

**O‘ZBEKISTON RESPUBLIKASI OLIV TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI
NAMANGAN MUHANDISLIK-QURILISH INSTITUTI**

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**FOREIGN LANGUAGE
(ENGLISH FOR THE STUDENTS WHO LEARN AGRICULTURE)**

Darslik

*O‘zbekiston Respublikasi oliy ta’lim, fan va innovatsiyalar vazirligi tomonidan
(darslik) sifatida tavsiya etilgan*

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Ushbu darslikda ingliz tilida o'qish, yozish va nutqning barcha qirralarini o'z ichiga olgan yangi talablar asosida tayyorlangan. Unda 25 ta darsning nazariy-amaliy mashg'ulotlari ilg'or pedagogik texnologiyalar asosida yoritilgan. Har bir dars yangi mavzuga yo'naltirilgan motivatsiya faoliyati bilan uyg'unlashtirilgan. Mazkur darslik oliy ta'limning barcha talabarlari hamda mustaqil til o'rganuvchilar uchun aloqa ehtiyojlarini shakllantirish, mustaqil, erkin so'zlashishlariga doir ko'nikmalarini mustahkamlashga xizmat qiladi. Darslikda o'zbek va ingliz tillariga berilgan mutahassislikka oid lug'at so'zlar matnlarni tarjima qilishda va texnika oliy o'quv yurtlari talabalarining ingliz tili ta'limi jarayonida bog'lanishli nutqini o'stirishda hamda rivojlantirishda ko'mak bo'ladi. Shuningdek darslikda har bir dars ma'lum bir mavzuga va unga aloqador bo'lgan grammatik qoidalar va mashqlarga asoslangan.

Darslik o'quv dasturiga muvofiq mazmuni jihatidan boy bo'lib, mavjud bo'lgan qishloq xo'jaligiga oid matnlardan olingan kommunikativ vazifalar, o'rganish strategiyalari va grammatik elementlarga alohida e'tibor qaratilgan.

Этот учебник подготовлен на основе новых требований, охватывающих все аспекты чтения, письма и разговорной речи на английском языке. В нем освещены теоретические и практические занятия 25 уроков на основе передовых педагогических технологий. Каждый урок сочетается с мотивационной деятельностью, посвященной новой теме. Учебник служит для формирования коммуникативных потребностей у всех студентов высших учебных заведений и самостоятельно изучающих язык, укрепления их навыков самостоятельной и свободной речи. Лексика, относящаяся к

специализации, приведенная в учебнике на узбекском и английском языках, поможет при переводе текстов, а также в развитии и развитии связной речи студентов технических вузов в процессе обучения английскому языку. Также в учебнике каждый урок строится на определенной теме и связанных с ней грамматических правилах и упражнениях.

Учебник содержит в соответствии с учебной программой, с особым акцентом на коммуникативные задачи, стратегии обучения и грамматические элементы, взятые из существующих сельскохозяйственных текстов.

This textbook is prepared based on the new requirements, covering all aspects of reading, writing and speaking in English. In it, the theoretical and practical exercises of 25 lessons are covered on the basis of advanced pedagogical technologies. Each lesson is combined with a motivational activity focused on a new topic. This textbook serves to form communication needs for all students of higher education and independent language learners, to strengthen their skills of independent and free speech. Vocabulary words related to specialization given in Uzbek and English languages in the textbook will help in translating texts and in growing and developing connected speech of students of technical higher education institutions in the process of English language education. Also, in the textbook, each lesson is based on a specific topic and grammar rules and exercises related to it.

The textbook is rich in terms of content in accordance with the curriculum, with a special emphasis on communicative tasks, learning strategies and grammatical elements taken from existing agricultural texts.

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PREFACE

The decree of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev's on 20 April 2019s "Improvement of Higher Education Institutions and Improvement Their Material Base."Creation of new generation educational literature and their invention into the educational process of higher education institutions, provision of higher education institutions with modern teaching materials, educational and methodical and scientific literature, including procurement and translation of the most recent foreign literature, regular information and resource centers' update.

This student`s book was worked out on newly established requirements, embracing all aspects of study skills: reading, writing and speaking. Student`s book for students consists of 25 lessons, with grammar rules and grammar exercises. Each lesson begins with motivation activity focused on new topic, followed by exercises, and speaking, reading and writing activities. "English" for the students is B2 level students book designed to meet the communication needs of students, English for Specific Purposes and also for self study students.

This book has been prepared for students of Agricultural mechanization in EFL countries. Students will be prepared for practical use of language and speciality texts. This book is unique in its syllabus and content. It can be recommended for both General English and English for Agricultural mechanizations courses.

So'z boshi

Mamlakatimizda istiqloqlning dastlabki yillaridan boshlab ta'lim-tarbiya tizimini ribojlantirish davlat siyosati darajasiga ko'tarildi. Unga ko'ra farzandlarimizning jahon andozalariga mos sharoitlarda zamonaviy bilim va kasb-hunar egallashlari, jismoniy va ma'naviy jihatdan yetuk insonlar bo'lib voyaga yetishlarini ta'minlash, ularning qobiliyat va iste'dodi, intellektual salohiyatini ro'yobga chiqarish, yoshlarimiz qalbida ona yurtga sadoqat, fidoyilik tuyg'ularini kamol toptirish, shuningdek, xorijiy tillarni mukammal egallashlari borasida ulkan ishlar amalga oshirilmoqda. Prezidentimizning 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi farmonida ijtimoiy soha, xususan, ta'lim va ilm-fan sohalarini rivojlantirish borasida bir qator vazifalar belgilangan.

Mamlakatimiz rahbari tomonidan 2017- yil 20-aprelda qabul qilingan 2909-sonli "Oliy o'quv yurtlarini takomillashtirish va ularning moddiy-texnik bazasini yaxshilash to'g'risida"gi qaroriga ko'ra, yangi avlod o'quv adabiyotlari va ularning ixtirolarini oliy o'quv yurtlarining o'quv jarayonida yaratish, oliy o'quv yurtlarini zamonaviy o'quv materiallari, o'quv-metodik va ilmiy adabiyotlar bilan ta'minlash, shu jumladan, eng so'nggi xorijiy adabiyotlarni sotib olish va tarjima qilish, doimiy ravishda axborot-resurs markazlarini yangilash ko'zda tutilgan.

Ushbu o'quv-metodik qo'llanma ingliz tilida o'qish, yozish va nutqning barcha qirralarini o'z ichiga olgan yangi talablar asosida tayyorlangan. Unda 15 ta darsning nazariy-amaliy mashg'ulotlari ilg'or pedagogik texnologiyalar asosida yoritilgan. Har bir dars yangi mavzuga yo'naltirilgan motivatsiya faoliyati bilan uyg'unlashtirilgan. Mazkur o'quv-uslubiy qo'llanma oliy ta'limning birinchi kurs talabalari hamda mustaqil til o'rganuvchilar uchun aloqa ehtiyojlarini shakllantirish, mustaqil, erkin so'zlashishlariga doir ko'nikmalarini mustahkamlashga xizmat qiladi.

Shuningdek, ushbu o'quv- metodik qo'llanmani EFL (Инглиз тили чет тили сифатида) mamlakatlarida qishloq xo'jaligini mexanizatsiyalashtirish

sohasida tahsil olayotgan talabalar uchun tavsiya etiladi. Qishloq xo`jaligini mexanizatsiyalashtirish yo`nalishirus va milliy guruhlari talabalari uchun mutahassislikka oid ruscha-o`zbekcha –inglizcha lug`atdan tashkil topgan.Qo`llanmada shuningdek, bog'lanishli nutq, matn turlari, nutq uslublari va ulaming lisoniy xususiyatlari bo'yicha nazariy ma'lumotlar va shular yuzasidan maxsus mashqlar ham kiritildi.

Введение

С первых лет независимости развитие системы образования в нашей стране поднялось до уровня государственной политики. А это значит ,что в сердцах нашей молодежи лежит обеспечение того, чтобы наши дети получали современные знания и навыки в соответствии с мировыми стандартами, росли физически и духовно зрелыми людьми, реализовывали свои способности и таланты, интеллектуальный потенциал, чувство преданности Родине, а также отличное владение иностранными языками. Указ Президента Республики Узбекистан от 7 февраля 2017 года «О Стратегии действий по дальнейшему развитию Республики Узбекистан» ставит ряд задач по развитию социальной сферы, в частности, образования и науки. .

Согласно Постановлению Президента Республики Узбекистан от 20 апреля 2017 года № 2909 «О благоустройстве высших учебных заведений и улучшении их материально-технической базы» новое поколение учебной литературы и их создание, обеспечение вузов современными учебными материалами, учебными пособиями и научной литературой, в том числе закупка и перевод новейшей зарубежной литературы, на постоянной основе. Планируется модернизировать информационно-ресурсные центры.

Это пособие основано на новых требованиях, которые охватывают все аспекты чтения, письма и разговорной речи на английском языке. Теоретические и практические занятия из 15 уроков освещаются на основе передовых педагогических технологий. Каждый урок сочетается с

мотивационной деятельностью, посвященной новой теме. Это руководство предназначено для формирования коммуникативных потребностей студентов высших учебных заведений и студентов, изучающих иностранные языки, для укрепления их навыков независимой и свободы слова.

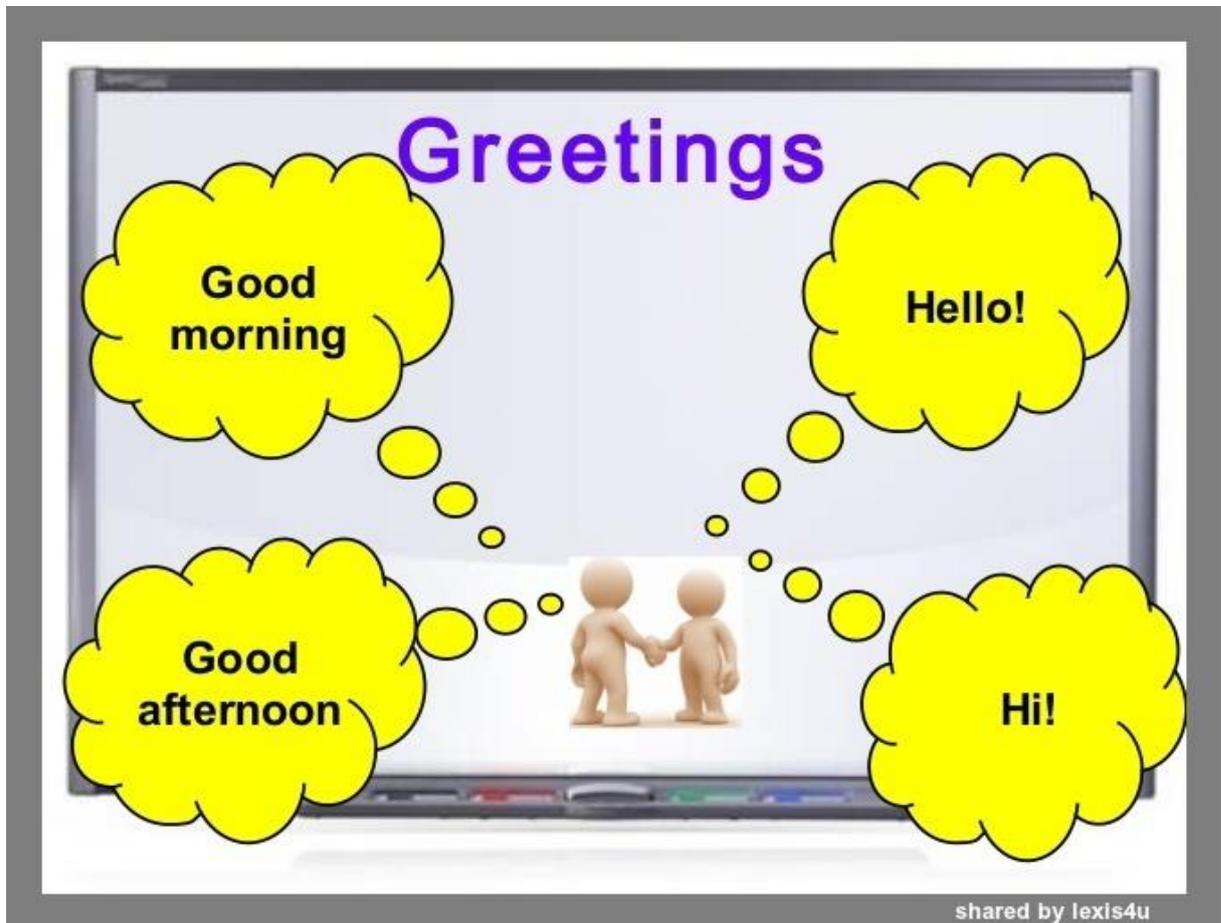
Это пособие также рекомендуется для студентов, изучающих экономику в странах EFL (Английский как иностранный язык). В нем студенты работают над микро- и макроэкономическими текстами, посвященными важности английского языка в международных экономических отношениях.

Content

1. Hello and welcome. Subject pronouns
2. Classroom language The verb “To be” in Present and Past simple
3. Guess the characters. Have got- can
4. My house, my home. This/that, these/those
5. My bedroom is my world. Prepositions
6. My clothes, my choice The Possessive Case. Possessive adjectives.
7. My family. Text on specialty
8. Describing family members. Adjective
9. The professions. Types of question
10. A person I admire. Nouns. Plurals
11. My favorite animals. Countable and uncountable nouns
12. Researching about animals. Degrees of Adjectives
13. My favorite food. Some, any, many, much, a lot of
14. Eating habits. Uzbek and American Irregular plural nouns
15. Social media. Present simple tense
16. Images and emotions. Present Continuous tense
17. The magical of world movies. Degrees of comparison Adverbs
18. Music makes my heart beat. The Future Simple Tense
19. Typical places in my town. Text on specialty.
20. Free time. Modal verbs
21. Working opportunity. Past simple
22. Education opportunities. Irregular verbs
23. Uzbekistan is my native land.
24. Architectural heritage. Uzbek and American. Be going to...
25. Present Perfect. Make up story

Unit 1. Hello and welcome. Subject pronouns

This unit focus on develop s-s reading and speaking skills. Practise to range vocabulary.



In this lesson, your teacher will help you go over this topic: **Saying Hello**. First, read the following dialogue out loud with your teacher, then switch roles and try again. Dildora and Rustam talk to each other.

Dildora: **Hey there**, Rustam! **Fancy seeing you here**.

Rustam : Yeah, **long time no see!** What are you doing here?

Dildora: I was **in the neighborhood**, so I thought I'd **drop by**.

Rustam: **How's it going?**

Dildora: **I can't complain.** Everything's going well.

Rustam : How are your parents doing?

Dildora: They're great. My mom is really happy that we live so close now.

Rustam: Oh, that's **good to hear.**

Dildora: Oh, look, Eric's here too. I'm going to go **say hi** to him.

Rustam : Sounds good. **It was good seeing you.**

VOCABULARY

Go over the following vocabulary and expressions with your tutor. Read the word/expression and definition out loud, and your tutor will go over anything you do not understand. Practice creating a sentence or two to make sure you know how to use the word/expression properly.

Vocabulary/ Expressions

Expression	Definition	Example
Hey there	a more casual way to say "hello"	<i>Hey there Ahmad!</i>

Fancy seeing you here	a way to say “I’m surprised to see you”	<i>Fancy seeing you here. I thought you weren’t coming today.</i>
Long time no see	a way to say “I haven’t seen you in a long time”	<i>Long time no see! The last time we met was in college.</i>
in the neighborhood	Nearby	<i>I was in the neighborhood anyway so it was no problem for me to come help.</i>
drop by (phrasal verb)	visit somebody	<i>If I have a free moment, I’ll drop by to say hi.</i>
How’s it going?	another way to say “How have you been?”	<i>How’s it going with you these days?</i>
I can’t complain	a way to say “I’m ok” and nothing is wrong with someone	<i>I can’t complain. Today’s been a great day.</i>
good to hear	a way to say you’re happy to hear the news	<i>It’s good to hear that he’s doing well!</i>
say hi	go start a conversation with someone	<i>If you’re in the area, you should come to say hi.</i>
It was good seeing you.	a common way to say goodbye	<i>Sorry, I have to go now. It was good seeing you.</i>

EXERCISE

Practice answering the following questions with your tutors. You can use the sample answers to come up with your own answer.

How are you doing today?

I'm doing well. Thanks for asking.

I'm having a great day. How is your day?

Your answer:_____

What are some different ways to say hello?

Hi. Howdy.

Your answer:_____

What are some different ways to say goodbye?

Take care.

See you later.

Your answer:_____

How is your family doing?

They are all doing well. My parents are very healthy, and my sister just got a new job.

Great! My sister moved to Alabama recently, so we're going to visit her soon.

Your answer:_____

When was the last time you said hi to a friend?

Yesterday, I dropped by my friend Susan's house to say hi.

Last week, I called my friend Jason just to say hi.

Your answer:_____

CONVERSATION

Use the following questions as a guideline to form an interesting conversation with your tutor. Feel free to diverge from these suggestions if anything interesting comes up.

How is your day going so far?

Do you see your friends often?

What do you talk about with your friends?

How is your family doing?

Who are some friends you haven't seen in a long time?

Grammar part. Subject pronoun

The subject pronouns in English are:

	Singular	Plural
1st-person	<u>I</u>	<u>We</u>
2nd-person	<u>You</u>	You
3rd-person	<u>He/She/It</u>	<u>They</u>

You: Plural and Singular

'You' is the singular and plural, second-person pronoun. It refers to the person or people being spoken to.

Hi, Kelly. Are you OK? (Singular You)

Hi guys! How are you? (Plural You)

Gender of Subject Pronouns

Subject pronouns can refer to a man or boy (masculine), a woman or a girl (feminine) an animal or a thing (neutral). Look at the table below:

	Third-person Singular Pronouns
Man	He → Ahmad, David, man, boy
Woman	She → Mary, Dilshoda, woman, girl
Non-Human	It → chair, dog, bird, book

What Do Subject Pronouns Do?

Subject pronouns do the action in a **sentence**. Take a look at these sentences:

My brother is 7 years old. My brother is really cute. My brother is smart.

The sentences above sound repetitive and awkward. We can fix them by using subject pronouns:

My brother is 7 years old. He is really cute and smart.

Now, let us take a look at more examples:

He is going to the movies.

A : Where's your office?

EXERCISES (P)

Use a subject pronoun as the subject of each sentence based on the word(s) given in the brackets.

Example

Question: works at a bank. (James)

Answer: He works at a bank.

1. is my sister. (Susie)
2. is a clever boy. (Brad)
3. are my classmates. (Peter and Harry)
4. enjoy watching films. (My sister and I)
5. have bought a house in the city. (John and his wife)
6. has had its breakfast. (The cat)
7. are great dancers. (Merlin and her sister)
8. lives in California. (Brian)
9. study at Oxford. (Ann, Peter and Sally)
10. belong on the top shelf. (Those glasses)
11.has a long trunk. (The elephant)
12. have made nests on the branches. (The birds)

Unit 2. Classroom language. The verb “To be” in Present and Past simple

In this unit s-s will learn the phrases which used in the classroom by students, to develop s-s vocabulary and grammar.

Practice (P)

STUDENTS' CLASSROOM

LANGUAGE

LATE

I'm sorry I'm late. May I come in please?

I was talking to the English teacher.

HOMEWORK

Sorry, I forgot my homework at home.

I haven't done my homework.

I didn't have time to finish my homework.

What's the homework?

Can you repeat the homework?

COMPREHENSION LANGUAGE

What does mean?

How do you say ... in English?

How do you spell this word?

How do you pronounce this word?

I don't understand.

Can you repeat please?

I'm sorry, I didn't hear.

Speak more slowly, please.

