



**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАЎБАР КАДРЛАРИНИ  
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРИНИГ МАЛАКАСИНИ ОШИРИШНИ  
ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ**

**ТОШКЕНТ ДАВЛАТ ПЕДАГОГИКА УНИВЕРСИТЕТИ  
ҲУЗУРИДАГИ ПЕДАГОГ КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА  
УЛАРИНИГ МАЛАКАСИНИ ОШИРИШ ТАРМОҚ МАРКАЗИ**

**“АМАЛИЙ ХОРИЖИЙ ТИЛНИ  
ЎРГАНИШНИНГ  
ИНТЕНСИВ УСУЛЛАРИ”  
модули бўйича**

**Ў Қ У В – У С Л У Б И Й М А Ж М У А**

**Тошкент – 2019**

**Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус, касб-ҳунар таълими ўқув-методик бирлашмалари фаолиятини Мувофиқлаштирувчи кенгашининг 2019 йил 18 октябрдаги 5 – сонли баённомаси билан маъқулланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.**

***Тузувчи:* З.Абдужабборова** – Низомий номидаги ТДПУ “Инглиз тили ўқитиш методикаси” кафедраси доценти, п.ф.н.

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**Модулнинг ўқув-услубий мажмуаси Низомий номидаги Тошкент давлат педагогика университети Кенгашида 2019 йил 30 августдаги 1/3.5.-сонли қарори билан маъқулланган.**

## Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат				Мустақил таълим
		Ҳаммаси	Аудитория ўқув юкلامаси			
			Жами	жумладан		
				-----	Амалий машғулот	
1.	Introducing yourself				2	
2.	My family				2	
3.	Time management				2	
4.	Daily routine				2	
5.	Leisure activities				2	
6.	Where do you live?				2	
7.	Countries and languages				2	
8.	The inventions				2	
9.	Food you like				2	
10.	Travelling, Culture awareness, Tourism				2	
11.	Describing people				2	
		42	22		22	20

### ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича куйидаги ўқитиш шаклларида фойдаланилади:

- амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича тақлиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);
- баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

## **II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ.**

### **ASSESSMENT**

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

### **БАҲОЛАШ методи**

Шахсининг қобилиятини, ўқитиш курсининг сифати ёки муваффақиятини ўлчаш ва баҳолаш демакдир. Шунингдек, баҳолаш тест, суҳбат ўтказиш, савол жавоб, кузатиш ва хоказолар орқали амалга ошириш мумкин.

### **ТЕСТИРОВАНИЕ**

Целью тестирования является получение результатов об уровне подготовки обучаемого.

### **AUTHENTIC TASK**

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

### **АУТЕНТИК ВАЗИФА**

Маҳаллий тилда сўзлашувчи киши кундалик ҳаётида бажарадиган доимий вазифалар бўлиб, тил ўрганувчи ана шундай вазиятлардан ҳақиқий сўзлашувда фойдаланса, самаралироқ бўлади. Дарс жараёнида тилни ўрганишда реал ҳаётда учрайдиган воқеа-ҳодисалар ифода этилган матнларни қўллаш фойдалидир. Аутентик материаллар дарсликларда берилмайди.

### **BRAINSTORMING**

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

### **АҚЛИЙ ХУЖУМ услуби**

Бевосита жамоа бўлиб “фикрлар хужуми” ни олиб бориш демакдир. Бу услубдан мақсад, мумкин қадар катта миқдордаги ғояларни йиғиш, талабаларни айтиб бир хил фикрлашдан ҳоли қилиш, ижодий вазифаларни ечиш жараёнида дастлаб пайдо бўлган фикрларни энгишдир.

### **МОЗГОВАЯ АТАКА**

«Мозговой штурм», как групповой метод решения проблем, активизирующий творческую мысль. В настоящее время различные модификации метода широко используются в научных и производственных коллективах, в вузах. Метод способствует развитию динамичности мыслительных процессов, абстрагирования от существующих ограничений и привычных взглядов на явления и процессы, формирует умение сосредоточиваться на какой-либо узкой и актуальной цели.

