиради ва берилган тест саволларга тўлиқ жавоб бера олади, хулосалар ясади.	5
Яхши,	Берилган машқни бажаришда грамматик йўл қўймайди аммо гапларни мазмунан боғлаб гапиришга қийналди. Лексик бирикмаларни ишлатишда бироз қийинчиликларга дуч келади. Контекстда келтирилган матнда лексик ибораларни тўғри талафуз қилади.	4
Қониқарли	Талаба суҳбатни ёки машқларни лексик ва грамматик жиҳатдан тўғри ташкил эта олади, аммо лексик хатоларга йўл қўйса, талаба топширилган материални тўлиқ ўзлаштиришда қийинчиликларга дуч келади лексик хатоларга йўл қўйса аммо грамматик жиҳатдан воқеа мазмунини тўғри ифодалай олади.	3
Қониқарсиз	Талаба машқни фақатгина лексик ёки грамматик жиҳатдангина ташкил қилиб унга ижодий ёндоша олмайди. Машқни бажариш давомида лексик хатоларга йўл қўяди гапнинг маъно мазмуни ноаниқ бўлади. Талаба топширилган материални тўлиқ ўзлаштира олмайди материал асосида берилган саволларга тўлиқ жавоб беришда қийналади гапларни тушунишда грамматик ва лексик хатоларга йўл қўяди.	2

Оралик назорат “ТИЛ АСПЕКТЛАРИ АМАЛИЁТИ” фанининг оралик назоратгача ўтилган мавзуларини қамраб олган бўлиб, **ОҒЗАКИ** ва **ЁЗМА (ТЕСТ)** шаклида амалга оширилади. Бундан мақсад талабаларнинг фан бўйича ўзлаштириш кўрсаткичлари, яъни билим даражаси ёки оғзаки нутқ кўникмалари ва малакалари аниқланади. ОН топшириқлари ишчи ўқув дастури асосида тайёрланади. Топшириқларнинг тўғри ёки нотўғри бажарилишига қараб талабалар “5” (**Аъло**) баҳо, “4” (**Яхши**) баҳо, “3” (**Қониқарли**) баҳо, “2” (**Қониқарсиз**) баҳо тизмида баҳоланади.

Якуний назорат “**ТИЛ АСПЕКТЛАРИ АМАЛИЁТИ**” фанининг барча мавзуларини камраб олган бўлиб, амалий машғулотлар ўтиб бўлингандан сўнг **ТЕСТ** шаклида амалга оширилади. Бундан мақсад талабаларнинг фан бўйича ўзлаштириш кўрсаткичлари, яъни билим даражаси ёки муаммоларни ечиш кўникмалари ва малакалари аниқланади. ЯН тест соволлари ишчи ўқув дастури асосида тайёрланади. Оралиқ баҳолаш синовларида “**2**” баҳо олган талаба ўзлаштирмаган ҳисобланади ва уларга ЯН синовларида иштирок этишга рухсат берилмайди. ЯНни ўзлаштирмаган талабаларга қайта топшириш имконияти берилади. ЯН бўйича олинadиган тест вариантлари кафедра мудири раҳбарлигида тузилади ва деканатларга топширилади. ЯН ўтказилишининг тест топшириқдан **40** та саволдан иборат бўлиб, **40-35** тагача бажарилган тўғри жавоб учун “**5**” (**Аъло**) баҳо, **34-28** тагача бажарилган тўғри жавоб учун “**4**” (**Яхши**) баҳо, **27-22** тагача бажарилган тўғри жавоб учун “**3**” (**Қониқарли**) баҳо, **21-0** тагача бажарилган тўғри жавоб учун “**2**” (**Қониқарсиз**) баҳо қўйилади

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## CONTROL SAMPLE TESTS

<b>Choose the most appropriate answer.</b> Could you ..... me twenty dollars till tomorrow, please?
lend
borrow
owe
pass
<b>Choose the most appropriate answer.</b> Could I ..... fifty euros till next week, please?
borrow
credit
debit
lend
<b>Choose the most appropriate answer.</b> Jane..... me fifteen dollars. She promised to give it back tomorrow.
owes
borrowed
lent
loaned
<b>Choose the most appropriate answer.</b> How much is this bag? – It's ..... dollars.
nineteen
0.35
ten and two-thirds
15,413
<b>Choose the most appropriate answer.</b> How much does this sweater cost? – Thirty dollars plus .....
tax
credit
fee
receipt
<b>Choose the most appropriate answer.</b> Excuse me, can you break..... ? I need a dollar for the vending machine.
five dollars
a dollar
four dollars
three dollars
<b>Choose the most appropriate answer.</b> Can I change..... here? (You want to get dollars.)
euros for dollars
dollars
dollars for roubles
dollars into pounds
<b>Choose the most appropriate answer.</b> Could you give me two hundred....., please?
dollars in euros
dollars for euros
euros in dollars
euros in pounds
<b>Choose the most appropriate answer.</b> Hello! I'd like to ..... ninety dollars into my savings account.