Is this OK/ right / correct?

Like this?

Sorry, I'm lost.

What do you mean?

Can you explain that again?

Teacher, I have a question

Can you help me, please?

Can you write it on the board?

DURING THE LESSON

Which page are we on?

Which book?

What exercise is it?

What shall I do next?

Who, me?

Excuse me / Sorry, could I ask / say something?

Sorry, where are we?

When is the exam?

Do I have to write this on my notebook?

When is the deadline for this project?

I've finished / done this.

Have you corrected the exams?

What do we have to do now? / What must we do now?

Could you speak more slowly, please?

VOCABULARY (P)

Go over the following vocabulary and expressions with your tutor. Use the illustration above if needed.

Vocabulary/ Expressions

Expression

Definition

competitive

(adj) having a strong desire to win or be the best at something
The new technology gave them a **competitive** advantage over the other upcoming companies.

streak

(n) a period of repeated success or failure
After scoring the winning point, he was glad to break their losing **streak**.

bring out

(phrasal verb) to show (something): to cause (something) to appear to be more easily seen
The goal of the project was to try to **bring out** the best in people.

idyllic	(adj) very peaceful, happy, and enjoyable The stillness of the water gave her an idyllic feeling about the vacation.
ideal	(adj) exactly right for a particular purpose, situation, or person While a room on the first floor would be ideal , she could use the elevator to the second floor.
structure	(n) the way that something is built, arranged or organized The story plot of the movie had a very unique structure .
value	(n) the amount of money that something is worth: the price or cost of something The value of the painting increased as time went on.
opposite	(adj) located across from something: completely different The two teachers had the same information but had opposite ways of sharing that information.
take it upon yourself	(phrasal verb) to do something that needs to be done even though no one has asked you to do it Thank you for taking it upon yourself to wash the dishes after dinner.
delay	(n) a situation in which something happens later than it should Due to the winter storm, the airport had a lot of flight delays .

EXERCISE (P)

Go over the following exercise with your tutors.

1. Make a sentence.

They / new / but / , / are / I've / here / been / .

play / to / sleep / but / to / , / wants / She / I / want / .

She / nice / live / is / but / doesn't / she / here / ,

They / leave / , / want / to / want / I / but / to / dance / .

I / stayed / she / , / went / home / but / to / Spain / .

2. Correct the following sentences.

She went to school but I was sick.

We were hungry it was dinnertime.

We are twins we don't look alike.

The phone rang for I didn't answer.

You left but they stayed.

3. Answer the following questions.

What are you doing that someone else isn't?

Where do you want to travel but your friend doesn't?

What are you doing today and how do you feel about it?

(Homework) Write a paragraph.

Write 10 sentences using the grammar you learned today.

Competition: What activity, task, or game most brings out your competitive streak?

Idyllic: What does your ideal community look like? How is it organized, and how is community life structured? What values does the community share?

Grammar (P) The verb “To be” in Present and Past simple

The past tense of **To Be** in English has two forms: **WAS** and **WERE**

To Be – Affirmative

Subject	To Be	Examples
I	was	I was tired this morning.
You	were	You were very good.
He	was	He was the best in his class.
She	was	She was late for work.
It	was	It was a sunny day.
We	were	We were at home.
You	were	You were on holiday.
They	were	They were happy with their test results.

The negative of To Be can be made by adding not after the verb (was or were).

Subject	To Be	Examples
I	was not	I was not tired this morning.
You	were not	You were not crazy.
He	was not	He was not married.
She	was not	She was not famous.
It	was not	It was not hot yesterday.
We	were not	We were not invited.
You	were not	You were not at the party.
They	were not	They were not friends.

To Be - Negative Sentences

Exercises 1. Open the brackets using the verbs in Present Simple.

1. I (to do) morning exercises. 2. He (to work) at a factory. 3. She (to sleep) after dinner. 4. We (to work) parttime. 5. They (to drink) tea every day. 6. Mike (to be) a student. 7. Helen (to have) a car. 8. You (to be) a good friend. 9. You (to be) good friends. 10. It (to be) difficult to remember everything.

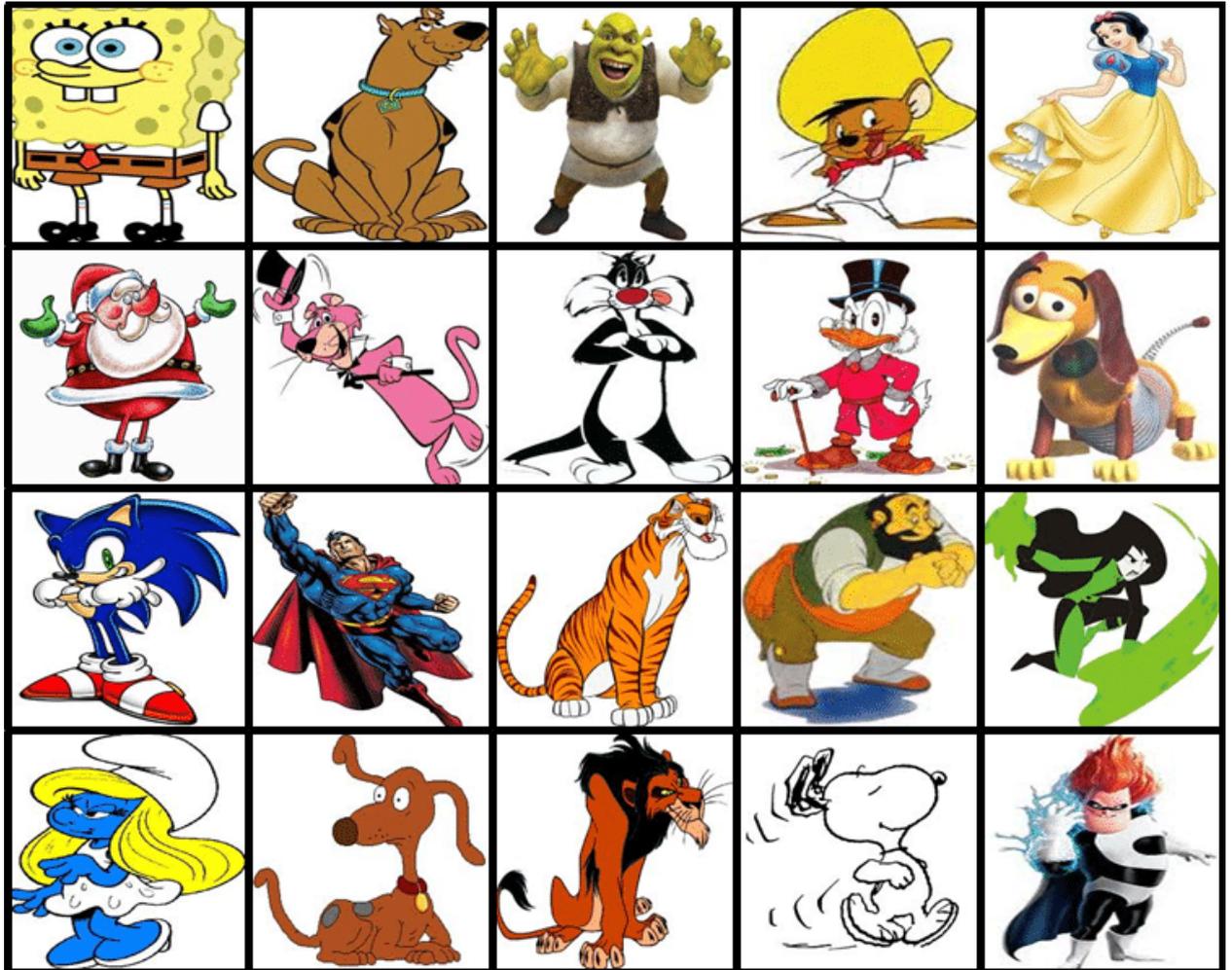
Exercises 2. Open the brackets using the verbs in Past Simple.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
 3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

Unit 3. Guess the characters. Have got- can

In this unit s-s develope grammar and critical thinking, to practice with reading passage realeted to the topic.

Guess the characters. Have got- can



Answer the questions

What are the main characters of the books are?

Are they always kind and positive? If no, then what characters can be met in stories?

How do the characters feel?

Reading passage

1. To read the fairytale and have an idea what characters are there in the story.

2. Read the story again and underline lines with the description of evil or kind characters.

Hansel and Gretel

Once upon a time a very poor woodcutter lived in a tiny cottage in the forest with his two children, Hansel and Gretel. His second wife often ill-treated the children and was forever nagging the woodcutter.

"There is not enough food in the house for us all. There are too many mouths to feed! We must get rid of the two brats," she declared. And she kept on trying to persuade her husband to abandon his children in the forest.

"Take them miles from home, so far that they can never find their way back! Maybe someone will find them and give them a home." The downcast woodcutter didn't know what to do. Hansel who, one evening, had overheard his parents' conversation, comforted Gretel.

"Don't worry! If they do leave us in the forest, we'll find the way home," he said. And slipping out of the house he filled his pockets with little white pebbles, then went back to bed.

All night long, the woodcutter's wife harped on and on at her husband till, at dawn, he led Hansel and Gretel away into the forest. But as they went into the depths of the trees, Hansel dropped a little white pebble here and there on the mossy green ground. At a certain point, the two children found they really were alone: the woodcutter had plucked up enough courage to desert

them, had mumbled an excuse and was gone.

Night fell but the woodcutter did not return. Gretel began to sob bitterly. Hansel too felt scared but he tried to hide his feelings and comfort his sister.

"Don't cry, trust me! I swear I'll take you home even if Father doesn't come back for us!" Luckily the moon was full that night and Hansel waited till its cold light filtered through the trees.

"Now give me your hand!" he said. "We'll get home safely, you'll see!" The tiny white pebbles gleamed in the moonlight, and the children found their way home. They crept through a half open window, without waking their parents. Cold, tired but thankful to be home again, they slipped into bed.

Next day, when their stepmother discovered that Hansel and Gretel had returned, she went into a rage. Stifling her anger in front of the children, she locked her bedroom door, reproaching her husband for failing to carry out her orders. The weak woodcutter protested, torn as he was between shame and fear of disobeying his cruel wife. The wicked stepmother kept Hansel and Gretel under lock and key all day with nothing for supper but a sip of water and some hard bread. All night, husband and wife quarreled, and when dawn came, the woodcutter led the children out into the forest.

Hansel, however, had not eaten his bread, and as he walked through the trees, he left a trail of crumbs behind him to mark the way. But the little boy had forgotten about the hungry birds that lived in the forest. When they saw him, they flew along behind and in no time at all, had eaten all the crumbs. Again, with a lame excuse, the woodcutter left his two children by themselves.

"I've left a trail, like last time!" Hansel whispered to Gretel, consolingly. But when night fell, they saw to their horror, that all the crumbs had gone.

"I'm frightened!" wept Gretel bitterly. "I'm cold and hungry and I want to go home!"

"Don't be afraid. I'm here to look after you!" Hansel tried to encourage his sister, but he too shivered when he glimpsed frightening shadows and evil eyes around

them in the darkness. All night the two children huddled together for warmth at the foot of a large tree.

When dawn broke, they started to wander about the forest, seeking a path, but all hope soon faded. They were well and truly lost. On they walked and walked, till suddenly they came upon a strange cottage in the middle of a glade.

"This is chocolate!" gasped Hansel as he broke a lump of plaster from the wall.

"And this is icing!" exclaimed Gretel, putting another piece of wall in her mouth. Starving but delighted, the children began to eat pieces of candy broken off the cottage.

"Isn't this delicious?" said Gretel, with her mouth full. She had never tasted anything so nice.

"We'll stay here," Hansel declared, munching a bit of nougat. They were just about to try a piece of the biscuit door when it quietly swung open.

"Well, well!" said an old woman, peering out with a crafty look. "And haven't you children a sweet tooth?"

"Come in! Come in, you've nothing to fear!" went on the old woman. Unluckily for Hansel and Gretel, however, the sugar candy cottage belonged to an old witch, her trap for catching unwary victims. The two children had come to a really nasty place.

"You're nothing but skin and bones!" said the witch, locking Hansel into a cage. I shall fatten you up and eat you!"

"You can do the housework," she told Gretel grimly, "then I'll make a meal of you too!" As luck would have it, the witch had very bad eyesight, and when Gretel smeared butter on her glasses, she could see even less.

"Let me feel your finger!" said the witch to Hansel every day to check if he was getting any fatter. Now, Gretel had brought her brother a chicken bone, and when the witch went to touch his finger, Hansel held out the bone.

"You're still much too thin!" she complained. When will you become plump?" One day the witch grew tired of waiting.

"Light the oven," she told Gretel. "We're going to have a tasty roasted boy today!" A little later, hungry and impatient, she went on: "Run and see if the oven is hot enough." Gretel returned, whimpering: "I can't tell if it is hot enough or not." Angrily, the witch screamed at the little girl: "Useless child! All right, I'll see for myself." But when the witch bent down to peer inside the oven and check the heat, Gretel gave her a tremendous push and slammed the oven door shut. The witch had come to a fit and proper end. Gretel ran to set her brother free and they made quite sure that the oven door was tightly shut behind the witch. Indeed, just to be on the safe side, they fastened it firmly with a large padlock. Then they stayed for several days to

eat some more of the house, till they discovered amongst the witch's belongings, a huge chocolate egg. Inside lay a casket of gold coins.

"The witch is now burnt to a cinder," said Hansel, "so we'll take this treasure with us." They filled a large basket with food and set off into the forest to search for the way home. This time, luck was with them, and on the second day, they saw their father come out of the house towards them, weeping.

"Your stepmother is dead. Come home with me now, my dear children!" The two children hugged the woodcutter.

"Promise you'll never ever desert us again," said Gretel, throwing her arms round her father's neck. Hansel opened the casket.

"Look, Father! We're rich now . . . You'll never have to chop wood again."

And they all lived happily together ever after.

The End

Speaking (P)

Learners to describe the characters using first-person narrative (10 min). Model the answer:

I am the main antagonist from Harry Potter series, an evil and powerful wizard with the aim to control the world. Who am I?

To add more details to their descriptions, such as their appearance, personality, family details, favorite things, etc.

Activity. Identify the character from a fairy tale/cartoon/book.

Her evil stepmother and stepsisters would not let her go to the ball, but her fairy godmother made it happen with magic. She danced with the prince and they fell in love. Since she had to leave by midnight, she ran and lost one slipper. The prince found the slipper and searched for her. After he found her, they were married and lived happily ever after. _____

The boy took the family cow to sell and traded it for magic beans. His mother was angry and threw them out of the window. The next morning a giant beanstalk had grown. He climbed the beanstalk and found a giant there who had gold coins. Jack stole them and took them home. Later, Jack returned and saw a hen that laid golden eggs and he stole that, too. The third time he tried to steal a magic harp and the harp cried out. The giant chased Jack down the beanstalk, Jack chopped it down and the giant died. _____

A mother sent her to Grandma's house with a basket of goodies and told her not to talk to strangers. A wolf asked her where she was going and she told him. He went to Grandma's house, locked Grandma in the cupboard and put on her clothes. She was surprised at Grandma's eyes, ears and teeth, remarking on how big they

were. The wolf said the teeth were better for eating and he pounced. She screamed, some woodcutters heard her cry and rescued her. _____

Gepetto was a poor carpenter who carved a puppet that became live. He named him and sent him to school. One day the puppet joined a puppet show but the puppet master wanted him for firewood. He begged to be spared and told him about his poor father. He was spared and the puppet master gave him five gold coins for his father. _____

She is one of the most frequently encountered characters in fairy tales. She's most often found as the owner of a wooden hut on chicken legs, or as the guardian of the way into a wild wood. And she doesn't let just anyone pass. _____

He is usually the youngest son of a peasant family. He doesn't think before acting, and often does things randomly. Other people don't take him seriously – at best they treat him like a fool, and at worst they push him around. _____

An evil monarch, is usually depicted either as a scrawny old man or as a king on horseback. He is not completely immune to death – he can be killed, but to do so you need to break a magical needle, which is hidden in an egg, which is in a duck, which is in a hare, which is in a chest in an oak tree. _____

He was the poor man who was smarter and wittier than khan and all his viziers and who became the khan himself thanks to his personal qualities.

She is an old female lady, usually considered to be a cannibal monster or a female beast that does not let other people pass her territory. _____

Grammar (P)

Students of English will eventually both 'have' and 'have got' to express possession. Both forms can express what we own, but also the relationships we have. For example, I have / have got a car and a father. Beginning level students should also know that 'have' is preferred in US English, and 'have got' is much more common in British English. Finally, the fact that US English often uses 'gotten' as the participle for various verbs including phrasal verbs with get, but will also use 'have got' when expressing possession can further confuse students. This guide provides examples of the various uses of both forms.

The differences between 'have' and 'have got' can be confusing for beginners. Here is a guide the two forms. When you finish reviewing, try the quiz to check your understanding.

Remember these important points:

- 'Have' and 'Have got' are used for possession. Example: *Jack has got a beautiful house. OR Jack has a beautiful house.*
- Only 'have' is used when talking about actions. Example: *I usually have breakfast at 8 o'clock. NOT I usually have got breakfast at 8 o'clock.*
- The question form for 'have' follows regular present simple: Example: *Do you have a fast car? NOT Have you a fast car?*
- 'Have' and 'Have got' are only used in the present simple. Use 'have' for the past simple or future forms. Example: *She had a copy of that book.*
- There is no contracted form for 'Have' in the positive form. The contracted form is used for 'have got' Example: *I have a red bicycle. OR I've got a red bicycle. NOT I've a red bicycle*

Match pictures to sentences



I've got a cough.



He has a toothache.

Paul's got a broken arm.

OFF2CLASS

UNIT 4. My house, my home. This/that, these/those

In this unit Students will learn the difference between there is and there are, and how to use them in order to talk about the rooms in their home and the things in their rooms.

Target Grammar: *There is/ There are*

Focus Vocabulary: *Rooms in the house/ furniture*



Answer the questions

Ask your partner about their home. Is there a living-room, a kitchen, and a bathroom in the home? Are there 3 bedrooms in the home? What is there in his/her room?

Reading passage.

This is my house

Hello! My name is Nigora and this is my house.

My house is quite big. It has got two floors - a ground floor and a first floor. It has also got an attic and a basement.

On the ground floor there is the hall, the kitchen, a pantry, the living room, a big dining room and a toilet.

On the first floor there are three bedrooms, one bathroom and a big corridor. My bedroom is between my parents' bedroom and the bathroom. My sister's bedroom is in front of mine. I love my bedroom, but I also like the attic. In the attic I keep some of my books and my old toys. I like to spend my time there because it is very spacious and there is a big sofa there where I sometimes take a nap.

In the basement is where we keep the washing machine, the drying machine and old stuff.

At the back of the house there is also the garage, where my parents park the family car, and a lovely garden, with many green spaces, flowers, two swings and a small swimming-pool.

I love my house! It's very comfortable and cozy.

Answer the questions about the text.

1. Is Peter's house big or small?

2. How many floors are there?

3. Has his house got an attic?

4. Where is the living room?

5. Where is his bedroom?

6. Why does he like to be in the attic?

7. Where are the washing and drying machines?

8. Has Peter's house got a garage?

9. What can you find in the garden?

10. How many bedrooms are there in
his house? -----

11. Does Peter like his house?

Match the antonyms.

big	●	●	New
love	●	●	crampy
old	●	●	Hate
spacious	●	●	unpleasant
back	●	●	Small
comfortable	●	●	Front
cozy	●	●	uncomfortable

Grammar (P)

We use there is/ there are to say that something exists.

There is(1 thing)

a book

There is *a book* on the table.

	an apple	There is <i>an apple</i> on the table.
There are(2+ things)	2 books	There are <i>2 books</i> on the table.
	apples	There are <i>apples</i> on the table.