## **CASE STUDY**

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing ‘the case history’ of a single participant or group of individuals (such as a school class or a specific social group)

### **“КЕЙС-СТАДИ”услуги**

Бу услуб аниқ вазият, ходисага асосланган ўқитиш услуги ҳисобланади. Шунингдек, вазият билан танишиш, ахборотларни умумлаштириш, ахборот таҳлили ва ҳар бир ечимнинг афзал ва заиф жиҳатларини белгилаш демакдир.

### **Метод “КЕЙС-СТАДИ”**

Ситуация, описывающая конкретные события (или последовательность события), содержащая одну или несколько проблем, когда специалист или группа стоит перед необходимостью принятия стратегического решения.

## **CLUSTER**

is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

### **ТАРМОҚЛАР услуги**

Фикрларнинг тармоқланиши-педагогик стратегия бўлиб, у талабаларнинг бирон-бир мавзунини чуқур ўрганишига ёрдам бериб, уларни мавзуга таалуқли тушунча ёки аниқ фикрларни эркин ва очиқ ўзвий боғлаган кетма-кетликда тармоқлашни ўргатади.

## **DISCUSSION METHOD**

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers’ questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

## **БАҲС-МУНОЗАРА**

Усулида гуруҳ аъзолари бирор муаммони ечиш мақсадида ўз ғояларини оғзаки тақлиф этадилар. Усулдан самарали фойдаланиш учун иштирокчилар муҳокама предметида оид етарли билим ва тажрибага эга бўлишлари лозим. Бу усул катталар таълимида кўпроқ самара беради.

## **ICE-BREAKER**

An activity to make learners feel less nervous or inhibited when they first meet.

### **“МУЗЁРАП”методи**

Қиздирувчи, фаолиятга жалб қилувчи машқ. Талабаларнинг ўзаро танишиши ва ишчи муҳит яратиш мақсадида қўлланилади. Бу метод хонадаги руҳий тарангликни енгиш, гуруҳнинг шаклланиш жараёнини тезлатиш, мулоқот ва ахборот алмашинувини йўлга қўйиш, шунингдек, самимийлик ва ҳамкорлик муҳитини яратишга ёрдам беради.

## **INFORMATION GAP ACTIVITY**

an activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the

information they need to complete a task and need to talk to each other to find it.

### **АХБОРОТ АЛМАШИШ МЕТОДИ**

Бу услуб шундайки, талабалар жуфт ёки икки гуруҳ бўлиб турли хил ахборотга эга бўлишади, ёхуд бири билган ахборотни иккинчи талаба билмайди. Бу эса суҳбатлашиш учун хақиқий мақсад пайдо қилади. Бу услуб асосан чет тилида гапириш, мулоқотга кириш учун ёрдам беради. Шунингдек, расмлардан ҳам фойдаланиш мумкин.

### **INTERACTION PATTERN**

Mode of work (individual work, pair work, group work) used in learning or teaching.

### **ИНТЕРФАОЛЛИК**

Ўзаро ҳаракат қилмоқ маъносини беради. Ўзаро ҳаракат турлари:  
Ўқитувчи-талаба; талаба-талаба; ўқитувчи-талабалар; талалар-талабалар; талабалар-ўқитувчи.

### **JIG-SAW ACTIVITY**

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

### **“АРА” МЕТОДИ**

Бу усулда асосан гуруҳ бўлиб ишланади. Ҳар бир гуруҳ аъзосининг кўлига матннинг бир бўлаги берилади, сўнгра мазмунини ўқиб билиб олгандан сўнг, барча қатнашчилар томонидан бутун матн тузилади. Бундай метод ўқитишни ўрганишда қўлланилади.

### **“ЗИГЗАГ”**

Прием "Зигзаг" придуман для тех случаев, когда требуется в короткий срок усвоить большой объем информации.

- Он позволяет детально и в короткий срок освоить довольно большой объем информации.
- Усвоение материала происходит в интерактивной форме, то есть не учитель выдает готовое знание, а сами учащиеся.
- Мобилизуется способность учащихся выделять главное из текста, систематизировать информацию.
- Развивается умение работать в группе, сообща.

### **MULTIPLE-CHOICE**

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

### **КЎП ТАРМОҚЛИ ТАНЛОВ ТЕСТЛАРИ**

Бу метод асосан, тестда қўлланилади. Ўрганувчи учун тузиладиган тестлардаги саволда 4 ёки 5 та жавоблар берилади. Битта берилган саволдаги 4 ёки 5 та жавобининг биттаси тўғри бўлади, қолганлари эса ўхшаш жавоблар тариқасида берилади.