deposit
contribute
invest
lay
<b>Choose the most appropriate answer.</b> Hello! I'd like to ..... eighty euros from my savings account.
withdraw
claim
deduct
subtract
<b>Choose the most appropriate answer.</b> I'd like orange juice,..... with sour cream and honey, and a cup of tea, please.
pancakes
cornflakes
mashed potatoes
scrambled eggs
<b>Choose the most appropriate answer.</b> May I take your ..... ? – Yes, please. I'd like grilled fish and a glass of beer.
Order
bag
check
Menu
<b>Choose the most appropriate answer.</b> I'll have mushroom soup, sirloin steak with..... , and black coffee.
baked potato
broiled sole
pork chops
roast beef
<b>Choose the most appropriate answer.</b> How would you like your steak? – ..... , please.
Medium rare
Big and thick
Done
With everything on it
<b>Choose the most appropriate answer.</b> What kind of ..... would you like? – Rye, please.
bread
dressing
ice cream
sauce
<b>Choose the most appropriate answer.</b> Waiter! The check, please. Thank you. The food was delicious. Here. Keep.....
the change
in touch
me posted
the check
<b>Choose the most appropriate answer.</b> I'm going to the supermarket. I need to buy two ..... of bread, a pound of cheese, and a carton of milk.
Loaves
chunks

pounds
rolls
<b>Choose the most appropriate answer.</b> Excuse me! Could you tell me where the..... section is? I want to buy milk.
dairy
bakery
deli
poultry
<b>Choose the most appropriate answer.</b> .....is this box of chocolates? – It's sixteen dollars.
How much
How cheap
How expensive
How many
<b>Choose the most appropriate answer.</b> I've got a new.....for honey cake. I'm going to try it out on Sunday.
Recipe
formula
prescription
receipt
<b>Choose the most appropriate answer..</b> Hello. This is John Bates. May I speak with Mr. Wilson, please? – ..... but Mr. Wilson is not here right now.
I'm sorry
No, you may not.
What number are you calling?
You got the wrong number.
<b>Choose the most appropriate answer.</b> Hello. Could I speak to Susan Malden, please? – ..... , please. I'll see if she is in.
Hold on
Call back
Hang up
Pick up
<b>Choose the most appropriate answer.</b> I'm sorry. Mr. Garcia can't come to the phone at the moment. .... leave a message?
Would you like to
Could I
Do you like to
May I
<b>Choose the most appropriate answer..</b> I'm afraid Professor Grimes has just stepped out. Can ..... a message?
I take
I give
you give
you take
<b>Choose the most appropriate answer..</b> I'm afraid Barbara is not in. – Can I .....a message for her, please?
leave
give
take
write

<b>Choose the most appropriate answer.</b> Hello! Mary? – .....
Speaking
Calling
Dialing
Waiting
<b>Choose the most appropriate answer.</b> Hello, is Mike....., please? – Sorry, he's out.
There
busy
here
now
<b>Choose the most appropriate answer..</b> Can I speak to Douglas, please? – There is no one here .....
by that name
I know of
to speak to
who is likely to have such a name
<b>Choose the most appropriate answer.</b> I'd like to speak to Anne, please. – I'm .....
You must have the wrong number .
This isn't it
This isn't she
You must have misdialled the wrong number
<b>Choose the most appropriate answer.</b> Can I speak to Betsy, please? – ....., please. Betsy, phone!
Just a moment
Certainly
Of course
Yes
<b>Choose the most appropriate answer.</b> I went to the library yesterday. –.....
So did I .
I didn't either
Neither did I
So was I
<b>Choose the most appropriate answer..</b> I didn't like that book. – .....
.
I didn't either
Neither have I
So did I
So I did
<b>Choose the most appropriate answer.</b> I'm extremely tired. – .....
So am I
I'm either
Neither am I
Nor am I
<b>Choose the most appropriate answer.</b> You haven't finished your work. – .....
Neither have you.
Neither did
Neither had
Neither haven't
<b>Choose the most appropriate answer.</b> . I've seen this movie before. –.....
So have I