Asking questions

Is there(1 thing)	a book	Is there <i>a book</i> on the table?
Are there (2+ things)	apples	Are there <i>apples</i> on the table?

What are demonstrative pronouns?

Demonstrative pronouns are words that point to specific things. For example, “**This** is a pen”.

These pronouns show the relationship between the person speaking and the object:

this / these: object or objects near the speaker (often within touching distance)

that / those: object or objects further away from the speaker (often out of touching distance)

that over there / those over there: object or objects far away from the speaker

Demonstrative pronouns differ in singular and plural forms:

What **is this?** / **This is** a pen. (singular form, with verb "to be" in singular)

What **are these?** / **These are** pens. (plural form, with verb "to be" in plural)

What **is that?** / **That is** a pen. (singular form, with verb "to be" in singular)

What **are those?** / **Those are** pens. (plural form, with verb "to be" in plural)

What **is that** over there? / **That** over there **is** a pen. (singular form, with verb "to be" in singular)

What **are those** over there? / **Those** over there **are** pens. (plural form, with verb "to be" in plural)

Practice (P)

Task 1. Underline the correct answers.

There is / There are three chairs in the kitchen.

There is / There are a TV in the living room.

There isn't / There aren't any lamps on the desk.

Is there / Are there a fridge next to the cupboards?

Task 2. Read the text. Complete the sentence. Choose the right answers.

In the kitchen

This is a kitchen. There are many things in it. There is a big white fridge next to the brown cupboards. There isn't a sofa, but there are four chairs in the kitchen. There is a big brown table too. You can find a cooker and a lot of shelves there. There isn't a TV, but there is a radio in the kitchen. It's really nice!

The kitchen has got...

a big white fridge

white cupboards

a sofa

four chairs

a big brown table

a cooker

a TV

a radio

Task 3. Complete the text with the words in the list.

bathroom, aren't, on, house, is

A bathroom

I am a part of a 1) _____ or flat. I'm not very big. There is a bath in me. Also there 2) _____ a mirror. There 3) _____ wardrobes or cupboards in me, but I usually have got a lot of shelves 4) _____ my walls. What am I? I'm a 5) _____!

Unit 5. My bedroom is my world. Prepositions

In this unit ss will learn difference between using of prepositions and to develop reading skills by reading passage. Ss can improve speaking skills by picture.

MY BEDROOM IS MY WORLD



For many teenagers, their bedroom is the place where they spend most of their time. And so, they decorate it with pictures, posters or other stuff that represent them. They do more than sleep in there, it's where they listen to music, do homework, play videogames, read or even eat. Which of these pieces of furniture have become essential in your bedroom?

laptop	TV	fridge	bookcase	mirror	air conditioner
--------	----	--------	----------	--------	-----------------

Read these descriptions of bedrooms and match them with the person you think they belong to.



My bedroom is my favourite place. I spend a lot of time there. There is a big desk and a comfortable chair. My computer is always on. I have a small window but there is a big lamp. I have some maps on the wall and a big world globe. There is a bunk bed. I have 3 bookcases full of books because I love reading. There isn't a TV.

My bedroom is a bit untidy. I am always outside, I don't spend too much time in my bedroom. There are clothes on the bed and on the chair. When my friends come visit me, we sit on a sofa in front of the TV. I have a big TV in my bedroom

because I love videogames. There are many posters of music bands on the wall.
And my favourite thing: my skateboard, is next to the door.

I have a big bedroom. My wardrobe is huge because I have many clothes. There are two big mirrors and a big window. I like bedrooms with bright colours. There are two bedside tables next to my bed. I have a jewellery box where I keep my rings and bracelets. There aren't any desks because I do the homework in the studio.

We live in a small flat, so my bedroom isn't very big, but I've got everything I need. There is a desk with my school books and a lamp. My laptop is on the desk. It's a very good laptop because I use it for my hobby. I have many picture frames on the wall. My bed is small but I have a beautiful headboard. I love taking photos so I keep my photography material in my drawer.

Look at the underlined words and match them with the correct pictures. There are 2 extra words. What type of words are they?



**Write a description of your ideal bedroom. What would you like to have?
What colour would you paint it? You can think of crazy ideas.**

There are some free time activities or hobbies that need a lot of equipment. What do you need to practice these activities? Which ones do you think are more interesting? What are the most popular activities in your group of friends?

photography

skating

painting

handicrafts

playing music

astronomy

writing a blog

cooking

Grammar (P)

Grammar explanation

When a verb is part of a longer sentence, it is often followed by a specific preposition.

I agree with Mike.

She listens to the radio a lot.

He thanked me for the flowers.

There are no grammatical rules to help you know which preposition is used with which verb, so it's a good idea to try to learn them together. To help you do this, write new vocabulary in your notebook in a sentence or phrase. Here are some common verbs for each preposition.

Verbs with *for*

*They're **waiting for** a bus.*

*He **apologised for** being late.*

*I **applied for** the job but I didn't get it.*

*How do you **ask for** a coffee in Polish?*

*I can't go out tonight because I have to **prepare for** my interview tomorrow.*

Verbs with *from*

*This spray should **protect you from** mosquitoes.*

*Has he **recovered from** the accident yet?*

*She won an award because she **saved** someone **from** drowning.*

*I **suffer from** allergies.*

Verbs with *in*

*She doesn't **believe in** coincidences.*

*Our company **specialises in** computer software.*

*You have to work hard if you want to **succeed in** life.*

Verbs with *of*

*I don't **approve of** hunting animals for their fur.*

*Our dog **died of** old age.*

*This shampoo **smells of** bananas.*

Verbs with *on*

*Their decision will **depend on** the test results.*

*The film is **based on** the novel by Boris Pasternak.*

*If you make so much noise, I can't **concentrate on** my work.*

*Come on! We're **relying on** you!*

*We don't **agree on** anything but we're still good friends.*

Verbs with *to*

*What kind of music do you like **listening to**?*

*Can I **introduce you to** my grandfather?*

Please **refer to** the notes at the end for more information.

Nobody **responded to** my complaint.

She **apologised to** me the next day.

Verbs with *with*

I **agree with** everything you've said.

My assistant will **provide** you **with** more information if you need it.

We're finding it difficult to **deal with** the stress.

Unit 6. My clothes, my choice. The Possessive Case. Possessive adjectives.

In this unit students will learn difference between possessive case and possessive adjectives.

Reading passage

Here given 3 texts about clothes ss should divided into 3 groups. Each group read the text and they should describe in picture (they should draw). Other groups should find what is a meaning of this picture.

Group 1

My clothes and my style

My favourite clothes are sportswear. Also, I like zippered jacket. My casual clothes are sports trousers or jeans with long sleeved T-shirt. My shoes are black trainers.

I wear a school uniform at school. These are black trousers, a blue shirt and a black jacket. I wear my hat only in winter, when it's cold.

I don't follow fashion because clothes' quality is more important then style

Источник: <https://englandlearn.com/essay/odejda>

Group 2

My style of clothes

I like trousers and jeans. My favourite colours are blue and red. I don't like shirts but I like T-shirts and sweatshirts. I also like baseball caps.

At school I usually wear my black trousers or blue jeans, and a T-shirt or sweatshirt. I've got a lot of T-shirts. My favourite T-shirt is blue, with a picture of a tiger on it.

I usually wear trainers. I've got some black shoes, but I don't like them. At the moment I'm wearing blue jeans, a red and blue sweatshirt and my new trainers. I really love my new trainers!

Group 3

Clothes

Clothes are an important part of modern life. It's hard to imagine how people can live without clothes. There are various styles of clothes nowadays, so people can choose what to wear on different occasions. As for me, I have a good collection of clothes in my wardrobe. There are a couple of school suits which are of classic style. Then I have some jeans and T-shirts for casual days. And at last, I have a couple of bright dresses for parties or special occasions.

Most of all I like wearing ordinary jeans with matching shirts. I think it's not only convenient but also stylish. As for shoes, I prefer wearing sports shoes or sneakers but I need to wear some classic black shoes to school. I don't like high heels because they are uncomfortable.

I always try to keep my clothes and shoes neat. I think that clothes tell a lot about people and can make a strong impression. So if they are tidy and nice the impression will be positive.

Grammar (P)

What Is the Possessive Case?

The concept of case in English involves the relationship of a noun, a pronoun, or an adjective (also referred to as a determiner) with other parts of a sentence.

The possessive case often conveys possession or ownership, such as *Joseph's book* or *my opinion*. It is the only case in which nouns alter their form (e.g., *Joseph* to *Joseph's*). This simple alteration changes a person, place, or thing into an owner or possessor of something else.

The possessive case does not always express straight possession or ownership. It also provides information such as origin or authorship (*Mozart's music*: the music by Mozart), measurement (*mile's distance*: the distance of a mile), description (*children's book*: the book for children), and source (*report's content*: the content of or from the report).

The possessive case is used for showing possession (i.e., ownership). The possessive case applies to nouns, pronouns, and determiners. For example:

Possessive Nouns. With a noun, the possessive case is usually shown by preceding it with "of" or by adding 's (or just ') to the end.

Possessive Pronouns. The possessive-case pronouns are "mine," "yours," "his," "hers," "its," "ours," and "theirs."

Possessive Determiners. The possessive-case determiners are "my," "your," "his," "her," "its," "our," and "their." (The possessive determiners are known as possessive adjectives in traditional grammar.)

my	its
your	our
his	their
her	

What Are Possessive-Case Adjectives?

Possessive-case adjectives (determiners) are personal pronouns in an adjectival position to express possession or ownership. There are seven possessive-case adjectives:

Examples

That is your Bundt cake.

Our kitten loves to chase its tail.

Have you seen our new lawnmower?

Each possessive adjective modifies a noun to show a direct relationship with it.

In some cases we might also have possessive adjectives and nouns in succession

Exercises 1. *Complete the sentences. Use the words from the box.*

His Their Her

1. This is my mum. _____ name's Jess.
2. These are my sisters. _____ names are Mary and Dina.
3. These are my parents. _____ names are Tanya and Bob
4. This is my cousin. _____ name's Helen.
5. This is my cousin. _____ name's Fred

6. These are my sisters. _____ names are Tina and Nina.

7. This is my aunt. _____ name's Pam.

Exercise 2. What is Molly Adamauer saying? Add my, your, his, her, our or their.

_____ first name is Molly. _____ family name is Adamauer. What about you?

What's _____ first name? And what's _____ family name? I'm married. You can see _____ husband in the picture. _____ name is Aisek. We've got one son and one daughter. _____ son is 21. _____ name is Nickolas. _____ daughter is 24. _____ name is Emy. Emy is married. _____ husband's name is Bred. Emy and Bred have got two children. _____ names are Kevin and Evi.

Unit 7. My family. Text on specialty

This unit focus on developing reading skills of students by reading tasks.

My Family

Family is central to the life of all people, I believe. It is the most precious thing for me, because this is where I find love and understanding, and support.

Our family is quite large by modern standards. It consists of four people - my parents, my younger sister and me. My parents are quite young, about 40, and my sister is two years younger than me. My father is a computer programmer. He spends most of his time at work, so the time when he is home in the evening is something special for my sister and me. He always has something interesting to tell us, we share our problems and secrets with him, and he often gives very good advice. My mother is a children's doctor, and she has more time to spare than my father. There's often a lot to do about the house, but we are always willing to help with the chores, and everything is done quickly and efficiently. The only thing that mother likes to do herself is cooking, though even here we help by peeling potatoes, cutting vegetables, and so on.

Most of all I like our late dinners or early suppers, when we all gather round the table, and the light of the kitchen lamp creates a relaxed and cozy atmosphere. We talk, and joke, and have fun, because we are all friends. Of course, sometimes we have our problems, but they are easily solved by joint efforts.

Sundays are also very nice, if the weather is fine, we go skiing in the park in winter, or to our 'dacha' in summer. In fact, it's just a small cottage on a small plot of land, but v/e like it a lot, and like to work in the garden, planting, digging, gathering strawberries and tomatoes.

That's about all. I am happy to have such a loving and friendly family, and when I have a family of my own, I will try to make it work on the same lines.

Grammar (P)

A verb + -ing

Ex.1 Complete the sentences with a verb + ing. Mind the spelling.

Model: to take – taking

to stop – stopping

to travel – travelling

to lie – lying

Chat, wash up (2), put, leave, help, go shopping (2), read, sing

My Family's Likes and Dislikes

My busy Dad likes (1)_____his books and papers everywhere. Mum hates (2)_____them away in the right places. But what Mum really hates is (3)_____after meals. My sister Kate likes (4)_____Mum about the house. She doesn't mind (5)_____. Kate likes (6)_____ when she helps about the house. Kate hates (7)_____ in bad weather. She enjoys (8)_____ fairy tales. I like

(9)_____whether the weather is bad or whether the weather is fine. We all like
(10)_____about daily events before going to bed.

My aunt Emily

Of all my relatives, I like my Aunt Emily the best. She's my mother's youngest sister. She has never married, and she lives alone in a small village near Bath. She's in her late fifties, but she's still quite young in spirit. She has a kind face, and when you meet her, the first thing you noticed is her lovely, warm smile. Her face is a little wrinkled now, but I think she is still rather attractive. She is a sort of person you can always go to if you have a problem.

She likes reading and gardening, and she goes for long walks with her dog, Buster. She's a very active person. Either she's making something, or mending something, or doing something to help others. She does the shopping for some of the old people in the village. She's extremely generous, but not very tolerant with people who don't agree with her. I hope that I am a happy and contented as she is when I'm her age.

Exercise 1.

Write a similar description of a member of your family in about 200 words.

Include the following:

your opinion of the person

physical description

his/her character, habits, likes and dislikes.

P.S. She's 'not very tolerant'. This is a nice way of saying she is 'intolerant'. Sometimes we try to be polite by not using a negative adjective. We can say not very+ the opposite adjective.

Exercise 2.

Use a tactful way to describe someone who is:

- a. rude c. mean e. cruel
- b. boring d. ugly f. stupid

Exercise 3.

One sentence in a pair has a mistake. Choose the correct sentence.

1. a. Where do they live?
b. Where they live?
2. a. She goes to home by taxi.
b. She goes home by taxi.
3. a. Mr. and Mrs. Smith go walking in summer.
b. Mr. and Mrs. Smith goes walking in summer.
4. a. I don't understand the question.
b. I no understand the question.
5. a. She goes at weekends swimming.
b. She goes swimming at weekends.
6. a. What you do on Sunday mornings?
b. What do you do on Sunday mornings?
7. a. Do you play tennis sometimes?
b. You play tennis sometimes?
8. a. I like very much football.
b. I like football very much.
9. a. He doesn't know the answer.
b. He don't know the answer.
10. a. I'm like staying in bed longer on weekends.
b. I like staying in bed longer on weekends.

Unit 8. Describing family members. Adjective

By the end of this lesson, you will know how to describe your family in many different ways. This unit focus on developing speaking skills.



Speaking (P)

There are a lot of Steps in total. I recommend that you do 1 Step at a time for maximum results. You can use a unilingual or a bilingual dictionary to check the meaning and pronunciation of new words. Make sure you also have a pen and a notebook to jot down important information. Once you are ready, we can start.

Describe Your Family (Step 1): Different Types of Families As you can see in the picture above, families can be described in several ways. I think that the most common type of family is the nuclear one. This is a family that is solely composed

of parents and their children. What is your family like? Let's see what we can say about the other types of families.

- In Africa, there are many **extended families** because people often help each other out.
- It is not a rare sight to see **blended families** nowadays because couples divorce more often.
- Children from **single-parent families** are resilient and rarely spoiled. Do you agree?
- It is better for a child to have a **foster family** than to be homeless and struggle to survive on his or her own.
- A child of a divorced parent who remarries will live in a **step-family**.
- A nuclear family is the **immediate or elementary family** comprising a father, a mother and their children.

Your turn: Choose 5 words and make sentences. Be as creative as possible.

Describe Your Family (Step 2): Different Types of Family Members

As you already know, there are many people that we can find in a family. You are a son or a daughter of someone and you probably have siblings. What about saying a few things about your relatives?

- My father's brother is called an uncle and his wife is my aunt of course!
- My parents' parents are my grandparents and I love my grandfather and my grandmother so much..
- I live with my cousin, Mwiza, because her parents live in another town.
- I don't have a nephew or niece yet but Uncle Roger has so many of them on YouTube.

- My best friend chose me as godmother for her son. I'm so happy and I've been invited to go to the baptism with my husband.
- My wife and I don't have any children yet but we plan to have some soon.

Your turn: How about making your own sentences? Think of as many situations as you can. Unleash your creativity!

Describe Your Family (Step 3): Positive Adjectives for Describing Family Members

A family unit is made up of different types of people and personalities. How would you describe your family in a positive manner? Let's look at a few examples.

- My mother is gentle and loving. I don't know what I would do without her precious care and love.
- My brother is trustworthy and resourceful. Besides, he knows what to do in every situation! He is such a wonderful hustler!
- I try to be a polite son as much as I can. I don't want to give my parents any problems because they deal with so many things already and I shouldn't create extra problems for them.
- My grandfather is very wise because he gives me very good advice each time I have a problem. I enjoy my grandmother's wisdom too.

Your turn: Let's try to make things a bit more complicated this time. Your task is to make 5 sentences but you should use BECAUSE, BESIDES and YET.

Unit 10. A person I admire. Nouns. Plurals

In this unit, you can improve writing skills and vocabulary. Practice plural nouns by exercises.

Someone I admire

My cousin Laura

Someone I admire is my cousin Laura. She's five years older than me, so she's 19 now and she lives in Bristol. She's very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She's medium height, slim and very fit because she's a dancer.

She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.

Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.

Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.

Practice

Look at the description and do the exercises to practise and improve your writing skills. Preparation Match the vocabulary with the correct definition and write a-g next to the number 1-7.

1..... kind a. having a positive feeling of pleasure and satisfaction

2..... shy b. behaving in a pleasant way to other people

- 3..... friendly c. having a lot of belief in yourself
- 4..... happy d. being generous to other people and thinking about other people's feelings
- 5..... hard-working e. being nervous or uncomfortable with other people
- 6..... serious f. thinking a lot and not joking or laughing very much
- 7..... confident g. doing a lot of work all the time and keeping busy

Someone I admire
My cousin Laura



Someone I admire is my cousin Laura. She's five years older than me, so she's 19 now and she lives in Bristol. She's very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She's medium height, slim and very fit because she's a dancer.

She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.

Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.

Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.

- Check your understanding: multiple choice Circle the best word or phrase to complete these sentences. 1. Laura currently lives in London / Bristol / Germany .
2. Laura started dancing when she was 5 / 6 / 19 .
3. Laura goes to university and studies German / dance / photography .
4. Laura has won prizes for her photography / dancing / language skills .

5. Laura's dream is to be a German teacher / professional dancer / professional photographer .

6. Laura is very busy and hard-working / beautiful and kind / fit and strong .

Grammar (P)

A noun is plural when it represents two or more people, places, things, or ideas. You can identify most plural nouns because they end in *-s* or *-es*, although there are plenty of exceptions. In particular, [irregular plural nouns](#) each have their own special plural forms, such as *child* and its plural form, *children*.

Plural nouns vs. singular nouns

English distinguishes grammatical nouns as either singular or plural. Singular nouns represent one of something.

one car

a friend

this daisy

Plural nouns, on the other hand, represent two or more of something.

five cars

a few friends

these daisies

You can tell the difference between most singular and plural nouns by how the word ends, except for irregular nouns.

Plural nouns vs. possessive nouns

[Possessive nouns](#) are nouns that show ownership, usually with an *'s* at the end. So if you had a friend named Marja and Marja owned a bike, you would write:

Marja's bike

Plural nouns are often confused with possessive nouns because both usually end in *-s*. However, the major difference between plural and possessive nouns is the apostrophe;

possessive nouns have it, but plural nouns don't (unless they're plural possessive nouns).