## **PRESENTATION**

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

## **ТАҚДИМОТ**

Ахборот, назария ёки тамойилларни талабаларга етказиш мақсадида эксперт томонидан ўтказиладиган тадбир. У турли (маъруза, савол бериш, мунозара юритиш) шаклларда ўтказилиши мумкин. Тақдимотнинг мазмуни услуб сифатида ўқитувчига кўпроқ боғлиқ бўлади.

## **ПРЕЗЕНТАЦИЯ**

Термин «презентация» заимствован из английского языка. Термин происходит от английского слова «presentation» и обозначает представление, преподнесение, описание, предъявление, представление, показ (спектакля). Само значение слова содержит понятие, связанное со спектаклем и театром. В презентациях различного типа следует выделить такие виды презентации как: публичное выступление перед аудиторией как самоцель и обучающую презентацию. Целями обучающей презентации могут быть:

- а) обучение искусству презентации;
- б) презентация как способ введения нового материала или новой темы занятия;
- в) использование презентации как метода обучения иностранному языку.

## **WARM-UP ACTIVITY**

An activity used to orient learners to a new topic or area of focus in a lesson.

## **“ЧИГИЛНИ ЁЗИШ”**

Дарсга берилган янги мавзунини ёритиш ва талабаларни мавзуга жалб қилиш мақсадида қўлланиладиган услублардан биридир.

## **ИНТЕЛЛЕКТУАЛЬНАЯ РАЗМИНКА**

Эти занятия ориентированы на развитие интеллектуальных способностей и формирование у студентов в сфере самостоятельной познавательной деятельности.

## **TRUE-FALSE ACTIVITY**

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

## **“ТЎҒРИ-НОТЎҒРИ”**

Талабаларни ўқитишда қўлланиладиган шундай ёндашувки, унда ў талабага берилган битта саволни иккита турли хил томонини таққослашига имкон яратади. Шунингдек, бу метод талабаларга бир хил муаммога турли хил берилган фикрларни кўриб чиқиш ва танлашга ҳуқуқ беради. Ўқитиш усулини яна такомиллаштириш ва мавзунини ёритишга ёрдам беради.

## **GAP FILL ACTIVITY**

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five



words.

### **НУҚТАЛАР ЎРНИГА ҚЎЙИШ**

Бу усул асосан, талабаларни матн билан ишлаш жараёнида гапларда берилган нуқталар ўрнига керакли сўзларни қўйиш учун ишлатилади. Бу эса тил ўрганувчи учун тушириб қолдирилган сўзларни мукамал ўрганишлари учун фойдали. Бундай машқлар кўпинча ёпиқ матнларда берилади.

### III. АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

#### LESSON 1: Introducing yourself

##### Outcomes

Participants will have known how to use articles, personal pronouns and to be.

Participants will have known about phrasal verbs with the verb to be.

**Time: 80 min.**

##### Procedure:

**The participants will watch the video about “Articles”, “Personal pronouns”, “To be”.**

**The teacher will explain the theme using PP presentation**

In **English** there are three **articles**: a, an, and the.

##### **Indefinite articles - A and An**

**A** and **an** are indefinite articles. They are used when talk about something that is not specifically known to the person you are talking to with. **A** and **an** are used before nouns that introduce something or someone you have not mentioned before.

- Paul : Hi Peter, I saw **an** accident this morning outside my house.
- You are speaking about the “accident” for the first time to Peter. He did not know about it before.

**A** and **an** are also used when talking about your profession.

- I am **an** English teacher.
- I am **a** builder.

You use **A** when the noun you are referring to begins with a **consonant**: **a** house, **a** building, **a** car.

You use **An** when the noun you are referring to begins with a **vowel** (a, e, i, o, u).

Pronunciation changes this rule. It’s **the sound** that matters, not the spelling.

If the next word begins with a consonant sound when we say it, for example, "university" then we use a. If the next word begins with a vowel sound when we say it, for example "hour" then we use an.

We say "university" with a "y" sound at the beginning as though it were spelt "you niversity". - So, "a university" IS correct.

We say "hour" with a silent h as though it were spelt "our". - So, "an hour" IS correct.