So do
So did
So had
<b>Choose the most appropriate answer.</b> Sophia won't come to the party. – .....Helena.
Neither will
Either won't
So will
So won't
<b>Choose the most appropriate answer..</b> They weren't happy about it. – .....
we.
Neither were
Neither weren't
So were
So weren't
<b>Choose the most appropriate answer..</b> Melissa is disappointed, and ..... Mark.
So is
neither does
neither is
so does
<b>Choose the most appropriate answer.</b> Anton doesn't want to go there, and ..... Maria.
neither does
doesn't either
so does
so doesn't
<b>Choose the most appropriate answer.</b> Ann never borrows money, and Tom.....
.
doesn't either
does too
neither does
so does
<b>Choose the most appropriate answer .</b> The word.....can be a synonym for the words "light" and "just".
Fair
blond
honest
Frank
<b>Choose the most appropriate answer.</b> The word .....can be a synonym for the words "new" and "story".
Novel
film
book
Picture
<b>Choose the most appropriate answer.</b> The word.....can be a synonym for the words "exhausted" and "hit".
beat
knock
tired
Weary
<b>Choose the most appropriate answer..</b> The word..... can be a synonym for the words "flame" and "shoot".

fire
burn
Strike
hot
<b>Choose the most appropriate answer.</b> The word..... can be a synonym for the words "floor" and "tale".
Story
basis
end
Ground
<b>Choose the most appropriate answer.</b> The word ..... can be a synonym for the words "faucet" and "strike".
Tap
blow
drop
beat
<b>Choose the most appropriate answer.</b> The word..... can be a synonym for the words "nice" and "penalty".
fine
pleasant
punishment
Cute
<b>Choose the most appropriate answer.</b> The word.....can be an antonym for the words "wrong" and "left".
Right
correct
frank
true
<b>Choose the most appropriate answer.</b> The word ..... can be an antonym for the words "easy" and "soft".
Hard
difficult
light
mild
<b>Choose the most appropriate answer..</b> The word..... can be an antonym for the words "heavy" and "dark".
light
night
weight
Bright
<b>Choose the most appropriate answer..</b> Can you..... me the time?
Tell
say
speak
talk
<b>Choose the most appropriate answer.</b> My watch.....ten o'clock.
says
tells
speaks
talks

<b>Choose the most appropriate answer..</b> It is often..... that history repeats itself.
said
told
spoken
talked
<b>Choose the most appropriate answer..</b> I can't..... the difference between them.
Tell
say
speak
talk
<b>Choose the most appropriate answer.</b> It goes without ..... that he should pay his debt in full.
saying
telling
speaking
talking
<b>Choose the most appropriate answer.</b> We should ..... him out of going there.
Talk
say
tell
speak
<b>Choose the most appropriate answer.</b> ..... for yourself. I have a different opinion.
Speak
Say
Tell
Talk
<b>Choose the most appropriate answer.</b> I'd like to ..... over with my family before making a decision.
Talk
say
tell
speak
<b>Choose the most appropriate answer.</b> . Please ..... up. I can't hear you.
Speak
say
tell
talk
<b>Choose the most appropriate answer..</b> Don't ..... back to your teachers!
Talk
say
tell
speak
<b>Choose the most appropriate answer.</b> This bottle..... about a liter of water.
Contains
comprises
consists of
includes
<b>Choose the most appropriate answer.</b> Betty, you promised to help me with my homework. Now .....your promise!
fulfill

execute
perform
realize
<b>Choose the most appropriate answer.</b> I think you have a good chance of getting your money back . . . . . on wood.
knock
Beat
Hit
Strike
<b>Choose the most appropriate answer.</b> She doesn't have any . . . . . of humor.
sense
emotion
feeling
sensation
<b>Choose the most appropriate answer.</b> He was fired and couldn't find another . . . . . in his field.
job
labor
toil
work
<b>Choose the most appropriate answer.</b> She won first . . . . . in a local chess tournament.
prize
award
premium
reward
<b>Choose the most appropriate answer.</b> How can you accuse me of such a thing! That's . . . . .
ridiculous
amusing
comical
humorous
<b>Choose the most appropriate answer.</b> She had . . . . . appendicitis and had to undergo an operation.
acute
keen
sharp
piercing
<b>Choose the most appropriate answer.</b> . Five planets in our solar system are visible to the . . . . . eye.
naked
bare
nude
uncovered
<b>Choose the most appropriate answer.</b> The weather is nice this morning. It's not hot yet, and there's a . . . . . breeze from the sea.
cool
chilling
chilly
cold
<b>Choose the most appropriate answer.</b> She got . . . . . at seven, took a shower, went to the