[singular] *boss*

[plural] *bosses*

[singular possessive] *boss's*

[plural possessive] *bosses'*

How do plural nouns work?

To make a regular noun plural, you add *-s* or *-es* to the end, depending on the word's ending. Sometimes, letters of the original word get changed to make the plural form, such as *half* and its plural form, *halves*. We explain which words get which suffixes in the next section.

Irregular plural nouns are an exception. Each irregular plural noun has its own unique plural form, such as *mouse* and its plural, *mice*, or *goose* and its plural, *geese*.

Most nouns can be turned into plural nouns, including [collective nouns](#) that represent groups.

one team

two teams

However, [mass nouns](#), also known as uncountable nouns or non-count nouns, like *sand*, don't have plural forms, even when they represent multiple things.

Plural noun rules

There are many plural noun rules, and because we use nouns so frequently when writing, it's important to know all of them! The correct [spelling of plurals](#) usually depends on what letter the singular noun ends in.

1 To make regular nouns plural, add *-s* to the end.

cat – cats

house – houses

2 If the singular noun ends in *-s*, *-ss*, *-sh*, *-ch*, *-x*, or *-z*, add *-es* to the end to make it plural.

bus – buses

lunch – lunches

truss – trusses

tax – taxes

marsh – marshes

blitz – blitzes

3 In some cases, singular nouns ending in *-s* or *-z* require that you double the *-s* or *-z* prior to adding the *-es* for pluralization.

class – classes

fez – fezzes

4 If the noun ends with *-f* or *-fe*, the *f* or *-fe* are often changed to *-ve* before adding the *-s* to form the plural version.

wife – wives

belief – beliefs

wolf – wolves

chef – chefs

Exceptions:

chief – chiefs

roof – roofs

5 If a singular noun ends in *-y* and the letter before the *-y* is a consonant, change the ending to *-ies* to make the noun plural.

city – cities

puppy – puppies

6 If the singular noun ends in *-y* and the letter before the *-y* is a vowel, simply add an *-s* to make it plural.

ray – rays

boy – boys

7 If the singular noun ends in *-o*, add *-es* to make it plural.

potato – potatoes

tomato – tomatoes

Plural noun exceptions

photo – photos

halo – halos

piano – pianos

gas – gases (*gasses* is also acceptable but less common)

With the unique word *volcano*, you can apply the standard pluralization for words that end in *-o* or not. It's your choice! Both of the following are correct:

volcanoes

volcanos

8 If the singular noun ends in *-us*, the plural ending is frequently *-i*.

cactus – cacti

focus – foci

9 If the singular noun ends in *-is*, the plural ending is frequently *-es*.

analysis – analyses

ellipsis – ellipses

10 If the singular noun ends in *-on*, the plural ending is *-a*.

phenomenon – phenomena

criterion – criteria

11 Some nouns don't change at all when they're pluralized.

sheep – sheep

species – species

series – series

deer – deer

You need to see these nouns in context to identify them as singular or plural.

Consider the following sentence:

Mark caught one fish, but I caught three fish.

However, when it comes to fish, things can get [a little complicated](#).

Plural noun rules for irregular nouns

Irregular nouns follow no specific rules, so it's best to memorize these or look up the proper pluralization in the dictionary.

child – children

tooth – teeth

goose – geese

foot – feet

man – men

mouse – mice

woman – women

person – people

Home task

Write a description of someone you admire. Think about:

- his/her appearance
- his/her personality
- his/her talents that you admire
- his/her achievements.

Unit 11. My favorite animals. Countable and uncountable nouns

In this unit students will learn difference between countable and uncountable nouns. Students to improve reading skills by reading passage.

Read the dialogue and discuss with your pair.

Zoo guide: OK, are we all together? Right, next we're going to look at the llamas, but actually here we have four different animals which are all from South America and all related to camels. Llamas, which you have probably heard of, over here.

And over there alpacas, vicuñas and guanacos.

Llamas and alpacas are both domesticated animals and vicuñas and guanacos are wild. Llamas are the biggest animal – they can grow up to 1.8 metres tall and in the past they were used to carry things. Llamas are very sociable animals and live together in groups, in herds.

Teenager 1: Don't they spit at people, though?

Guide: Well, yes, they can. All members of the camelid family sometimes spit. You don't want to mistreat a llama; it might even spit some of the contents of its stomach at you.

Group of teenagers: Uuuugggh!

Guide: But if you treat them properly they are not likely to. They respond well to being trained and they are usually gentle and curious.

OK, over here we have the alpacas. As you can see, they are smaller than the llamas. They've got smaller faces and they always look as though they are smiling. Look at this one's face.

Group of teenagers: Aaaah!

Guide: The alpaca is famous for its wool, which is softer and warmer than sheep's wool. There's a big demand for alpaca wool from the fashion industry.

Right, next to the alpacas we have the vicuñas. As I said before, these animals are wild and they are thought to be the ancestors of the alpacas. Vicuñas are very elegant and graceful creatures. Look at this one. She's beautiful.

Group of teenagers: Mmmm. She's lovely. (etc.)

Guide: Have you heard of the Incas? The ancient rulers of Latin America who lived in the Andes? Well, they wore clothes made from vicuña wool – only the royal family were allowed to wear the wool. It is even softer than alpaca wool but vicuñas can only be shorn of their wool every three years. For that reason, the wool's very expensive.

And, lastly, we have the guanacos. They are like the vicuñas, but larger and stronger. They can survive at over 4,000 meters in the Andes. When they are in the desert, they survive by licking the water off the cacti and other desert plants. Right, any questions?

Teenager 2: I think I can hear this llama making a noise.

Guide: Ah, yes. That could be the llama humming. They don't open their mouths they just make this strange noise. They hum when they are stressed, or the opposite, feeling relaxed.

Teenager 1: Can llamas live in the UK?

Guide: Yes, there are quite a lot of llamas and alpaca in the UK. They adapt very well to our climate. They make good pets and sometimes they're used for trekking. You go on a picnic and use a llama to carry your food.

Teenager 3: Cool! I want to do that!

Guide: And sometimes farmers use them as guard dogs, I mean guard llama. The adult males will protect sheep and hens from animals that might attack them, like dogs or foxes. They're useful animals.

Exercises

Task 1. Preparation: matching Do this exercise before you listen. Match the vocabulary with the correct definition and write a – e next to the numbers 1 – 5.

1..... to spit a. to make a continuous sound with the lips closed 2..... to shear (past participle = shorn) b. soft thick hair that grows on the bodies of animals like sheep 3..... wool c. to cut the wool off a sheep or similar animal 4..... to lick

d. to force out liquid from the mouth 5..... to hum e. to pass the tongue over a surface

Task 2. Check your understanding: true or false. Do this exercise while you read. Circle True or False for these sentences.

1. Llamas, alpacas, vicuñas and guanacos are all related to camels. True\ False
2. Llamas are the smallest of the four. True \False
3. Llamas only spit at humans if you treat them badly. True \False
4. Alpacas look as if they are sad. True \False
5. Alpaca wool is good for clothes. True\ False
6. Vicuña wool is very expensive. True\ False
7. Vicuñas eat cacti. True \False
8. Llamas and alpacas can't live in the UK. True\ False

GRAMMAR.(P) Countable nouns definition

Countable nouns refer to items that can be counted, even if the number might be extraordinarily high (like counting all the people in the world, for example). Countable nouns can be used with articles such as a/an and *the* or quantifiers such as *a few* and *many*. Look at the sentence below and pay particular attention to the countable noun:

Here is a cat .

Cat is singular and countable.

Here are a few cats .

Here are some cats .

Other examples of countable nouns include *house*, *idea*, *hand*, *car*, *flower*, and *paper*.

Uncountable nouns

Uncountable nouns, or [mass nouns](#), are nouns that come in a state or quantity that is impossible to count; liquids are uncountable, as are things that act like liquids (sand, air). Abstract ideas like creativity or courage are also uncountable. Uncountable nouns are always considered to be singular, and can stand alone or be used with *some*, *any*, *a little*, and *much*. See the examples below for reference:

An I.Q. test measures intelligence .

Intelligence is an uncountable noun.

Students don't seem to have many homework these days.

Because homework is an uncountable noun, it should be modified by *much* or *a lot of*, not *many*.

Students don't seem to have much homework these days.

A lot of equipment is required to play hockey safely.

Since uncountable nouns are singular, they also require singular verbs. If you're ever trying to decide whether to write *the information is* or *the information are*, remember that *information* is an uncountable noun and therefore needs *is*.

Good information are necessary for making good decisions.

Good information is necessary for making good decisions.

Additional examples of uncountable nouns include *water*, *soil*, *love*, *literature*, and *dust*.

Both countable and uncountable nouns

Some nouns can be both countable and uncountable, depending on the context of the sentence. Examples of these versatile nouns include *light*, *hair*, *room*, *gear*, *art*, and *science*. See the examples below:

Did you have a good time at the party?

Here, time is countable (a time).

I don't think I have time to do my hair before I leave.

In this sentence, time is uncountable.

There is some juice on the table.

There are some juices on the table.

In the first sentence, *juice* refers to the liquid beverage; thus, it is uncountable. In the second sentence, *juice* refers to the different varieties of juice (e.g., apple, grape, pineapple, etc.), and therefore, is considered a countable noun.

Practice (P)

Task 1. Complete the sentence with a, an, some or any. a. I haven't got _____ money. b Jack hasn't got _____ sister and he hasn't got _____ brothers either. c. He wanted to use the computer to see _____ e-mails he was expecting, d. I need to buy _____ toothpaste before I go on holiday, e. I don't normally have _____ lunch except for _____ sandwich. f .You don't need to take _____ food on the trip. g. You've got _____ great films in your DVD collection, @ countable and uncountable nouns h .We went skiing this weekend but there wasn't _____ snow, i. I found _____ insect in my salad so we left the restaurant, j. I'd like _____ bread, please.

Task 2. Complete the question with much or many.

- a How _____ time have you got at the moment?
- b How _____ trains into town are there on a Sunday?
- c How _____ pens do you take when you have an exam?
- d How _____ orange juice have you had today?
- e How _____ people are there in your class?
- f How _____ kilometres do you run each week?
- g How _____ children has she got?
- h How _____ homework do you get?
- i How _____ food do we need?
- j How _____ pairs of shoes does she own?

Task 3. Complete the sentence with some or any and a word from the box. chairs
people petrol news apples aspirins wine ink programmes housework

- a. The meeting was very short because there weren't any chairs in the room.
- b. There isn't _____ left in the printer cartridge. Can you buy a new one?
- c. I've got _____ for you. I passed the exam!
- d. _____ hate studying but I quite enjoy it.
- e. There is _____ left in the bottle if you want some: 2004 was a good year for Rioja.
- f. I couldn't find _____ in the market so I bought these pears,
- g. TV in this country is awful. I haven't seen _____ interesting _____ recently.
- h. I need to buy _____. The tank is nearly empty.
- i. If you go to the chemist, can you buy _____? I've got a headache,
- j. I always cook the dinner and wash up. You never do _____!

Task 4. Match the phrases on the left with the uncountable nouns on the right. Use a dictionary if necessary.

- a. a tube of cream
- b. a beam of paper
- c. a bottle of advice
- d. a carton of toothpaste
- e. a loaf of light
- f. a sheet of bread
- g. a piece of coke

Unit 12. Researching about animals. Degrees of Adjectives.

- You will read and speak about animals and their characteristics.
- You will learn to use the comparative form of the adjectives.
- You will learn the exceptions.

Now answer to the questions to win more keys.

1. How many species of dolphins are there in the world?
 2. Where do snow leopards live?
 3. What can you say about the smallest eagle?
- **Project work. Draw a picture, then describe it using vocabulary.**
Cartoon, fur, birds, dolphin, eagle, wins, mouse, foots.

Read the dialogue and translate it.

DIALOGUE

Lisa: Let's go see the turtles!

Freddie: Oh, I love the turtles. Let's go see the turtles.

Freddie: Look, Lisa, the turtles are swimming!

Lisa: It must be wonderful to swim all day.

Freddie: If I was an animal, I would want to swim.

Mom: The otters are swimming animals too.

Lisa: Can we go see the otters, Mom?

Mom: Yes, let's go see the otters.

Lisa: Mom, you're right. The otters do swim!

Freddie: They are faster swimmers than the turtles.

Lisa: They really like to play! They are more playful than the turtles, too.

Dad: Yes, otters are very playful animals.

Lisa: Freddie, look! They are playing chase!

Freddie: They are so cute.

Lisa: They are my favorite animals.

Freddie: Can lions swim, Mom?

Mom: I think they can, but they mostly live on land.

Lisa: They are very big animals.

Freddie: They are much bigger than turtles.

Lisa: I don't like the lions. They scare me.

Freddie: We should go see the zebras. They will not roar and scare Lisa.

Freddie: Zebras are a lot like horses.

Lisa: They are. They have stripes and horses don't.

Mom: You are right. Horses don't have stripes, and zebras do.

Freddie: They are very big animals too.

Lisa: Freddie, I do not think they are as big as elephants. Do you?

Freddie: Let's go see the elephants and find out, Lisa.

Freddie: Woah, the elephants are very big!

Lisa: They are bigger than the zebras.

Mom: Do you think they are the biggest animals in the zoo?

Lisa: I wonder what the smallest animal at the zoo is.

Dad: The smallest animal at the zoo is the angelfish. It is only as big as your thumb, Lisa.

Freddie: Wow! Imagine that angelfish right next to the elephant.

Task 1. Put the words in the correct order.

Crocodiles are **long/longer** than lizards.

Elephants are **strong/stronger** than monkeys.

Giraffes are **taller/tall** than elephants.

Monkeys are **funnier/funny** than giraffes.

My grandmother is **older/old** than my mother.

Task 2. Write the comparatives.

funny _____

small _____

big _____

short _____

fat _____

Task 10. Fill in the gaps with the words.

Cleverer, fatter, hotter, nicer, thinner *big, long, short, small, thin*

1. Elephants are _____ than giraffes.

2. Cats are _____ than lizards.

3. Dolphins are _____ than whales.

4. Giraffes are _____ than hippos.
5. It's _____ in summer than in autumn.
6. Dogs are ___ than horses.
7. Cows have got ___ bodies than giraffes.
8. Insects have got ___ legs than mice.
9. Lizards have got ___ eyes than frogs.
10. Monkeys have got ___ tails than sheep.

Grammar (P)

An adjective is a word which is used to describe, identify, modify or quantify nouns or pronouns. Adjectives have three degrees that compare one thing to another. These three degree of adjectives express the intensity of adjective in increasing order. The three degrees of adjectives are :

(1) **Positive** - **is** the base of the adjective. It denotes the mere existence of a quality.

Examples of Positive degree

1) Tina is wearing a **red** dress. 2) leopard **runs** fast. 3) The **big** dog chased the cat. 4) There are **four** pencils in the box. 5) She is a **beautiful** girl.

(2) **Comparative** - is used to compare one noun or pronoun to another noun or pronoun. In these instances, only two items are being compared.

Words like **than** and **to** are used after a comparative adjective in a sentence to show comparison of the two things

Noun (subject) + verb + comparative adjective + *than* + noun (object).

Example of comparative degree

(1) This box is **smaller** than one i found.

(2) Rohan is **smarter** than Abhishek.

(3) My hair is **longer** than my sister.

(4) John is **thinner** than Bob.

(3) **Superlative is** used to compare two or more nouns. They're also used to compare one thing against the rest of a group. It expresses highest intensity (quality or quantity) of a thing in comparison to other things.

Words like **of** and **in** are used after a superlative adjective in a sentence. An article 'the' should be used before a superlative degree when modifying a particular noun.

Noun (subject) + verb + the + superlative adjective + noun (object).

Example of superlative degree

(1) Rohan is **tallest** in the class.

(2) This road is **busiest** of all the roads.

(3) Mount Everest is the **highest** mountain in the world.

(4) Seema is the **most intelligent** girl in the class.

(5) My house is the **largest** one in our area.

Home task: make a story about your favorite animal and use comparative adjectives.

Unit 13. My favorite food. Some, any, many, much, a lot of

In this unit students will learn types of adjectives and they to develop speaking skills by questions.

Lead-in activity. Answer the following questions.

What do you usually have for breakfast?

.....

What do you usually have for lunch?

.....

What do you have for lunch at the weekends?

.....

What do you usually have for dinner?

.....

What's your favourite food?

.....

Who cooks in your family?

.....

Can you cook? If yes, what?

.....

Read the text about food. Write down new words for yourself.

Kids and their favorite food

Omina : My favorite food is pizza. I can make pizza. My dad says my pizzas are very good. I don't like cheese. So there's no cheese on my pizzas. When we go to a restaurant, I always order chicken with chips and an ice cream. My favorite flavor is strawberry. We like drinking coke. When we have Brenda a party, we have lots of coke.

Ahmadjon: I like burgers: hamburgers, double burgers, cheeseburgers, fish burgers And I like sausages with chips. Mum often makes spaghetti. I like that. What I don't like is carrots. I really hate them. And my favorite drink? Well, I like juice, coke and water.

William: I like tomatoes and peas. My mum says they are good for me. I always have tomatoes on my pizza. We have peas in our garden. Mum and like the fresh peas from the garden. I don't eat chicken or fish, I think it's not right to eat animals. My favorite sweets are doughnuts.

Write the words into the correct box.

apples – pumpkin - chocolate – peas – oranges – candies – carrots

– ice cream – tomatoes – bananas – potatoes – cookies – strawberries – beans –

apple pie - pears – cherries – cake -

Fruit	Vegetables	Sweets
.....

.....
.....
.....
.....

Tick off the correct answer!

1. Who doesn't like vegetables?

William.

Jack.

Brenda.

3. What's Jack's favourite food?

Burgers.

Fish.

Carrots.

5. Brenda likes ice cream with

..... flavour.

chocolate

vanilla

strawberry

7. What doesn't Sue like on her pizza?

Tomatoes.

Cheese.

Sausages.

9. Where does Jack often eat crisps?

At school.

In the park.

In the cinema.

2. Brenda can make good

hamburger.

cakes.

pizzas.

4. What has Sue got in her garden?

Beans.

Potatoes.

Peas.

6. What are Sue's favourite sweets?

Doughnuts.

Ice cream.

Cakes.

8. What does William hate?

Spaghetti.

Juice.

Carrots.

10. Who likes drinking coke?

Brenda and Jack.

Sue and Jack.

Brenda and William

Write about your favourite food!

Grammar (P)

Some, any, much, many, few and **little** are all words that come before nouns to help explain them. **Some** and **any** are both “determiners” – they tell us whether the noun phrase is general or specific. **Some** and **any** are both “general determiners”, which means they refer to an indefinite or unknown quantity of something.

Much, many, few and **little** are all “quantifiers”. Quantifiers are used to give information about quantity (the number of something).

Both **much** and **many** suggest a large quantity of something, whilst **little** and **few** mean: not as much, or not as many. However, if you use **a little** or **a few** this means: a small amount!

But how do we know when to use each word? Broadly speaking, the rules for using these terms are based on whether the noun we are referring to is countable, uncountable, plural vs. singular OR whether they appear in positive or negative sentences or questions. Be careful because each set of words has its own particular rules and exceptions! Let's take a closer look...

Some vs. any

The words **some** and **any** are used when the exact number or amount of something is not known, or when it's not important. **Some** and **any** are both used to refer to an indefinite quantity or number.