##### **Definate article - the**

You use **The** when you know that the listener knows or can understand what particular person/thing you are talking about.

You should also use **The** when you have already mentioned the thing you are talking about.

- Paul : Hi Peter, I saw **an** accident this morning outside my house.
- (you are speaking about the “accident” for the first time to Peter. He did not know about it before)
- Peter: Hi Paul, do you know how **the** accident happened?
- (Peter now knows about the accident)

We use **The** to talk about geographical points on the globe.

- **the** North Pole
- **the** equator

We use **The** to talk about rivers oceans and seas.

- **the** Nile
- **the** Pacific
- **the** English channel

We also use **The** before certain nouns when we know there is only one of a particular thing.

- **the** Rain
- **the** sun
- **the** wind
- **the** world
- **the** earth
- **the** White House

However if you want to describe a particular instance of these you should use **a/an**.

- I could hear **the** wind.
- There's **a** cold **wind** blowing.

**The** is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, 'the' is usually given strong pronunciation:

- Harry's Bar is **the** place to go.

Note - **The** doesn't mean all.

- **The** books are expensive.
- Not all books are expensive, just the ones I'm talking about.
- Books are expensive.
- All books are expensive.

### When not to use an article

We usually use no article to talk about things in general.

- People are worried about rising crime.
- People generally, so no article.

You do not use an article when talking about sports.

- My son plays football.
- Tennis is expensive.

You do not use an article before uncountable nouns when talking about them generally.

- Information is important to any organization.
- Coffee is bad for you.

You do not use an article before the names of countries **except** where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

#### Without an article

- Italy, Mexico, Bolivia, England

#### The

- **the** UK (United Kingdom), **the** USA (United States of America), **the** Irish Republic

#### Multiple areas

- **the** Netherlands, **the** Philippines, **the** British Isles

A **personal pronoun** is a short word we use as a simple substitute for the proper name of a person. Each of the English **personal pronouns** shows us the grammatical person, gender, number, and case of the noun it replaces.

#### *Singular*

- I. *I*
- II. *You*  
*He*
- III. *She*

#### *Plural*

- We*
- You*
- They*

## Phrasal Verbs with BE

Phrasal Verb	Meaning	Example
<b>Be after</b>	To try to obtain or find	What's he <i>after</i> ? Is he looking for proof ?
<b>Be against</b>	Be opposed to	I must say I'm <i>against</i> the idea.
<b>Be along</b>	Arrive	Jack will <i>be along</i> soon. He's on his way.
<b>Be away</b>	Be elsewhere	She is <i>away</i> today. She has gone to London.
<b>Be down</b>	Be depressed or sad.	The news is bad so John is a bit <i>down</i> today.
<b>Be down</b>	Decrease	Oil prices were <i>down</i> today.
<b>Be down on</b>	Disapprove of, dislike	Why is Charlie so <i>down</i> on the new recruit?
<b>Be down with</b>	Be ill or have caught a disease.	My mother is <i>down with</i> a bad cold.
<b>Be in</b>	Be present (at work/at home)	I'll <i>be in</i> all day so you can call me anytime.
<b>Be in for</b>	Have reason to expect something.	I think we are <i>in for</i> snow today.
<b>Be in on</b>	Be involved with or participate in something.	Alex is <i>in on</i> the project too.
<b>Be into</b>	Be interested or involved in something	He's <i>into</i> sports and she's <i>into</i> politics.
<b>Be off</b>	Leave to go somewhere	<i>I'm off!</i> I've got a plane to catch.
<b>Be on</b>	Be functioning	The television <i>is on</i> .
<b>Be on</b>	Take medication or drugs	The driver <i>was on</i> drugs at the time of the accident.
<b>Be on about</b>	Mean, try to say	What are you <i>on</i> about? I don't understand.
<b>Be on to</b>	Make a discovery	My colleague is excited. He must <i>be</i>

<b>Phrasal Verb</b>	<b>Meaning</b>	<b>Example</b>
<b>Be onto</b>		<i>on to</i> something
<b>Be out</b>	Absent from home or work	Where's <i>Peter</i> ? <i>He's out</i> today.
<b>Be out of</b>	Have no more left	We're <i>out of</i> coffee I'm afraid.
<b>Be out to</b>	Try to achieve; be determined	He's <i>out to</i> win the match.
<b>Be up</b>	Awake and out of bed	Tom was <i>up</i> at the crack of dawn!
<b>Be up</b>	Increase	The interest rates are <i>up</i> again.
<b>Be up to</b>	Misbehave, do wrong	What are those kids <i>up to</i> ?
<b>Be up to</b>	Be somebody's responsibility	It's <i>up to</i> the government to find a solution.