kitchen, and made breakfast.
up
down
in
out
<b>Choose the most appropriate answer.</b> We went there by bus. We got on the bus on Fifth Street and got ..... at the park.
off
out of
down
through
<b>Choose the most appropriate answer.</b> What are you getting ..... ? Be more specific, please.
at
about
on
up
<b>Choose the most appropriate answer.</b> Her sad story really got..... me. We must do something to help her.
to
down
with
by
<b>Choose the most appropriate answer.</b> It was a great party. We should get ..... again some time soon.
together
by
around
with
<b>Choose the most appropriate answer.</b> He pulled up at the bank and got ..... the car.
out of
back to
into
off
<b>Choose the most appropriate answer.</b> How did he get ..... the robbers?
away from
out of
across from
through
<b>Choose the most appropriate answer.</b> She is very upset now, but she will ..... it.
get over
by
off
over
<b>Choose the most appropriate answer.</b> His work on his new project is getting..... quite well.
along
over
away
out

<b>Choose the most appropriate answer.</b> We went to Greece on vacation. We got..... yesterday.
back
out
over
through
<b>Choose the most appropriate answer.</b> Why did he turn ..... such a nice job offer?
down
back
after
off
<b>Choose the most appropriate answer.</b> If you don't know these words, look them.....
up
out
over
into
<b>Choose the most appropriate answer.</b> The criminals broke.....at night, killed the guard, and robbed the store.
in
down
up
out
<b>Choose the most appropriate answer.</b> I can't give you an answer now. I have to talk it..... with my family.
over
about
on
to
<b>Choose the most appropriate answer.</b> The police never found the robber. He got..... with his crime.
away
out
over
by
<b>Choose the most appropriate answer..</b> He doesn't go to college. He dropped            last year.
out
away
off
to
<b>Choose the most appropriate answer.</b> The alarm clock went..... at 7:00 a.m.
off
on
through
back
<b>Choose the most appropriate answer..</b> Speak ....., please. I can't hear you.
up
back
on
out

<b>Choose the most appropriate answer.</b> Her younger son takes ..... all new toys because he wants to see what is inside.
apart
along
off
away
<b>Choose the most appropriate answer.</b> Many workers were laid..... during the recession.
off
back
down
up
<b>Choose the most appropriate answer.</b> Turn.....the light before you leave.
off
away
down
up
<b>Choose the most appropriate answer.</b> The bank was held..... last month.
up
off
out
in
<b>Choose the most appropriate answer.</b> Can you make ..... what is written on the building across the street?
out
on
in
up
<b>Choose the most appropriate answer.</b> Stay .....from those boys. They are bad company.
away
back
over
aside
<b>Choose the most appropriate answer.</b> I'm looking..... to your letter.
forward
up
ahead
up to
<b>Choose the most appropriate answer.</b> Tom and Mary seemed to be in love. Why did they break..... ?
up
off
out
into
<b>Choose the most appropriate answer.</b> Her little son is ..... with a cold. She has to stay home and look after him.
down
in
up with
out

<b>Choose the most appropriate answer.</b> When the director is away, Tom takes ..... the office.
over
in
out
up
<b>Choose the most appropriate answer.</b> Time is running..... We need to make a decision quickly.
out
off
on
across
<b>Choose the most appropriate answer.</b> She put..... five kilograms during the winter and has to go on a diet.
on
back
in
up
<b>Choose the most appropriate answer.</b> I liked ..... cake that she made for my birthday.
the
a
an
nothing
<b>Choose the most appropriate answer.</b> Please turn off ..... light before you leave.
the
a
an
nothing
<b>Choose the most appropriate answer.</b> As..... rule, we write two reports a month.
a
an
the
nothing
<b>Choose the most appropriate answer.</b> They met in ..... college and fell in love right away.
nothing
a
an
the
<b>Choose the most appropriate answer.</b> A person who inherits property is called .....
heir.
an
a
the
nothing
<b>Choose the most appropriate answer.</b> This organization provides financial assistance to .... unemployed.
the
a
an