For example:

*There are **some** birds in our garden.*

(We don't know exactly how many birds are in the garden or it doesn't matter how many birds there are exactly)

As opposed to:

*There are **three** birds in our garden.*

(The number of birds is important and exact)

Some and **any** are known as “general determiners”. They are used to modify nouns, specifically to tell us that the noun phrase is general (rather than specific). They can be used with:

Countable or uncountable nouns:

*We don't have **any** time to get popcorn before the film starts.* (Time is uncountable)

*We still have **some** apples on the tree.* (Apples are countable)

Singular or plural nouns:

*We don't have **any** chicken left for dinner.* (Chicken is singular)

*It's such nice weather! Let's invite **some** friends round for a BBQ.* (Friends is plural)

Exercises

A. Fill in the gaps with either some or any:

1. There isn't (_____) time to finish your lunch. We need to leave now!
2. We have _____ ham sandwiches in the fridge if you're hungry.
3. Shall we bake _____ cupcakes for the party?

4. Do you have _____ family in Italy?
5. I won't need to do _____ more revision after my exams.
6. There aren't _____ shopping centres near my house.
7. Is there _____ news on the royal couple's wedding plans yet?
8. We finally have _____ news about the royal wedding!
9. Would you like _____ more soup, or are you full?
10. Pick _____ birthday card you like. I think they're all nice.

B. Choose the correct word to complete the sentences below:

1. How **much/many/many of** the guests ordered lunch?
2. She has too **much/many/much of** ideas and can't focus on one thing at a time!
3. We don't have **much of/much/many** sunshine at this time of year.
4. How **many/much/much of** people live in your block of flats?
5. How **many/much/much of** the assignment have you completed so far?
6. How **many/many of/much** money will I need for 2 days in London?
7. There has been **many/much/much of** debate about the new regulations.
8. Too **many/much/much of** people are driving in London and the traffic is a nightmare.
9. There isn't **much of/many/much** time before our flight so let's go straight to the gate.
10. My son doesn't have **many/much/much of** friends at school.

C. Fill in the gaps with either few, little, a few or a little:

1. There's _____ chance of Mary coming to the wedding. She's in Australia!
2. We have _____ options for our next holiday and they all look good.
3. _____ people visit Siberia in the winter because it's too cold.
4. You have _____ time before the next class if you want to get a drink.
5. Let's spend _____ days reviewing the proposal as I don't want to rush it.
6. There's _____ point in repeating yourself because she never listens!
7. I have very _____ colleagues that I would trust in a crisis.
8. _____ is known about the singer's early life.
9. Your dessert was delicious! Can I have _____ more, please?
10. The staff training course takes _____ days to complete.

Unit 14. Eating habits. Uzbek and American Irregular plural nouns

This unit focus on developing speaking skills and they will learn about Uzbek and American eating habits.



Let's talk about **FOOD**



Conversation cards

What's your favourite food?
How often do you eat it?

What's your favourite restaurant? Why?

How often do you eat in a restaurant?

Describe an everyday meal from your country and tell how to prepare it.

Which country do you think has the best food?

What food do you refuse to eat? Why?

Can you give some examples of fast food (also: junk

How often do you eat fast food?

What are the most popular dishes in your



Tick the food you have tried

baked potato	frog's legs	pancake
cake	fruit salad	pizza
ceviche	hamburger	rabbit
dog	horse	sausage
duck	lasagna	seafood
escargots	mashed potatoes	snake
fish & chips	monkey	spaghetti
fondue	noodle soup	steak



In this unit s-s develop their grammar, vocabulary and their critical thinking by making own story.

Vocabulary (P) Here given words related eating habits, make a story related with these words. Word limit 80-100 words.

body mass index (or BMI) (noun): a weight-to-height ratio that shows if you're overweight, underweight or at a healthy weight- *Jason's body mass index is 27, so he's a bit overweight.*

calorie (noun): a unit for measuring the amount of energy we get from

food - *How many calories are there in a can of soft drink?*

carbohydrate (noun): a substance in foods such as bread and potatoes that is a major source of energy or calories - *Is limiting carbohydrates a good way to lose weight?*

cancer (noun): a serious illness that is usually difficult to cure and often leads to death - *My cousin died of lung cancer when he was fifty.*

cholesterol (noun): a substance in body cells that can cause heart disease if levels in the blood are too high - *The test shows you have too much bad cholesterol in your blood.*

consume (verb): to eat or drink something - *How many calories should we consume every day?*

contaminate (verb): to make something a carrier of disease - *Food that isn't stored properly can become contaminated with dangerous bacteria.*

diabetes (noun): a serious illness in which your body cannot regulate the amount of sugar in the blood - *Being obese is the most common cause of type 2 diabetes.*

diet¹ (noun): all the foods a person normally eats - *My doctor said a vegetarian diet rich in plant protein is best.*

diet² (noun): a limited amount or range of food that someone eats to

lose weight or become healthier - *I've been on lots of diets but I'm still overweight.*

epidemic (noun): the sudden spread of a disease or medical condition - *Processed foods are causing a global obesity epidemic.*

fast food (noun): food served quickly, esp. Western foods like hamburgers, pizzas, fried chicken and French fries - *Fast food joints are everywhere around here.*

fatal (adjective): causing someone to die - *The heart attack wasn't fatal. He survived!*

heart disease (noun): a medical condition in which the heart fails to work properly - *Eating healthy food prevents heart disease.*

high blood pressure (or hypertension) (noun): a condition in which the blood pressure is higher than it should be - *High blood pressure can cause strokes, can't it?*

junk food (noun): unhealthy food, esp. fatty fast foods and processed snack foods - *Kids eat far too much junk food these days.*

lobby (verb): to contact people with power like politicians and try to influence them for your benefit - *The food industry spends millions of dollars lobbying politicians.*

malnutrition (noun): a condition of weakness or illness caused by eating too much food, not enough food or unhealthy food - *There are still many poor people who suffer from malnutrition.*

market (verb): to use advertising and other persuasive methods to make people want a product - *Shouldn't people who produce and market dangerous foods be punished?*

nutrient (noun): a substance in food that is necessary for good health - *A healthy diet gives us all the nutrients we need.*

nutritious (adjective): (of food or drinks) containing substances we need in order to be healthy - *Japanese food is both nutritious and delicious.*

obese (adjective): very fat; far above a healthy weight (BMI >30) - *Why are so many people in Australia obese these days?*

obesity (noun): the state of being very overweight, or the medical condition related to this - *If marketing junk food to kids causes obesity, why isn't it banned?*

overeat (verb): to eat more food than the body needs - *If I didn't overeat, I wouldn't be overweight.*

overweight (adjective): above a normal or healthy weight (BMI 25-30) - *How can I stop my kids from becoming overweight?*

pescatarian/pescetarian (adjective): (of a diet) including vegetarian food and fish, but no other meat - *My cousin thinks farming animals and chickens is cruel and bad for the planet, so he's pescetarian.*

preservative (noun): a chemical substance used for preventing food from spoiling or wood from decaying - *Many processed foods have added preservatives and artificial colourings and flavourings.*

process (verb): to add chemicals or other substances to food to make it last longer or look or taste better - *The*

processed food industry makes a huge amount of money.

profit (noun): money made by selling a product or service - *Companies will do whatever's necessary to increase their profits.*

regulate (verb): to use official powers or laws to control an activity, process or industry - *The only way to prevent obesity is to regulate the food industry.*

risk factor (noun): something that increases your chances of developing a disease or being injured - *Smoking is a risk factor for lung cancer.*

saturated fat (noun): a type of fat that's found in butter, cheese, red meat, etc. - *Reducing the amount of saturated fat in your diet can help you live longer.*

stroke (noun): the sudden bursting of a blood vessel in the brain that can cause serious illness or death - *After he had a stroke, Harry couldn't walk or talk normally.*

trans fat (or trans fatty acid) (noun): an artificial fat that makes food last longer and taste better but is very bad for health - *Trans fats are banned in many places because they're so bad for our health.*

vegan (adjective): (of a diet) with plant foods only; without animal products, including meat, fish, seafood, eggs, milk, cheese, etc - *Let's try sticking to a vegan diet.*

vegetarian (adjective): (of a diet) with plant foods and sometimes dairy products, but without meat, fish, or seafood - *Most people I met in India were vegetarian.*

Grammar (P)

What is an irregular plural noun? Learn important grammar rules related to Irregular Plural Nouns in English with lists, examples, and ESL infographics.

What Are Irregular Plural Nouns?

Irregular [plural nouns](#) don't adhere to specific rules; therefore, it's prudent to study them or search for accurate pluralization in the dictionary. Lack of definite rules makes it challenging to understand them. So, you must devote your time to study and memorize them. Otherwise, you're bound to error when making use of irregular nouns in plural form.

Examples of irregular nouns in singular and plural format:

Singular	Plural
Man	Men
Foot	Feet
Mouse	Mice

Child	Children
Woman	Women
Goose	Geese
Person	People

Irregular Plural Nouns | Rules

No Change in the Plural

Some [nouns](#) have identical singular and plural. Many of these are the names of animals.

Irregular Plural [Nouns List](#):

Aircraft – aircraft

Spacecraft – spacecraft

Barracks – barracks

Series – series

Deer – deer

Species – species

Gallows – gallows

Means – means

Moose – moose

Offspring – offspring

Salmon – salmon

Deer – deer

Hovercraft – hovercraft

Fish – fish

Sheep – sheep

Trout – trout

Offspring – offspring

Swine – swine

Changing the Spelling of the Singular Noun

The plural is sometimes formed by simply changing the [vowel sound](#) of the singular (these are sometimes called *mutated plurals*):

Irregular Plural Nouns List:

Person – people

Child – children

Ox – oxen

Tooth – teeth

Man – men

Foot – feet

Woman – women

Goose – geese

Caveman – cavemen

Mouse – mice

Policeman – policemen

Louse – lice

Note: There are many compounds of *man* and *woman* that form their plurals in the same way: *postmen*, *policewomen*, etc.

A FUNNY PLURAL POEM

Task 1

**Fill in the missing nouns in the following poem about the Plural of Nouns.
Choose from the box below.**

No wonder the English language is so very difficult to learn.

I sometimes wonder how we manage to communicate at all!

We'll begin with a box and the plural is _____.

But the plural of ox should be _____, not oxes.

The one fowl is a goose but two are called _____,

Yet the plural of _____ should never be meese.

You may found a lone mouse or a whole set of _____,

Yet the plural of house is _____ not hice.

If the plural of man is always called _____,

Why shouldn't the plural of _____ be called pen?

If I speak of a foot and you show me your _____,

And I give you a _____, would a pair be called beet?

If one is a tooth and a whole set are _____,

Why should not the plural of _____ be called beeth?

Then one may be that and three would be _____,

Yet _____ in the plural wouldn't be hose.

And the plural of cat is _____ and not cose.

We speak of a brother and also of _____,

But though we say _____, we never say Methren,

Then the masculine pronouns are he, his and _____,

But imagine the feminine _____, shis and shim,

So English, I fancy you will all agree,

Is the funniest language you ever did see.

1. HAT
2. BOOTH
3. MOTHER
4. CATS
5. GEESE
6. HOUSE
7. TEETH
8. SHE
9. MICE
10. OXEN
11. HIM
12. BRETHERN
13. BOOT
14. FEET
15. BOXES
16. MEN
17. THOSE
18. MOOSE
19. PAN

- 2) Follow (v)
- 3) Upload (v)
- 4) Likes (n)
- 5) App (n)
- 6) Meme (n)
- 7) Troll (n/v)
- 8) Viral (adj)
- 9) Go viral (v)
- 10) Platform (n)
- 11) Influencer (n)
- 12) Hashtag (n)
- 13) Trending (v)
- 14) Tweet (v/n)
- 15) Traffic (n)
- 16) Tag (v)

Grammar (P)

What Is the Simple Present Tense? (with Examples)

(1) To describe facts and habits:

I **like** chocolate. (Fact)

Angela **runs** a youth club full of glue-sniffers. (Fact)

I **ride** horses in the summer. (Fact and habit)

It always **snows** here in January. (Fact and habit)

Dawn **plays** chess in the evenings. (Fact and habit)

(NB: These activities do not have to be happening right now.)

This type of sentence, especially if it's describing a habit, will usually include a time expression like "always," "every year," "never," "often," "on Mondays,"

"rarely," "sometimes," or "usually."

(2) To describe scheduled events in the future

The train **arrives** at 5 o'clock.

It **is** low tide at 0234.

(Yes, we know! It's supposed to be the present tense!)

(3) To tell stories (particularly jokes) to make your listener or reader feel more engaged with the story.

A horse **walks** into a bar, and the barman **says**, "why the long face?"

(Compare to: A horse walked into a bar, and the barman said, "why the long face?")

We heard the helicopter overhead. Suddenly, the radio **bursts** into life.

(This is sometimes called the fictional present or the historic present.



Eduard is moving



Eduard the ant is very sad. He and his parents are moving to another city today. All his friends are there to say goodbye. Some of his friends are crying. Eduard does not want to cry but he cannot help it. When they drive away, his friends are waving until they cannot see the car anymore. The drive is very long and on the way Eduard falls asleep. When he wakes up, they are standing in front of a huge walnut. This is their new home. All day Eduard and his parents are unpacking. In the evening they are very tired and go to bed early.

The next day is Eduard's first day in the new school. He is very afraid. But everything goes better than expected. The pupils in his new school are very nice

Unit 16. Images and emotions. Present Continuous tense

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Feelings/Emotions Matching

Match the sentences on the left with their corresponding responses on the right, then find the right image for each feeling or emotion :

1. I'm angry
2. I'm bored
3. I'm sick
4. I'm worried
5. I'm hungry
6. I'm exhausted
7. I'm happy
8. I'm ashamed
9. I'm thirsty
10. I'm sleepy
11. I'm horrified
12. I'm cold
13. I'm confused
14. I'm disappointed
15. I'm hot

- Let's have some delicious steak!
- Put some clothes on!
- Take your coat off!
- Have a break!
- Calm down!
- There's nothing to worry about!
- Go to bed!
- Let me clarify things for you.
- There's nothing to fear about!
- That's very good!
- Don't lose hope!
- Let's go out and have fun!
- You'll do better next time!
- Drink some water!
- Go to the doctor!



Vocabulary

1 Match the beginnings and endings of these adjectives.

embarr-	delig-	worr-	-yed	-used	-vous
up-	disapp-	jeal-	-ointed	-assed	-ous
over-	ner-	exci-	-ious	-joyed	-set
conf-	fur-	anno-	-hted	-ied	-ted

How would you feel in these situations? Choose an adjective from question 1.

- a You go to town with odd shoes on.
- b You lose your credit cards.
- c A friend breaks a promise.
- d You win a lot of money.
- e A friend can't come to your party
- f Your friend moves to another country.
- g You don't understand some grammar.
- h You are going on holiday soon.

2 Choose an adjective from question

1. Make a face to describe this emotion. Your partner must guess which emotion it is.

3 Read the letters. Match the titles below to the correct letter.

A Dear Marnie,

The other day, I got my exam results and I was overjoyed to find out that I passed with flying colours. But when I rang my friend to arrange a night out to celebrate, I found out that she had done really badly. She's really upset and doesn't want to go out. It's really awkward because I did so well, and I'm disappointed we can't go out and paint the town red. What should I do to make her feel better?

Karen

B Dear Marnie,

Last week, this girl invited me out to the cinema. I was really delighted because I really liked her.

We went out and had a really good time. But yesterday, I saw her hanging out with her friends and I told her what a good time I'd had. She made fun of me and said she didn't know what I was talking about. I felt really embarrassed, and now I'm really confused because I don't know if she likes me or not. What should I do?

Kevin

C Dear Marnie,

There's a boy at our school who my friend and I have always really liked. The problem is that last week he asked me out, and of course I said yes. I'm really excited about it, but my friend is really annoyed. I think she's jealous. Now she wants nothing to

D Dear Marnie,

We have to do presentations for a test next week, and I'm really worried about it. The thing is, I get really nervous when I'm talking in front of people and I know I'm going to make a real mess of it.

The problem is, I'm usually a pretty good student at school, and my dad is

do with me any more. What can I do to convince her that she's still important to me?

Jess

going to be furious if I get bad marks.

What should I do?

Andy

- 4 Find phrases in the letters with the following meanings.
- a did very well in a test (letter A)
 - b go out to celebrate (letter A)
 - c talking informally (letter B)
 - d laughed at me (letter B)
 - e doesn't want to be with me (letter C)
 - f persuade (letter C)
 - g do it badly (letter D)
- 5 In pairs, discuss what you would advise each of the letter-writers to do.
- 6 Choose four adjectives from question 1 and write a letter to a problem page including these adjectives.
- 7 Read the letter from someone else in the class and write a reply.

Grammar (P)

“Present continuous tense” or “present progressive tense” is a verb tense that describes the actions we are doing right now. It is used to express the actions that we are doing at the moment of speaking. The auxiliary verbs are “**am, is, are**” and we add “**-ing**” at the end of the verbs in present continuous tense.

- I am not crying.
- He is not drinking tea.
- We aren’t waiting for the bus.
- I’m not going anywhere.

Interrogative sentences

For the formation of question sentences (interrogative) in present continuous we take “**am, is, are**” before the subject of the sentence.

- Is Mr. Gibbs having breakfast?
- Are you kidding?
- What are you looking at?
- Why are you laughing?

10 questions and answers about present continuous tense

1. Why are they discussing?

Because they are late.

2. What are you drinking?

I’m drinking lemonade.

3. Where are you going?

We are going to Italy.

4. Are you sleeping?

No, I am just resting my eyes.

5. Is it snowing outside?

Yes, it is.

6. Are you crying?

Yes. I am thinking about my family.

7. Are the children playing in the garden?

No. They are playing at home.

8. Why is Nancy sitting alone?

Because she wants to be alone.

9. Are you coming with us tomorrow?

Yes, I am.

10. Is she studying English now?

Yes, she is.

Unit 17. The magical of world movies. Degrees of comparison Adverbs

In this unit you will learn :



- Famous actors
- Film genres
- Revision of lexical and grammar material

Warming up activities. Answer to questions.

1. what do you think, what shall we talk about today?
2. Well, can you imagine our life without cinema?
3. What is your favorite cinema?

Read the text.

“Cinematography in Germany”.

The beginning of the cinematography in Germany was in 1895. It was the time when film making industry began to develop all over the whole country. The most important were the studios “ Bayem” in Munich and ‘ Ufa” in Berlin. At the end of the 1920s the sound film appeared. But in 1933 the most prominent film directors and actors immigrated to Hollywood.

The new birth of German film industry began in 1962. The problem was to shoot much better than those made in Hollywood. The most successful film directors are Dorris Dorrie, Wim Wanders, Margarete von Trotta, Follker Scindorf. Everybody knows the names of such famous actors as Friedrich Murnou, Fritz Lang and Marrien Dietrich.

The famous Berlin Film Festival is very popular among the film directors. The main prize of this festival is “ The Golden Bear’.

Exercise1.

Read the text below. Transform the words printed in capital letters at the end of the lines indicated by numbers B4 - B10 so that they correspond grammatically to the content of the text. Fill in the gaps with the given words. Each gap corresponds to a separate task from group B4 - B10.

The Russian film industry has long been progressing at a steady rate and while subject or film quality may not always be the same as that **B4**_____ (**produce**) in the United States or the United Kingdom, films produced here have always **B5**_____ (**enjoy**) a high level of quality and a uniquely Russian feel. In the beginning, Russia enjoyed the same ‘**B6** _____ (**silence**) movie’ period that many other **B7** _____ (**country**) experienced, but as sound became better and more available the film industry **B8** _____ (**gradual**) turned towards this sort of film. Thus, a number of **B9**_____ (**Russia**) actors and actresses worked exclusively in the silent movie industry while others worked with both silence and sound. Those actors who have only recently entered the **B10** _____ (**act**) world

usually work only with the latest technology and enjoy full-color, digital sound screenings.

Exercise 2.

Guess the film profession.