## LESSON 2: My family

### Outcomes

Participants will have known how to use to have and possessive 's.

Participants will have known and use the vocabulary about the family members.

**Time: 80 min.**

### Procedure:

**The participants will watch the video about “To Have”**

**To Have: Forms:** Have is an irregular verb. Its three forms are have, had, had. The present simple third person singular is has:

We usually **have** breakfast at about eight.

I **had** a strange dream last night.

She **has** quite dark hair.

### Have: uses

We use have as a main verb and an auxiliary verb.

### See also:

- [Have as a main verb](#)
- [Have as an auxiliary verb](#)

### Have: typical error

- We don't use have in the third person singular of the present simple:

A meeting **has** been set up for Monday, 4pm.

Not: ~~A meeting have been~~ ...

### Have as a main verb

The main verb have has lots of uses.

### Possession

We use have to talk about things that we own or possess:

Do you **have** a car?

They **have** two dogs, Scruffy and Milly.

### See also:

- [Have got and have](#)

### Events, actions, experiences and activities

I'm going to **have** a bath.

Let's **have** a party to celebrate your birthday!

We **have** a break at 10 am.

Did you **have** a nice time in London?

### **Eating food and meals**

We **had** a wonderful meal in the new restaurant on Elm Street.

**A:** Two coffees, please.

**B:** Large or small?

**A:** Er large. You want a large one, do you?

**C:** Mhm. Can I **have** a cake as well?

Shall we **have** lunch together sometime?

### **Days or parts of days**

**Have** a nice day!

I **had** such a tough day.

Did you **have** a nice morning (or afternoon, evening, birthday, holiday)?

### **Hygiene routines and therapies**

I **had** a shower and got ready to go out.

He needs to **have** a shave both in the morning and in the evening.

The doctor recommended that I should **have** massages every week on my back.

### **Conversations and interactions**

I need to **have** a chat with Joan about your hours.

They **had** a big argument about money.

The chef and the manager **had** a row in the kitchen and everyone in the restaurant could hear them shouting.

### **Sleeping**

She **had** a rest in the afternoon.

Did you **have** a good night's sleep?

I used to **have** terrible dreams when I was young.

### **Accidents and problems with cars**

She **had** an accident when she was young. She fell off a horse.

They **had** a crash but luckily no one was injured.

We **had** a breakdown on the motorway once.

Thankfully, I have never **had** a puncture.

### Travel

They **have** a 15-hour flight from Rome.

**Have** a safe trip.

Did you **have a pleasant journey?**

### Possessive 's

We use apostrophe *s* ('s), also called possessive 's, as a determiner to show that something belongs to someone or something:

*Is that Olivia's bag?*

*Britain's coastline is very beautiful.*

We can also use it in complex noun phrases (underlined):

*Greg is her youngest daughter's husband.*

We can use two possessive 's constructions in the same noun phrase:

*We went to **Jake's father's** funeral.*

We also use possessive 's to talk about time and duration:

*Is that **yesterday's** paper?*

*I've only had one **week's** holiday so far this year.*

Rules for using possessive 's

We use 's after a singular noun and ' after a plural noun.

### Compare

singular noun + 's	plural noun + '
<i>The girl's bedroom</i> (The bedroom belongs to one girl.)	<i>The girls' bedroom.</i> (The bedroom belongs to more than one girl.)