nothing
<b>Choose the most appropriate answer.</b> ..... ripe tomato may be 90 percent water.
A
An
The
nothing
<b>Choose the most appropriate answer.</b> I'm sorry, ..... director is away on vacation.
the
a
an
nothing
<b>Choose the most appropriate answer.</b> She has been studying..... business law for two years.
nothing
a
an
the
<b>Choose the most appropriate answer.</b> There might be ..... grain of truth in his words.
a
an
the
nothing
<b>Choose the most appropriate answer.</b> She is .....only child. She doesn't have any brothers or sisters.
an
a
the
nothing
<b>Choose the most appropriate answer.</b> I was completely at ..... loss for words.
a
an
the
nothing
<b>Choose the most appropriate answer.</b> It was love at.....first sight.
nothing
a
an
the
<b>Choose the most appropriate answer.</b> What are you trying to say? Get to.....point, please.
the
a
an
nothing
<b>Choose the most appropriate answer.</b> Could you give me a ride to ..... post office?
the
a
an
nothing
<b>Choose the most appropriate answer.</b> I talked to Mike ..... other day, and he told me

about their plans.
the
a
an
nothing
<b>Choose the most appropriate answer.</b> On.....second thought, I'd rather stay home than go to the movies.
nothing
a
an
the
<b>Choose the most appropriate answer.</b> His mistake was just..... slip of the tongue.
a
an
the
nothing
<b>Choose the most appropriate answer.</b> I heard it on ..... radio about an hour ago.
the
a
an
nothing
<b>Choose the most appropriate answer.</b> His words caught me off ..... guard.
nothing
a
an
the
<b>Choose the most appropriate answer.</b> The letter C in the word .....is pronounced [s].
incident
acoustic
inclined
accuse
<b>Choose the most appropriate answer.</b> The letter C in the word..... is pronounced [k].
escalate
cemetery
Cyprus
Caesar
<b>Choose the most appropriate answer.</b> The combination GH in the word.....is pronounced [f].
tough
thorough
though
through
<b>Choose the most appropriate answer.</b> The combination GH in the word ..... is mute.
drought
draught
cough
rough
<b>Choose the most appropriate answer.</b> The combination GH in the word..... is pronounced [g].
aghast

neighbor
haughty
borough
<b>Choose the most appropriate answer.</b> The initial letter E has the sound [i:] in the word .....
evil
effect
erase
English
<b>Choose the most appropriate answer.</b> The initial letter E has the sound [i] in the word.....
emotion
equal
evening
Eden
<b>Choose the most appropriate answer.</b> The combination CH in the word..... has the sound [k].
chemistry
champagne
chandelier
cheetah
<b>Choose the most appropriate answer.</b> The letter E in the prefix RE is pronounced [i:] in the verb .....
rewrite
receive
reply
return
<b>Choose the most appropriate answer.</b> The letter E in the prefix RE is pronounced [i] in the verb .....
remove
retell
remake
reorganize
<b>Choose the most appropriate answer with inverted word order.</b> There ..... that he will agree to your plan.
is little hope
hope is little
is least hope
little hope is
<b>Choose the most appropriate answer.</b> The view of the canyon was breathtaking. Never before ..... such beauty.
had we seen
had seen we
we had seen
we hadn't seen
<b>Choose the most appropriate answer.</b> ....., See you tomorrow!
Here comes my bus
Comes here my bus
Here my bus comes
My bus comes here

<b>Choose the most appropriate answer.</b> We will probably go shopping in the afternoon. – ..... Why don't we go shopping together?
So will I
I will so
So I will
Will so I
<b>Choose the most appropriate answer.</b> ..... the truth, he wouldn't have invited them.
Had he known
Had known he
He had known
Known he had
<b>Choose the most appropriate answer.</b> She should have helped them. She wasn't busy at that time. – ..... Why didn't you help them?
Neither were you
Neither you were
Were you neither
You were neither
<b>Choose the most appropriate answer.</b> No sooner..... the receiver than the telephone began to ring again.
had I put down
down had I put
down had put I
I had put down
<b>Choose the most appropriate answer.</b> Can you give me a pen, please? – Sure.....
Here it is
Here is it
Is it here
It is here
<b>Choose the most appropriate answer.</b> ..... so busy, we would go there with you..
Were we not
Weren't we
We were not
We weren't
<b>Choose the most appropriate answer.</b> Not only ..... my car poorly, but they also overcharged me.
did they repair
repair they did
they did repair
they didn't repair

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