1. A man who pretends to be another person and acts in a film.

- a) a director
- b) a producer
- c) an actor

2. A man who is the boss and tells everybody what to do.

- a) a director
- b) a writer
- c) an editor

3. A man who writes scripts for films, shows.

- a) an editor
- b) a scriptwriter
- c) a designer

4. A man who has general control of the money for a film but he doesn't direct the actors.

- a) a cameraman
- b) a camera operator
- c) a producer

5. A woman who can make a new face for an actor.

- a) a sound mixer
- b) a costume designer
- c) a make-up artist

Grammar(P)

Degrees of comparison



A big ball.



A small ball.

FORMATION

!! RULES !!	<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Very short words (one syllable) □ + ER □ + EST	Tall Small Old	Talle r Smal ler Olde r	Tallest Smalle st Oldest
Short words (two syllables): Ending in -y, -ow, -er, -le □ + ER □ + EST	Heavy Clever Narrow	Heavie r Clever er Narro wer	Heaviest Cleveres t Narrowe st

Short words (two syllables): NOT ending in –y, –ow, –er, –le <input type="checkbox"/> MORE <input type="checkbox"/> MOST	Tired Awful Famous	More tired More awful More famous	Most tired Most awful Most famous
Long words (three or more syllables) <input type="checkbox"/> MORE <input type="checkbox"/> MOST	Beautiful Expensive Horrible	More beautiful More expensive More horrible	Most beautiful Most expensive Most horrible

The comparative form is used to compare two things.

Examples:

- We must not reach there **later** than 7 o'clock.
- You speak **more loudly** than a loudspeaker.
- Sirius shines **more brightly** than all the other stars.

The superlative form is used to compare three or more things.

Examples:

- He arrived **the earliest**, so he had to wait for the others.
- Why do you have to speak the **most loudly** of all at the meeting?
- Of all the girls, your sister sang the **most sweetly**.

It is not correct to use –er and more together, or –est and most together.

Examples:

- **Incorrect:** The tree is **more taller** than the giraffe.
- **Correct:** The tree is **taller** than the giraffe.

- **Incorrect:** This turkey is **the most oldest** in the farm.
- **Correct:** This turkey is **the oldest** in the farm.

Some adverbs form the comparative and the superlative irregularly.

Absolute	Comparative	Superlative
badly	worse (than)	worst (the)
far	farther	farthest
far	further	furthest
little	less	least
much/many	more	most
well	better	best

Examples:

- Of the two teddy bears, which do you like **better**?
- This has to be the **farthest** I have ever walked in my life.

Practise (P)

Exercise 1: write sentences. Use the adjectives in brackets.

1) Russia/Belgium (larger than)

.....
.....

2) Rome/ London (warmer than)

.....
.....

3) Taxis/ buses (expensive than)

.....
.....

4) Driving/ flying (dangerous than)

.....
.....

5) Britney Spears/ I (famous than)

.....
.....

Exercise 2: write the correct form of the adjective for each sentence.

When I was younger I was a swimmer than anyone else in my school. (good)

The peanut-butter powered computer was than my science fair project.

(rediculous)



Todd has a computer than I do. (nev

I saw themagic trick today. (amazing)

Michelle's shirt isthan anyone else's here. (green)

The dining room wasthan we thought it would be. (elegant)

I think algebra is the.....class I've ever taken. (hard)

Research has shown that we have the.....pizza in town. (good)

This lemonade isthan any soda pop. (tasty)

The sequel was much than the original movie was. (interesting)

Exercise : Complete each sentence so that it means the same as the one above.

Use the positive degree.

□ Sweden is bigger than Belgium. Belgium isn't *as big as* Sweden.

1. The other students learn more quickly than me.

I don't learnthe other students.

2. You're very angry and I'm very angry also.

I'm.....you.

3. The Seats at the front are more expensive than the Seats at the back.

The Seats at the back aren't the Seats at the front.

4. Central Park in New York is bigger than Hyde Park in London.

Hyde Park in London isn't Central Park in New York.

5. Her last film is very good and her new film is also very good.

Her last film isher last film.

Unit 18. Music makes my heartbeat. The Future Simple Tense

This unit focus on developing reading and speaking skills. Students will learn about the future simple tense and to practice how to use it.

Reading (P)

Listening to songs in English is not only fun but it is a valuable material for practising grammar. We compiled a list of songs that can be used to teach Future tenses. This worksheet contains lyrics with target grammar structures, links to the videos and some questions for discussion. If you want to use our worksheets for higher levels, upgrade the task.

Emeli Sandé - Next To Me. music

You ____ find him drinking at the tables Rolling dice and staying out 'til three You ____ ever find him being unfaithful You ____ find him, you ____ find him next to me You ____ find him trying to chase the devil For money, fame, for power, out of grief You ____ ever find him where the rest go You ____ find him, you ____ find him next to me Next to me, oh Next to me, oh Next to me, oh You ____ find him, you ____ find him next to me When the money's spent and all my friends have vanished And I can't seem to find no help or love for free Discuss! 1. Find the examples of behavior which the singer disapproves of. 2. Would you be bored to have a partner who is always next to you? I know there's no need for me to panic 'Cause I ____ find him, I ____ find him next to me When the skies are gray and all the doors are closing And the rising pressure makes it hard to breathe When all I need's a hand to stop the tears from falling I ____ find him, I ____ find him next to me Next to me, oh Next

to me, oh Next to me, oh I ___ find him, I___ find him next to me When the end has come and buildings falling down fast When we spoilt the land and dried up all the sea When everyone has lost their heads around us You ___ find him, you___find him next to me Next to me, oh.

EXERCISES

Write down the correct form of the verb given in the bracket to make a sentence into [simple future tense](#).

1. The audience _____ after this magic trick. (*clapped*)
2. What will you do, if I _____ you to this hospital? (*admitted*)
3. Don't panic, she _____ this t-shirt from the dryer. (*dried*)
4. He _____ a pilot within a week. (*not/become*)
5. I _____ all the fruits on the table. (*eaten*)
6. The box _____ by tomorrow. (*emptied*)
7. They _____ to hangout near the beach. (*gone*)
8. _____ you _____ me? (*married*)
9. She _____ me in the seminar hall. (*hugged*)
10. This dress _____ my body. (*fitted*)
11. We _____ this game if we played well. (*won*)
12. The water level _____ if it rains continuously. (*risen*)
13. He _____ this project work by tomorrow. (*not/completed*)
14. She _____ pretty in this dress. (*looking*)
15. You _____ this secret. (*kept*)

What is Simple Future Tense, rules, structure and examples

What is Simple Future Tense, rules, structure and examples: Future tense is used to express any action that is near to happen in the future or any action that is not happened yet. We just predict that this action will happen in the future because no one can see the future. For example, "Steve will go to London tomorrow". In this example it is told that Steve **will go** in the future and he has not gone yet. Future action of going London is being expressed here. So in these kinds of situations we use simple future tense.

Will—(He, she, it, you, they, singular and plural noun) Shall—(I, We)

Structure of Simple Future tense

Positive Sentence

In positive sentences, we simply make the sentences according to Simple future tense rules.

For Example

He will check my website tomorrow.

I shall repair your computer next month.

We shall meet the Prime minister after two weeks.

Mark will save me from those hurdles of life.

You will teach me this lesson.

She will sit on the chair definitely.

Negative Sentences in the Simple future tense

When we make negative sentences, we normally add auxiliary verb and not before main verb. Negative Simple future tense = Subject+ will/shall+ not + 1st form of Verb +Object

For example

Steve will not work with me.

I shall not attend his class tomorrow

I will not pass GMAT exam this year.

They will not go with us.

You will not stay here for more than three hours.

Yes/No Questions in the Simple future tense

When you make any question that can be answered as yes or no, then you should start it with auxiliary verb followed by the subject and the 1st form of base verb.

Yes/No Sentences = Will/Shall + Subject + 1st form of Verb +Object?

For example

Will she work in this firm?

Shall we win the match tomorrow?

Will he go to the market?

Will she come next month?

Will you complete the task?

Wh- Questions in the Simple future tense

When you make any question that starts with wh word, then you should start it from wh word and then add auxiliary verb, after that subject followed by the 1st form of base verb. Wh words are when, why, who, where, whom, how, what, how much, how many.

Practice (P)

Exercise 1. Put the verbs in the following sentences into the affirmative, interrogative and negative forms of the Future Simple.

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.

5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

Exercise 2. Open the brackets using the verbs in the Future Simple.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

Exercise 3. Open the brackets using the verbs in the Future Simple.

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.

7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock

Unit 19. Typical places in my town. Text on specialty.

In this lesson students will learn about the home town and the to improve reading and writing skills.

Reading Comprehension

My hometown ESL reading comprehension. A reading comprehension text and conversation about Jane's hometown.



My hometown

My name is Jane. I am 23 years old and I live in a small town called *Snow Owl*. It took its name from the fact that there are a lot of snow owls on the mountain and forest.

The Town

Snow Owl is located on the northern part of the country, **established** on the base of *Sky Mountain* and surrounded by the *Dark Forest*. Even though the name sounds scary, it is actually very beautiful and nice. The name comes from the **appearance** of the forest, where the trees are so close together the sunlight cannot come through. A wonderful river comes down from the mountain and passes through the town, **splitting** it into two. If you ever visit my hometown, beware of the wolves; Especially if you are in the part that is near the mountain.

For most of the year, the town is covered in snow. Not many people know about its **existence** and I am really thankful for that. I appreciate the fact that it is calm and quiet.

The People

People are really kind and care about each other. We always try to find ways to help each other. **However, on the downside** everybody knows everything about everybody and if you want to hide, it is extremely difficult.

Sights

The town itself doesn't have a lot of sights to visit. A big historic library from the 1800's, still **functional**, is standing in the middle of the village, next to the Town Hall. There are also two bridges that connect the town. The one on the south is the oldest and most beautiful. I sometimes go and sit by the river just to admire it.

For entertainment we have the old theatre, some coffee shops and restaurants. Younger people prefer to visit neighboring towns and cities since it gives them more choices of entertainment.

My hometown is one of the greatest in the world and I wouldn't trade it for anything.

Reading Comprehension Questions

Question 1: What is the name of the town?

Question 2: Why is it called in that way?

Question 3: Describe the landscape.

Question 4: Why is the forest called Dark Forest?

Question 5: Are there any dangerous animals nearby?

Question 6: What is Jane thankful for?

Question 7: How does Jane describe the people of the town?

Question 8: What is one of the disadvantages living in Snow Owl?

Question 9: Which is the oldest sight the town has?

Question 10: What kind of entertainment is there?

Question 11: Do people like the entertainment the village provides?

Question 12: Does Jane like her hometown?

Unit 20. Free time. Modal verbs

In this unit you should work with reading passage and to develop your vocabulary range.

ENGLISH READING TEST

Read the following text carefully.

Free time

It's lunch break. Lillian and Matt are in the playground talking how they spent their weekend

Lillian: today I invite some friends to visit me and we just stay at home. You know, we usually meet at the shopping centre or we go jogging in the park but this time I am so tired that I prefer not to go out. We watch a good film and eat popcorn. It is fun.

Matt: But why are you so tired?

Lillian: Well, during the week I am always very busy after school. I have guitar lessons and basketball practice three times a week. After that I get home and I usually study. This week I have a Math and a Science test, so I have to study a lot.

Matt: I've got to admit that I am very lazy, so the best thing for me is to spend my free time at home sitting in front of the TV. I also like to have my laptop with me and I am always surfing the net or checking my Facebook page.

Lillian: But this way you don't hang out with your friends and you don't exercise.

Matt: You're right about exercising but I often meet my friends. For example, on Sunday I am on Facebook keeping in touch with my friends. I am always with them online. Come on, don't look at me like that. I know it's not the same thing as being face-to-face with them but that's how I like it.

Lillian: Well, I have to say that's too dull for me. You would feel healthier and have more fun if you go out with your friends. You can always experience something new. Why don't you go cycling with them next week?

Matt: You're so right. I will ask them.

Lillian: That's the spirit.

Read and match the parts. PUT THE LETTERS in front of the sentences.

- | | |
|---|---|
| 1. Lillian invites some friends to her house... | a) because he is so lazy. |
| 2. She doesn't have much time after school... | b) to invite his friends to go out. |
| 3. this week she has to prepare herself... | c) because she has other free time activities. |
| 4. Matt loves being at home... | d) because he spends so much time at home. |
| 5. His favourite activity time... | e) when he wants to meet his friends. |
| 6. He doesn't do much exercise... | f) for a couple of tests. |
| 7. He usually goes online... | g) because she doesn't want to go out this weekend. |
| 8. In the end Lillian convinces Matt... | h) is watching TV. |
| 9 he spends his free time | I in front of the computer |
| 10 he needs more | J healthier life |

Vocabulary (P)

Here are some phrases and phrasal verbs to describe free-time activities.

Free-time Vocabulary

play in a band: play a musical instrument (or sing) in a group with other people

"He plays in a heavy metal band."

play cards: play a card-game with other people (called "players")

"I like playing cards, but I can't play poker."

play chess: chess is a game with two players where you have to move your "pieces" (like the King, the Queen, the Knight, etc) around the board.

play pool / darts, etc: both pool and darts are games you can play in a pub.

With pool you need to get the coloured balls into the holes on a table, while with darts, you throw the darts into a board on the wall

"You can play both pool and darts in that pub."

watch a film / movie / TV: remember, you watch something on a screen

"They like watching films at the weekend."

take part in (an activity): do an activity with other people

"Do you ever take part in sporting activities?"

do something for fun: do something just for pleasure

"They like going hill-walking for fun."

be keen on: enjoy doing something

"He's keen on playing tennis."

be a fan of: like doing something a lot

"She's a great fan of outdoors sports."

Phrasal Verbs

We use phrasal verbs a lot in spoken English. When you use them, you'll sound more natural.

Remember that the word order in phrasal verbs is important. For example, we can say set up a club, or set a club up. In the phrasal verbs below, the word order is shown for you.

hang out (with): spend time with someone

"At the weekend I like to hang out with my friends."

chill out: relax

"This weekend I'm just going to chill out."

get together: meet

"A group of us are going to get together for a couple of drinks."

come round: come to someone's house

"Why don't you come round later?"

get up to: do

"What did you get up to at the weekend?"

catch up with: get the latest news

"It was so nice to catch up with her."

kick (a football) around / kick around a football: play an informal game of

football

"The kids often go to the park to kick a football around."

take in a play / exhibition: go to a play or exhibition

"When they go to London they often take in a couple of plays."

set up a club / set a club up: start a club

"My friends want to set up a book club."

be into: be interested in something (inseparable phrasal verb)

"She's really into stamp-collecting."

take up a hobby / take a hobby up: start a new hobby

"He's only recently taken up gardening."

Grammar (P)

What Are Modal Verbs? (with Examples)

The main modal verbs are "can," "could," "may," "might," "shall," "should," "will," "would," and "must." Modal verbs (or modal auxiliary verbs) express

modality. Modality refers to properties such as possibility, ability, permission, obligation, and condition.

	possibility	ability	permission	obligation	condition
"can"	I can attend the meeting. It is possible.	I can attend the meeting. John will take me.	I can attend the meeting. I have permission.		
"could"	I could attend the meeting. It was possible.	I could attend the meeting. My schedule was free.			
"may"	I may attend the meeting. There is a 50% chance.		I may attend the meeting. I have permission.		
"might"	I might attend the meeting. There is a				

	50% chance.				
"shall"				I shall attend the meeting. I promise.	
"should"				I should attend the meeting. It is the right thing to do.	
"will"				I will attend the meeting. I promise.	
"would"					I would attend the meeting. However, I have another meeting.
"must"				I must attend the meeting. It is important.	

The term "modal verb" comes from "modality." Remember that modality includes some important properties such as possibility, ability, and obligation. If you're teaching or learning English, then rest assured that covering modal verbs will be well worth it. The modal verbs are essential for communicating.

Also, you might be surprised how common modal verbs are. If you're unconvinced, spend some time playing with [Google's Ngram viewer](#), which scans millions of publications. You will soon notice that our language is rammed full of modal verbs. ([Click here](#) for an example showing that "would" and "could" are **far** more common than "see" and "work," which are themselves extremely common words.)

So, modal verbs are important! Some language instructors believe that learning the modal verbs should be one of the very first activities for learners.

Ex. 1: Ability

Choose the most appropriate answer for expressing ability.

1. Maria type 80 words per minute.

may can could has to

2. Ella speak French and German.

may can could has to

3. Tom's teacher says that he play the violin pretty well in half a year.

can could will be able to will have to

4. I meet him at the airport tomorrow.

can could should would

5. I'm sure that Nina explain everything when she returns.

can could will be able to will have to

6. My dog very high when he was younger.

could jump could have jumped might be able to jump might have been able to jump

7. One of the boys get out of the cave. He ran to the village for help.

- could might was able to had to

8. Several criminals escape into the woods.

- could might managed to had to

9. I wanted to talk to Jim yesterday, but I find him.

- didn't might not wouldn't couldn't

10. Anyone make a mistake.

- may can could is able to
-

UNIT 21. Working opportunity. Past simple

In this unit to explore decision making; brainstorming, prioritizing, eliminating, organizing, discussion with others, weighing pros and cons, considering alternative options.

Learning Activities Activity 1: Brainstorming for Factors to Consider when Looking for Employment

1. Ask learners what is important to them in a job. Have them work in teams to brainstorm all the factors they consider when looking for employment. For example, a high paying salary or a flexible schedule.
2. Have one person from each group write their top five factors on the board.
3. Cross out any words that are repeated.
4. Handout Appendix 1.1 and review the vocabulary
5. Have students complete this list using the words left on the board, if possible

Activity 2: Organize your ideas

1. With the class, consider different ways to organize the information to make it more meaningful or useful, for example, eliminating (striking what is not relevant and prioritizing what is left), or prioritizing (placing in order of importance). *Note

- Try to elicit ‘eliminating’ and ‘prioritizing’ from the learners but provide these words and explain their meaning if they don’t come up with them on their own.
- 2. Tell learners you are going to practice eliminating and prioritizing today.
- 3. Place learners in small groups or pairs and have them organize the words from the list in Appendix 1.1 (including the words that may have been added to the list) using either technique, eliminating or prioritizing.
- 4. Select volunteers (two from each technique) to present their lists to the class.
*Note – To avoid redundancy, have students presents only their top five factors but have them explain the process they used.
- 5. Ask the class to reflect on how organization helped them think through the options.

Activity 1: Brainstorming for Factors to Consider Appendix 1.1

Daycare

service

Flexible

working

hours

Overtime work

Good boss

Job security

Casual,

part-time work

Distance from home

Free parking

Good salary

Friendly environment

Interesting work

Easy work

Quiet office

Union Medical and Dental Plan

On-the-job training

Group insurance

Flexibility in the schedule

Permanent

full-time work

Opportunity for

Promotion

Activity 4: Weighing the Pros and Cons

Read the following scenario:

In your homeland you were a successful auto mechanic running your own business. In Canada, your neighbour introduces you to the boss at a body shop. He offers you work at \$8.50 an hour. You would be hired as casual help, but he tells you there will be plenty of work. You have been to the shop and the staff is very friendly. You could practice your English and gain some Canadian experience. You know that licensed auto mechanics can earn \$12 or more. However, to get your license in Canada, you need to enter an apprenticeship program and pass a series of exams. It could take several years.

1. With a partner, discuss the pros and cons of taking the job and write your answers in the table.

PROS

CONS

2. Highlight the arguments that have most weight in the table.

3. With your partner, form a group of 4 with another pair. Present your decision on whether or not to take the job and your supporting arguments to the group.

4. What are the alternatives?

Grammar (P)

When you can use Past Simple

You use Past Simple for *finished past action*. Past tense is usually specified with the following words: yesterday, ago, the day before yesterday, in 2017, last week/month/year, etc.

They called me a minute *ago*.

She went to the park *yesterday*.

My family visited me *last month*.

You use Past Simple for *situations which started and finished in the past*. (finished time period)

He taught English at primary school. */he doesn't teach English in primary school any more → finished time period/*

We lived in New York. */we don't live in New York any more → finished time period/*

I studied economics at university. */I don't study at university any more → finished time period/*

You use Past Simple for *past state or past habit*.

They rode bikes a lot when they were children. */past state because they are not children anymore/*

We often relaxed in the pub after work. */past habit because we don't relax in the pub anymore/*

I used to like this TV series. */past habit because I don't like this series anymore*

Practice (P)

Exercise 1. Open the brackets using the verbs in Past Simple.

1. What your neighbours **(to do)** yesterday?
2. Mr. Smith **(to fix)** his car yesterday morning.
3. His wife **(to water)** plants in the garden.
4. Their children **(to clean)** the yard and then they **(to play)** basketball.
5. In the evening their boys **(to listen)** to loud music and **(to watch)** TV.
6. Their little girl **(to cry)** a little and then **(to smile)**.

7. Her brothers **(to shout)** at her.
8. Mrs. Smith **(to work)** in the kitchen.
9. She **(to bake)** a delicious apple pie.
10. She **(to cook)** a good dinner.
11. She **(to wash)** the dishes and **(to look)** very tired.
12. The children **(to brush)** their teeth, **(to yawn)** a little and **(to go)** to bed.
13. Their mother **(to change)** her clothes and **(to brush)** her hair. Then she **(to talk)** on the phone.
14. Her husband **(to smoke)** a cigarette and **(to talk)** to his wife.
15. They **(to wait)** for the bus. The bus **(to arrive)** at 9 o'clock.
16. They **(to visit)** their friends.
17. They **(to dance)** a lot there.
18. Mr. and Mrs. Smith **(to rest)** very well last night. They really **(to have)** a wonderful time at their friends.

Exercise 2. Rewrite the following text in the past tense.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a «five». Pete does not get a «five» because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and change the book. Then I go home.

Exercise 3. Fill in the gaps in the sentences using was, were, wasn't, weren't.

1. There ____ a lot of people in the fast food restaurant last night. It was busy!
2. «____ Katie at school last week? » «No, she ____ . She was sick.»
3. «These flowers are beautiful. ____ they expensive?» » No, they ____ very «
4. ____ James and Charlotte in the florist's? Yes, they ____ .
5. That's a pretty dress. ____ it in the sale? Yes, it ____ .

6. _____ there a toy shop in that shopping centre? No, there _____ .

7. Where _____ you yesterday, Sam? I _____ at the zoo with my mum.

8. We _____ at home last night. We _____ at the cinema with friends.

Unit 21. Education opportunities. Irregular verbs

*This lesson plan could also be used with your students to debate these issues for the **International Day Of Education**, which takes place in January. For more lesson plans on international days and important holidays, see the [calendar of world days](#) to plan your classes for these special occasions.*

Speaking(P) answer the questions

1. *Where did you go to school? Was it a good school?*

2. *Did you enjoy your time at school? Why or why not?*

3. *What was your favourite subject at school? Which subjects didn't you like? Why?*

4. *How can we stop children from becoming bored at school?*

5. *Did you have a favourite teacher? How about a least favourite? Can you describe these teachers? What are the best qualities in a teacher?*

6. *What were the most important things you learned at school?*

7. *Do you think the quality of education in schools is better today compared to when you went?*

8. *Do schools truly prepare children for their futures?*

Vocabulary (P)

- pupil (noun) – a person who is taught, especially a schoolchild.
- teacher's pet (noun) – the teacher's favourite pupil, or one that makes an effort for the teacher to like them.
- extra-curricular activities (noun) – an activity available at an educational institution not directly connected to the curriculum.

- to drop out (of school/college) (verb), (school/college) dropout (noun) – to end your participation in something, especially school or college; a person who ends their participation in school or college.
- to play truant / play hooky (AmE) / wag off (BrE) / skive (BrE) (verb) – to be absent when attendance is required, especially at school.
- to flunk (AmE) (verb) – to fail, especially an exam or course.

Exercise 1.

Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun):

1. I can't believe I math; I'd been studying so hard for weeks!
2. Kingston Grammar is a great school with many including sports, music and debating societies.
3. Martin is such a ! He even brought an apple in for Miss Cartwright yesterday!
4. Phil's mum was furious when she found out he had every day last week.
5. In the mornings, all attend an assembly with the headmaster.
6. Both Steve Jobs and Bill Gates became billionaires despite being . It just goes to show that you should never let school interfere with your education!

Exercise 2. Education vocabulary comprehension questions

1. Were you a good pupil, or did you misbehave at school?
2. Were there any teacher's pets at your school?
3. Why might someone drop out of school?
4. What extra-curricular activities did you take part in at school?
5. Did you ever play truant at school?
6. Did you flunk any subjects at school?

Grammar (P) Activities

Activity 1. Irregular Verb Ball Toss

Let's start with a quick and easy one that always goes over well with my students. Bring in a rubber ball (or use a small eraser, a scrunched-up ball of paper, or anything else that's light and safe to throw) and let the game begin! You may want to let students refer to a list of irregular verbs when they're first learning them, but later on you can play it without the list. I prefer not to keep score during this game, but you may choose to. You can also choose if you should correct any mistakes or if another student should do it.

Choose an irregular verb and say the base form out loud.

Say the name of a student and toss the ball to them.

The student must catch the ball and say the past form.

That student then chooses another verb and repeats the steps above.

Continue until all the students have had a turn or two.

Activity 2. Concentration (on the table)

This classic game is useful for reviewing all kinds of vocabulary and grammar targets. Cut up the verbs from the list (one set for each group) or make your own verb cards. You could also have students make their own cards.

Arrange students into small groups (groups of three or four work well).

Mix up the verb cards and arrange them facedown in a rough square pattern.

One student starts by turning over any two of the cards. If that student gets a match (by turning over a base verb that matches the past form of that verb), he/she can keep the pair of paper slips. If there's no match, the student must turn the slips over again and place them back in the same place.

Once all the slips have been matched up, students should add up how many pairs they have. The student with the most matches wins!

Activity 3. Concentration (on the board)

This activity is my favorite for irregular verb review. It always goes over well and gets the whole class involved.

Draw a grid on the board with 20 squares (5 × 4). Write the numbers 1–20 in the top left-hand corner of each square. Have a master grid for yourself that you can refer to with ten base verbs and ten corresponding past forms (use the list below for ideas) filled into the grid (one verb per square, with the order mixed up).

Divide the students into two teams. Ask one student from team A to choose one box. Write the verb in the center of the box. Have that same student choose another box. Fill in that box too.

If the two boxes create a match (base verb + past verb), leave the verbs written in the boxes and give that team a point. If they don't match, erase both boxes and repeat the process with a student from team B.

Continue until all the boxes are filled in. For the last pair of boxes, make it more challenging by having that team member guess the last box (i.e., if the base verb is chosen, write it in the box, but then the student must tell you the past form without seeing the last box, and vice versa). The team with the most points wins!

Unit 23. Uzbekistan is my native land.

In this unit s-s to improve pupils' awareness of geographical terms, teach the Uzbek tradition; to develop pupils' listening and speaking skills; to report own ideas, communicative skills.

Speakin(P) Discuss the following questions in the group.

- What is Uzbekistan most famous for?
- What has Uzbekistan given to the world?
- What things about Uzbekistan do you think Uzbeks are proud of?
- Were people in the past smarter than now? Why/why not?

Exercise 1. Matching.

1. These cars in Uzbekistan.

A) produces B) be produced C) are produced D) are producing

2. Samarkand by Amir Timur in the 14th century.

A) was ruled B) is ruled C) ruled D) were ruled

3. Who is the founder of Algebra?

A) Al-Hakim at Termiziy B) Abu Ali Ibn Sino

C) Khoja Ahmad Yassawiy D) Muhammad ibn Muso al-Khwarizmi

4. How is it called “ = ” in English?

A) parallel B) equal C) fraction D) percent

5. Which of them is division?

A) + B) - C) \div D) X

6. Find multiplication.

A) + B) - C) \div D) X

7. A distinct period of history equal to 100 years.

A) age B) generation C) month D) ancient

8. A person who first starts some activities.

A) descendant B) generation C) ancestor D) founder

9. A genealogical diagram of the people who live together.

A) ancestor B) family tree C) descendant D) founder

10. Peterat seven o'clock.

A) goes up B) gets C) gets up D) woke up

11 you like this DVD?

A) Are B) Have C) Do D) Does

12. We live in a flat.

A) don't B) hasn't C) doesn't D) are not

13. a person who answers the questions during the interview

A) employer B) interviewer C) manager D) interviewee

14. He welcomed me with a wide smile and a warm

A) tradition B) handshake C) appearance D) tea

15. Family gathering is a wonderful in each Uzbek family

A) tradition B) superstition C) dinner D) greeting

Exercise 2. Write the words in the correct order to make sentences or questions

1. is for? most Uzbekistan What famous What is Uzbekistan most famous for?

2. many / before / he / He/ wrotten / had /died / at the age 70 / works. He had written many works before he died at the age of 70

3. is the Algebra ? founder Who of Who is the founder of Algebra?

4. of parts? work big Which five consists Which work consist of five parts?

5. of these Which 783? was in scientists born Which of these scientists was born in 783?

Read the text and discuss. You should create the headline to this text.

live in a country with a very ancient history and unique nature. Here, among the mountains and deserts, a proud and strong people lived and hardened themselves in trials. Over the territory of Uzbekistan for centuries the Great Silk Road, connected two different worlds, two different civilizations. Of course, I mean Europe and Asia. The Great Silk Road traveled fabrics, spices, precious stones. And, of course, knowledge. Knowledge, discoveries of science and technology were transmitted through vast distances.

Once the ancient Uzbek city of Samarkand was burned by the warriors of Chinghis Khan in response to resistance from the townspeople. But in two or three centuries the city was rebuilt. Another conqueror, Timur, appointed it his capital.

It's not for nothing that the Uzbek people were formed hospitable, friendly. Here they always welcomed visitors, whatever the wind brought them. Many people of different nationalities migrated to the Uzbek lands during the Soviet era. Someone was forced to move here during Stalin's repressions, someone was forcibly deported. Many Russians and Ukrainians came to the republic to build industry.

Now Uzbekistan can be proud of steel, gold mining, automotive industry. The only aircraft manufacturing plant in Central Asia is also located in Uzbekistan. The country is also actively extracting gas. In the world economic arena, Uzbekistan is the owner of vast untouched oil and gas fields, deposits of uranium ores. And a big producer of cotton.

Uzbekistan is a special country. Here they revere centuries-old traditions, are very attached to the family, their relatives, parents and children. The country is changing, now we have less children, less engaged in native horse riding, more and more by car. The Internet and other information technologies are developing. But

fragrant Uzbek tea, pilaf and dried apricots remain in every house of the country, waiting for guests, relatives, neighbors and distant ones. Recipes vary only, the soul of Uzbekistan remains the same.

Unit 24. Architectural heritage. Uzbek and American. Be going to...

In this unit:

The student will investigate house styles from American history.

The student will identify various architectural elements.

The student will evaluate the house styles of real world examples in their local/regional community.

The student will articulate the social/cultural significance of a specific building.

Situation for discussion.

Imagine going from being one of the richest, most important cities in the world to one of the poorest. Imagine the history captured in the architecture of such a city. Imagine these same now abandoned buildings being destroyed. How would you document this change? What images would you choose to represent these changes and to document this architectural heritage. One photographer has, and his photo essay is the subject of this resource.

Reading (P)

ENGAGING WITH THE STORY

Read or have students read the short description of the photo essay by the photographer. Direct students to view the photo essay in pairs or groups of three. Most of the buildings captured in the photos have been slated for demolition or have already been destroyed. Invite students to note the composition of each photo, including the architectural style, the color, light, and the everyday items photographed. Some of these items include calendars in a print shop, family portraits inside a home of 60 years, framed prints, maps inside an auctioned tailor's home, a television inside a postman's living room, and a typewriter inside an

office. How do these photos depict an archive, or historical documentation, of the people who live in Yangon? What can you determine about the people living in Yangon in 2011, when these photos were taken?

DELVING DEEPER

Lead a discussion with such questions as:

"As Yangon is demolished and built again, the heart of the city and the history of its subtle resolve are partially preserved in these photographs," comments photographer Elizabeth Rush. What do you think she wants us to know about the people and culture of Yangon? What do you think she is trying to preserve through these photos?

In the photo essay, an outside development firm is trying to demolish one historic building and turn it into a 10-story apartment building. What happens when the new replaces the old? What would be the impact if a new mall replaced the iconic Liberty Bell in Philadelphia?

1. How can architecture and place inspire us?
2. Have you visited a place where the architectural buildings inspired you to document, via photography or video, your experience?
3. What was the inspiration that motivated you?
4. What did you wish to capture? Why? What questions did the architecture make you ask?

In Paris, buildings and neighborhoods are centered around a square, which is a centralized meeting place that is usually pedestrian-only. How do buildings in our cities and towns reveal characteristics about us? What purpose do they serve? What would these buildings tell future generations?

REFLECTING AND PROJECTING

Give students one of the following reflective writing prompts to demonstrate their understanding of the story:

As the president of an architectural and cultural heritage committee in Yangon, you are trying to convince the government to turn some of these historic colonial buildings into museums and art galleries. What would you include in your proposal? How do you think this would benefit residents and tourists?

Many of the buildings in Yangon are over 100 years old and will be torn down. Do you think these historic buildings have value and should be restored? Do you think they should they be modernized? Why does it matter?

Imagine that the photographer created a fund to give \$10,000 to a young, budding photographer. The goal of the project is to emphasize the preservation of a building in your community, town or city, past or present.

5. Write a proposal for this project.
6. How would this project benefit your community?
7. What impact could it have?

Grammar (P)

The verb phrase **be going to** is a structure that refers to the future. **Be going to** refers to strong intentions and future plans.

- Affirmative: **Subject + to be + going to + verb + ...**

SUBJECT	TO BE	GOING TO	VERB
I	am	going to	work
You	are	going to	work
He	is	going to	work
She	is	going to	work
It	is	going to	work
We	are	going to	work
You	are	going to	work
They	are	going to	work

- Negative: **Subject + to be + not + going to + verb + ...**

SUBJECT	TO BE + NOT	GOING TO	VERB
I	am not	going to	work
You	are not	going to	work
He	is not	going to	work
She	is not	going to	work
It	is not	going to	work
We	are not	going to	work
You	are not	going to	work
They	are not	going to	work

- Interrogative: **To be + subject + going to + verb + ...?**

TO BE	SUBJECT	GOING TO	VERB	QUESTION MARK
Am	I	going to	work	...?
Are	you	going to	work	...?
Is	he	going to	work	...?
Is	she	going to	work	...?
Is	it	going to	work	...?
Are	we	going to	work	...?
Are	you	going to	work	...?
Are	they	going to	work	...?

For example:

— *Affirmative:* “**I am going to** go to work.”

— *Negative:* “**I am not going to** go to work, **I am going to** the shop.”

— *Interrogative:* “**Are you going to** work?”

We can use **be going to** to express predictions, things that are about to happen and commands.

For example:

— “I **am going to** send him an email about my decision.” = *We use **be going to** to show the speaker’s intention of sending an email, but it is not arranged yet.*

◆ “I **am sending** him an email about my decision tonight.” = *We use **present continuous for future** to show that it is already arranged that the speaker will send an email.*

Unit 24. Present Perfect. Make up story.

In this unit students will learn how to make up story and how to improve reading and speaking skills.

Reading (P)

Who are they? What have they been doing?

Marcus travels to Los Angeles a lot for work. In fact, he has been traveling to Los Angeles once a month for over a year. Every time he travels to Los Angeles, he stays at the same hotel. He likes the service at this hotel. He has been staying at this hotel at least 5 days every month for over a year.

Marcus's favorite employee at the hotel is Benjamin. Benjamin has been working at this hotel for 2 years. He usually works as a bellhop, but lately he has been training for a new job. For the past 2 weeks, Benjamin has been training to become the assistant manager of the hotel. Marcus is proud of Benjamin because he knows Benjamin has been working hard the last 2 years.

Present Perfect Progressive Story 4 – Exercises

A. Answer the following questions. Use the Present Perfect Progressive tense.

1. How often has Marcus been traveling to Los Angeles? About how

manydays a month has Marcus been staying at this hotel?

2. For how many years has Benjamin been working at this hotel? What has he been doing lately?

3. Why is Marcus proud of Benjamin?

B. Rewrite the following sentences as negative sentences, yes/no questions, WH-questions (using the underlined word or phrase) and tag questions.

Examples for the sentence "Walter has been washing the car for 30 minutes."

Negative: Walter has not been washing the car for 30 minutes.

Yes/No Question: Has Walter been washing the car for 30 minutes?

WH-Question: Who has been washing the car for 30 minutes?

Tag Question: Walter has been washing the car for 30 minutes, hasn't he?

1. He has been staying at this hotel at least 5 days every month for over a year.

Negative: _____

Yes/No Question: _____

WH-Question: _____

Tag Question: _____

2. He has been training for a new job.

Negative: _____

Yes/No Question: _____

WH-Question: _____

Tag Question: _____

3. Benjamin has been working hard the last 2 years.

Negative: _____

Yes/No Question: _____

WH-Question: _____

Tag Question: _____

This is a copy of the original story. Go over it and fill in the blanks with the right words from the box below.

time	employee	has	weeks	stays
been	travels	year	at	of

Marcus _____ to Los Angeles a lot for work. In fact, he has been traveling to Los Angeles once a month for over a year. Every _____ he travels to

Marcus's favorite _____ at the hotel is Benjamin. Benjamin has been working _____ this hotel for 2 years. He usually works as a bellhop, but lately he has been training for a new job. For the past 2 _____, Benjamin has _____ training to become the assistant manager of the hotel. Marcus is proud _____ Benjamin because he knows Benjamin _____

_____been working hard the last 2 years.

Glossary

Accuracy

Accuracy is the ability to produce language without making any errors; to speak or write a language without grammatical, vocabulary, spelling, or pronunciation mistakes.

Acquisition:

The way in which languages are learned unconsciously or ‘picked up’ by exposure to comprehensible input. In this definition, the term acquisition is used in contrast to learning, which is seen as a deliberate and conscious process of rule learning and self-monitoring of language use. However, the terms acquisition and learning are used interchangeably by some writers.

Example: «She learned Portuguese simply through acquisition – hearing and reading it all around her and chatting with friends. She never studied it.»

Authentic materials

Authentic materials are writings that were not designed or created for language learning purposes; some examples are news reports, magazines, blogs, or songs. These texts contain writing that is closer to how the language is used in everyday life

Awareness-raising

A technique used by teachers to make students aware of features of language or of language learning strategies. Becoming aware of something is part of noticing it.

Example: “When our teacher taught us a new vocabulary, she used to ask questions like: What was the vowel sound in that word? Where is the word stress? The questions helped to raise our awareness of things we might not have noticed otherwise.”

Approach

An approach to language teaching is the set of beliefs on which that teaching is based. The beliefs cover what language is, how it is used and learned. From these

beliefs, a set of teaching practices are built. The terms method and approach are sometimes used interchangeably, with the approach being used nowadays more commonly than method, perhaps because it implies a less rigid set of teaching practices than method, e.g. The Lexical Approach v the Direct Method.

Example: “The Communicative Approach is based on a wide view of what constitutes language and language use. What methods should be used to teach this language and language use are still hotly debated.”

Audio-lingual

The audio-lingual method focused on drilling key language structures orally. It was popular in the 1950s and 1960s and derived from the behaviorist belief that repetition helped form habits. Although it has since been shown that repetition is not key to learning language, the method continues to be used by some teachers, often as a part of PPP (Presentation, Practice, Production).

Example: «We used to spend lesson after lesson repeating lines in dialogues, as a class and individually. It probably helped our memories, but we never used the language freely, and it could get boring.”

Aspect

Aspect is a grammatical term referring to how a verb expresses the speaker’s or writer’s view of certain features of time in an event i.e., whether it is completed or still in progress, whether it is one-off or repeating and its relevance to the present. In English, there are two aspects: progressive (or continuous) and perfect. Aspect is shown in auxiliary verbs + past participles, and the two aspects sometimes combine.

Assessment and testing

These terms are sometimes used interchangeably to refer to the collection of data about and awarding of marks to learner performance. Sometimes, however, testing is used just to refer to evaluation involving tests, whereas assessment encompasses not only tests but also other means of assessment such as observation, portfolios, case studies, interviews etc.

Analytic/holistic assessment

Analytic and holistic assessments are two ways of evaluating the performance of learners in order to give grades. In analytic assessment, separate grades are awarded to different typical features of performance, whereas in holistic

assessment markers give a grade based on their evaluation of a learner's overall performance.

Affective filter

Certain researchers into language acquisition, particularly Stephen Krashen, maintain that language learning is facilitated or obstructed by an 'affective filter'. The filter is made up of attitudes or feelings which are said to control and select the input learners absorb from their environment. If their affective filter is set low, learners are open to receiving input. If it is set high, because they are stressed/ anxious/ poorly motivated etc., then they are not open to receiving input.

Example: "For some unknown reason, he just loved Spanish and took in everything he heard – his affective filter was clearly set low.

Behaviourism:

Behaviourism is a theory of psychology that states that behaviour should be studied in terms of physical processes, without reference to the mind.

Bloom's Taxonomy

This is a classification of affective and cognitive skills that are used to provide learning objectives. It was published by a committee of educators in the USA in 1956. Benjamin Bloom was the chair of this committee. The taxonomy of cognitive skills in particular has been very influential in curriculum and examination design. It was revised in 2000.

Example: Bloom's taxonomy identifies cognitive skills and divides them into two categories, as follows:

- Higher order thinking skills (HOTS): creating, evaluating, analysing.
- Lower order thinking skills (LOTS): applying, understanding, remembering

CCQ/ICQ

These are two kinds of questions the teacher asks in the classroom. CCQs refer to Concept Checking Questions and are used by a teacher to check that students have understood the meaning of a new language (word, grammar, function, etc.) or the form. CCQs need not necessarily in fact be questions; they might, for example, be gestures, sentences for completion, or pictures but their purpose is to check to

understand. They also aim at getting the student to think about a new language and draw conclusions about it, thus encouraging inductive learning. Is it talking about the past or now? is an example of a CCQ that a teacher might ask when introducing the past tense to learners?

ICQs are Instruction Checking Questions. These are used after a teacher has given instructions to make sure students have understood what they need to do. They might refer to the language to be used in the activity or to the procedure to use. They aim to ensure that students are on track before they begin an activity so as not to waste time or be confused. Like CCQs, ICQs are often phrased as binary choices e.g., Must you write or talk first? Should you tick or underline the new words?

Example: I try to use different ways of checking concepts e.g., asking students to mime, asking them to explain the meaning in their own words, eliciting examples – in this way the CCQs don't become routine or meaningless. With ICQs I only ask them when the task is a bit complicated and could be misunderstood. Otherwise, students can feel they're being patronized.

Communicative approach

The Communicative Approach has the goal of communicative competence and focuses on developing the students' abilities to make meaningful communication and language through all classroom activities

Controlled practice

Controlled/restricted practice involves students in using the target language in a guided and restricted way in which they have little choice over what language to use. Examples of controlled practice activities are repetition and substitution drills.

Curriculum

A dynamic system that includes identifying learning outcomes, planning for teaching and assessment, putting the plan into practice, and evaluating the effects

Coherence

In English language teaching coherence refers to the ways in which a piece of discourse 'makes sense' through links in meaning. It does this by using various internal devices such as logical sequencing, adherence to a particular genre, accepted forms of text structuring, but also by referring to accepted external conventions and ways of thinking and experiencing in the outside world, such as adherence to one topic, the relevance between topics, shared knowledge.

Cognitive

It is related to mental abilities or skills. Cognitive is the adjective from cognition that refers to the mental processes of perception and thinking that our brains engage in.

Example: “Cognitive skills such as remembering, evaluating, analyzing, and creating are often classified into higher and lower-order thinking skills.

CLT

This stands for Communicative Language Teaching. There is not full agreement as to the meaning of communicative language teaching. It is generally agreed that it refers to teaching language for use in communication rather than as an object of study. There is much disagreement, however, as to the methodology it should involve, with some experts advocating that the only way to teach communication is to put learners in situations where they need to communicate, while others believe that language study can also aid communication. Use of pair and group work and free use of language are typical of a communicative classroom.

Communicative competence

Communicative competence refers to an ability to communicate that depends not just on linguistic ability but also sociolinguistic ability, including appropriate use of language, management of discourse, and recognizing cultural practices in communication e.g., who makes eye contact with who. The growing awareness of communicative as opposed to linguistic competence had a big impact on language teaching and was behind the development of the communicative approach.

Consolidate

When teachers or learners strengthen or reinforce previous learning, they consolidate it. For example, a learner may go home and do memory games on the vocabulary they learned in class that day, or a teacher might do a revision activity of a newly learned skill. Lessons often contain a consolidation stage during which the teacher aims to reinforce new language or ideas introduced earlier on in the lesson.

Constructivism

This is the theory that knowledge is actively constructed by individuals rather than being the fruit of passive absorption of facts. According to constructivist theory, each individual interprets and organizes the knowledge they receive according to

their own prior knowledge and experience of the world. This theory supports a learner-centered classroom in which learners are given the opportunity to explore, personalize and apply knowledge.

Context

This term is used in ELT to refer either to the situational (where and when) context in which something happens or to the language surrounding words in a sentence or utterance (sometimes called co-text). M.A.K. Halliday proposed that a situational context contains three components: field (subject matter), tenor (social relations between interactants), and mode (the way in which language is used), which strongly influence the register of language. The contexts in which languages are learned and taught are also much discussed in ELT these days.

CLIL

CLIL (content and language integrated learning) refers to educational practice in primary, secondary, and tertiary contexts where subject teaching and learning take place in a non-native language. The acronym CLIL was first used in 1994 and by 2006 it was recognized as ‘an innovative methodological approach of far broader scope than language teaching.’ (Eurydice 2006: 7) The content was placed before language in the acronym because subject content determines the choice of language used to teach the subject matter as well as the language which learners use in order to communicate their knowledge and ideas about curricular content. What differentiates CLIL from ELT and approaches such as content-based instruction is ‘the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice.’ (Coyle 2002 in Coyle et.al. 2010: 6) There are different types of CLIL practice depending on the country, region or sometimes the school where it is being implemented.

CEFR

It stands for the Common European Frame of Reference. It was compiled by the Council of Europe and contains a series of descriptors of learners’ language performance at six different levels of proficiency, A1-C2, across the different language skills. The descriptors are expressed as ‘can-do’ statements. They can be used to set goals for learning or teaching and also to assess students’ proficiency.

Deductive teaching

Deductive Teaching teaches rules (typically grammatical rules) and then applies them to examples or data.

Dictogloss

Dictogloss, or Grammar Dictation, is a technique to develop students' grammatical competence. This involves the teacher dictating (speaking) a text to students and letting them copy down whatever they are able to hear. Then they compare with a partner or group to see what they missed, which might be followed with the teacher repeating the process. Afterward, the students are given a copy of the original text to discuss their accuracy and what they missed

Drill

Drill is the teaching technique where the teacher asks the students to repeat sounds, vocabulary, or structures several times to reinforce learning.

Discrete

Isolated, distinct, by itself. This term is used to refer to the teaching or testing of language items when they are focused on separately from others and in a minimal context. A teacher might, for example, give students an exercise just practicing modal must, or a drill on the word stress in new vocabulary.

In language tests, multiple-choice is often used to provide a discrete focus on specific grammar items. Correction is often discrete too, focusing on specific language items.

Example: "When I listened to my students doing a group discussion it was clear they were having real problems with the forms of some irregular past tenses, so the next lesson I just focused on these, doing noticing activities and exercises – a discrete approach – before combining them into another group discussion in the following lesson."

Display question

This is a question that a teacher asks in the classroom in order to get the student to 'display' or show their learning rather than because the teacher is interested in the information content of the reply. In fact, the teacher often knows the answer to a display question before it is given. Display questions are sometimes criticized for being rather meaningless and non-communicative but they can in fact be useful in checking learning. Display questions are often contrasted with referential questions (See Referential Questions).

Direct method

A method of language teaching that was popular until the early 1950s. The method advocated the use of only the target language in the classroom, and the use of student-teacher dialogue supported by visuals such as gestures or photos.

Eclectic approach / Eclecticism

An approach to teaching and learning which does not adhere to any one recognized approach but selects from different approaches and methods according to teacher preference and also to the belief that different learners learn in different ways and different contexts, and that therefore no one approach or method is sufficient to cater for a range of learners. Eclecticism is sometimes criticized as being too random and having no guiding principles. This criticism has given rise to Principled eclecticism which attempts to keep the flexibility of eclecticism while including in its principles of teaching and learning.

EFL/ESL

EFL stands for English as a Foreign Language. Generally speaking, it refers to learners learning English in an environment where English is not used, or to learners studying English on brief trips to an Anglophone country. ESL stands for English as a Second Language and has generally been used to refer to learners who have another mother tongue, learning English while living in an English-speaking environment. In the UK nowadays this tends to be called ESOL (English for Speakers of Other Languages). ESOL or ESL classes are likely to include a focus on language and communication, but also on the cultural practices of the Anglophone country, the students are living in. With globalization and the increased movement of people and immigration, the distinction between EFL and ESL is becoming less clear.

Elicitation

This is a teaching technique in which the teacher prompts learners in order to elicit or draw out from them specific answers. It is a technique used especially to re-activate or revise language items or ideas, and/or to encourage learners to contribute to their own learning rather than being spoon-fed by the teacher. Some people criticize the use of elicitation techniques as they think that they lead to the language being used simply for display (to show you know it), rather than to real communicative language use.

Error/Mistake/Slip

These words – error, and mistake in particular – are often used interchangeably. When given distinct meanings, a slip refers to the kind of mistake we can all (including proficient speakers) make due to pressure of time, anxiety, etc. i.e., this is not a mistake due to lack of proficiency but due to the temporary effect on the speaker of particular circumstances.

An error refers to a systematic mistake made by a language learner that is due to a lack of mastery of that part of the language system [see also interlanguage]. The mistake is a non-technical word that refers to both a slip and an error.

Exponent

This term refers to the words used to express different functions of language. Exponents are one way to begin looking at functional approaches to language teaching.

Evaluation

It is the process of assessing the value of something by collecting data. Evaluation often leads to decision-making. Evaluation can be of teaching, learning, curricula, methods, exam impact, materials or other areas related to teaching and learning.

Feedback:

This term has two meanings in ELT. It refers to the responses that we, as listeners, give to a speaker e.g., eye contact, exclamations, interruptions, in order to encourage or discourage them from continuing. Feedback also refers to the comments a teacher or other students make in class on a learner's / learners' performance. This feedback can be positive or negative.

Fluency

Fluency is the ability to speak over stretches of language smoothly, naturally, and without too much hesitation or pausing. Fluency is sometimes also used to refer to writing. In this case, it means writing with ease – coherently and with the flow.

Example: «He was a native speaker but he spoke so slowly – he was always searching for words, hesitating and pausing. His lack of fluency made him a bit difficult to pay attention to and understand.»

Grammar dictation

The terms grammar dictation and dictogloss are used interchangeably to refer to a technique for developing students' grammatical competence. The technique involves dictating a text to students at normal speed while students copy down what they can of what they hear, leaving gaps for the parts they have not been able to write down for whatever reason. Then the students in pairs or groups compare what they have written and try and complete their version of the text. The teacher may choose to then repeat this process. In the end, students are given a copy of the original text to compare with their text and discuss the differences. The thinking behind grammar dictation is that it encourages students to think about both meaning and grammar and make grammatical choices based on working out intended meanings.

Lemma –A lemma is the dictionary or citation form of a word. Spoke, speaking, spoken, speaks are all forms of the lemma

Grammatization

This is a teaching technique, also known as grammaticization, in which students are given keywords, e.g., from a dialogue or text that has just been read or are about to read, and asked to add 'grammar' words to these keywords to produce a text that makes sense. Behind this technique is Diana Larsen-Freeman's idea of 'grammaring', the skill of relating form and structure to meaningful units.

Higher Order Thinking Skills (HOTS)

Thinking skills are often divided into higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS). Higher-order thinking skills include analyzing, evaluating, and creating. HOTS involve greater manipulation of information than LOTS do. The division of thinking skills into HOTS and LOTS was made initially in the late 1940s by a committee of educators in Boston, Mass. chaired by Benjamin Bloom and colleagues. This taxonomy (known as Bloom's Taxonomy) has been revised several times.

Inductive learning:

An approach where the learner works out rules for themselves from context or examples

Input:

The input hypothesis is the idea, developed particularly by Stephen Krashen, that language is acquired by exposure to language that is of interest to the learner.

Instrumental motivation:

wanting to learn because of practical concerns, e.g. getting a job

Intrinsic/extrinsic motivation

These terms both refer to types of motivation. Intrinsic motivation is the wish to do something because of the pleasure or enjoyment that doing this brings. Extrinsic motivation refers to the wish to do something that is due to the desired result or outcome of doing it. Both of those motivations have been used to explain the wish to learn languages, though nowadays more complex explanations of language learning motivation are available. Teachers are often concerned about how to increase their learners' motivation.

Example

“When I learned English at school I just did it to get good marks, and because I thought it would help me when traveling. Now though, I just love it – I love learning all those words, imitating the accent, listening to the flow, etc., etc. – I guess my motivation has changed from extrinsic to intrinsic.”

on might be ‘What do you think of that film?’ or ‘Compare your town with London’. You don’t need to think so hard for LOTS answers and the language you need to use is often simpler.”

Lexical item

A lexical item is a word or group of words with a single meaning. Here, for example, are five lexical items: look after, quick as a flash, potato, at, waste paper basket. A lexical item may have more than one form e.g., child and children are one lexical item as are sleep, sleeping, slept. Thornburg (2006) defines a lexical item as ‘any item that functions as a single meaning unit, regardless of its different derived forms, or the number of words that make it up’. Estimates of proficient or learner speaker vocabulary size are normally based on lexical items rather than words.

Lexicon

A lexicon is the set of vocabulary that makes up a language. The grammar of a language and its lexicon are often considered its key components. Different professions and subjects are also said to have their own lexicon, as are individual children and language learners. Some experts only include individual words in a lexicon, others include chunks and collocations.

Method:

a way of teaching based on systematic principles and procedures, e.g. the audiolingual method

Methodology

The typical practices, procedures, and techniques that a teacher uses in the classroom, and may or may not be based on a particular method. The methodology can also refer to the study of these practices, procedures, and techniques and of the beliefs and principles on which they are based.

Monitor/monitoring

This term has two distinct meanings in ELT. The first comes from one of the five hypotheses that make up Krashen's input hypothesis, a theory of language acquisition in which he maintained that when a learner is monitoring their use of language, they are focusing on accuracy and inhibiting acquisition. In this use, monitoring means the learner checking and evaluating their own language output, as they produce it, whether it be speaking or writing.

The other meaning of monitoring refers to the teacher observing and assessing learners in class.

Example: "I find that when I monitor my own language use as I speak, it really slows me down and makes me hesitate and make mistakes."

Noticing

This is a term that refers to the process in which a learner, consciously or unconsciously, notices or becomes aware of an item or aspect of language in the language input that surrounds them. This may involve noticing spelling, word stress, meaning, grammar, collocation, or other language features. Noticing is believed to be the first stage in language learning, sometimes but not always triggering further stages of acquisition.

Example: “She’s a visual learner and when we went to Russia together, she was always looking at Russian script on signs, notices, advertising etc., trying to work out what each letter was. I didn’t even see the script myself; I just didn’t notice it – it didn’t register.”

Prescriptive

Prescriptive is a word used to describe an attitude to grammar that says what grammar should be used. Prescriptive grammar are based on an idea of what grammar should be used rather than what grammar is actually used. ‘Prescriptive’ is often contrasted with ‘descriptive’. Descriptive grammars describe how grammar is actually used.

Process writing

Process writing is an approach to writing that deliberately incorporates a focus on the stages in producing a piece of writing rather than focusing just on the product of the writing (product writing). The stages involved in writing are brainstorming, planning and organizing, drafting, editing, redrafting, proof-reading, and publishing (i.e., making public). Many experts believe that by focusing learners on the stages of writing, process writing helps learners become aware of what writing demands of them, and what enables good writing.

Reflection

Reflection is the process of thinking back on experiences, in order to better understand the experiences and why it is important.

Reflection grid

This is a grid or table often containing columns with these headings: name, description, aims, comments. It can be used by learners or teachers to record and comment on points in a lesson. It is designed to aid reflection and evaluation on learning/teaching, with a view to possibly introducing changes.

Recycle

Teachers recycle language when they deliberately bring items of language that have already been taught to learners’ attention or for learners’ use a second or further time. The purpose of recycling is to give learners further exposure to particular language items. Coursebook designers often build recycling into their materials, as do syllabus writers who adopt a spiral approach, dealing with the same item again but in greater detail.

Referential question

A referential question is a question a teacher or student asks because they genuinely want to find out the answer to the question. Referential questions are often contrasted with display questions (See Display Questions), which are asked so as to give the student an opportunity to ‘display’ their knowledge or ability. In language teaching, referential questions are often associated with the warm-up stage of a lesson or with free practice activities. They often lead to a use of language that the teacher cannot predict and tend to involve the use of higher-order thinking skills (See HOTS).

Scaffolding:

Support given to learners to enable them to perform tasks beyond their capacity

Spidergram

A spidergram is a diagram with lines and circles for organizing information so that it is easier to use or remember. The diagram has its name because it looks like a spider’s web.

Syllabus

A syllabus is a document which outlines the structure of the course and identifies specific course content, goals, and focus.

Subjective assessment

This term is used in ELT to refer to types of assessment in which the assessor needs to use their judgment as to how correct an answer is, because the answer is open-ended and can be evaluated according to various different criteria. Speaking tests and essays are examples of subjective assessment formats. Two people listening to the same student speaking might grade him/her differently because they are listening for different things or because they give importance to different aspects of speaking.

TBLT (Task Based Language Teaching)

TBLT is an approach to teaching based on communication and interactive tasks. They can provide engagement to acquire grammar.

Top down/bottom up

These terms are used to refer to strategies we use when listening and reading in order to get meaning from a text. Top-down skills involve using our knowledge of the world, such as topic knowledge, familiarity with the speaker, familiarity with the genre, to make sense of what we are hearing or reading. Bottom-up skills involve using the language in the text, such as the meaning of words or the grammar of a sentence, to make sense of what we are hearing or reading. Good readers or listeners are believed to make use of the two strategies interactively.

Example

When we read a text in class, I always do a warmer to find out what the learners know about the topic and get them to predict its content. In that way, they make use of their top-down strategies. Then I often do (**reading**) for detail as well, as this kind of reading really requires them to read the language in the text to suck out its meaning. This gives them practice in using their bottom-up strategies.

Usage / use

Usage is the way people actually speak and write. There is a distinction between the function of a linguistic item as an element in a linguistic system (usage) and its function as part of a system of communication (use).

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