We use 's with irregular plural nouns (e.g. *children, men, people, women*):

*The **children's** parents decided which university they would go to.*

*They have no respect for other **people's** property.*

### Compare

noun + 's or '	plural noun	pronunciation
----------------	-------------	---------------



noun + 's or '	plural noun	pronunciation
<i>The <b>cat's</b> dinner is in the fridge.</i>	<i>The <b>cats</b> were running around the garden.</i>	/s/
<i>The <b>kids'</b> uncle gave them all some money.</i>	<i>The <b>kids</b> are getting impatient.</i>	/z/
<i><b>George's</b> brother was there.</i>	<i>There are three <b>Georges</b> in my family.</i>	/ɪz/

With compound nouns, we add 's to the final noun:

*My **sister-in-law's** friend came with us.*

Not: ~~My sister's in-law friend~~

We don't usually use the possessive 's with things:

*the door handle*

Not: ~~the door's handle~~

*the shop window*

Not: ~~the shop's window~~

*the kitchen table*

Not: ~~the kitchen's table~~

### Study the glossary on the topic “My family” and “Family members”

- Great-grandfather - катта бобо
- Great-grandmother – катта буви
- Great-uncle – катта амаки
- Grandfather - бобо
- Grandmother - буви
- Great-aunt – катта хола
- Uncle – тоға, амаки
- Aunt – хола, амма
- Father - ота
- Mother – она
- Parents – ота-она
- Sister – опа, сингил
- Brother – ака, ука
- Brother-in-law – қайнака, қайнука
- Sister-in-law – қайнопа, қайнсингил
- Husband - эр
- Wife - рафиқа
- Cousin – жиян (амакивачча, тогавачча, холавачча, аммавачча )
- Nephew – жиян (ўғил бола)
- Niece – жиян (қиз бола)
- Son – ўғил фарзанд

- Daughter- қиз фарзанд
- Son-in-law - куёв
- Daughter-in-law – келин
- Grandson – неvara (ўғил бола)
- Granddaughter – неvara (қиз бола)

## LESSON 3: Time management

### Outcomes

Participants will have known how to use “Ordinal and cardinal numbers”.

Participants will have known and use the vocabulary about “Numbers” and “Time”.

**Time: 80 min.**

### Procedure:

#### 1. Cardinal numbers

Cardinal numbers say how many people or things there are.

- There are **five** books on the desk.
- Ron is **ten** years old.

Use a **hyphen** between compound numbers and the word **and**.

Use either the definite article **a** or **one** for 100.

Number	Word
121	a/one hundred and twenty-one
356	three hundred and fifty-six
999	nine hundred and ninety-nine

There are different words for the number 0.

Word	Explanation	Example
oh	single digits (telephone numbers, codes)	67890 six - seven - eight - nine - <i>oh</i>
zero	measurements (temperature)	-5 °C five degrees Celsius below <i>zero</i>
nought	figure 0 in British English*	5 - 5 = 0 Five minus five leaves <i>nought</i> .
nil	results in sport	The match ended 2 - 0. The match ended two - <i>nil</i> .
love	tennis	40 - 0 forty - <i>love</i>

\* In American English *zero* is used.

#### 2. Ordinal numbers

Add **-th** to the cardinal number to form the ordinal number: six → sixth

Add **the last two letters of the written word** to the figure. → 4**th**

**Numbers in words:** The ordinal numbers 1**st** → first, 2**nd** → second and 3**rd** → third are irregular. Be careful with the spelling of the words for 5**th**, 8**th**, 9**th**, 12**th** and the words ending in **-y**.

Cardinal numbers		Ordinal numbers	
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
5	five	5th	fifth
8	eight	8th	eighth

### Fractions

Use the **ordinal number** for the **denominator**:

- $1/3$  → one **third**
- $2\ 3/5$  → two and three **fifths**

Exceptions:

- $1/2$  → one half
- $1/4$  → one quarter

### Decimals

Use the **cardinal number** for decimals:

- 3.8 → three point **eight**
- 4.25 → four point **two five**

### Roman numbers

Roman numbers are seldom used. They are used for the names of kings and queens. Use the ordinal number:

- Elisabeth II → Elisabeth the Second
- Louis XIV → Louis the Fourteenth

Cardinal numbers		Ordinal numbers	
0	oh, zero, nil, love, nought	---	
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth

Cardinal numbers		Ordinal numbers	
9	nine	<b>9th</b>	<b>ninth</b>
10	ten	<b>10th</b>	<b>tenth</b>
11	eleven	<b>11th</b>	<b>eleventh</b>
12	twelve	<b>12th</b>	<b>twelfth</b>
13	thirteen	<b>13th</b>	<b>thirteenth</b>
14	fourteen	<b>14th</b>	<b>fourteenth</b>
15	fifteen	<b>15th</b>	<b>fifteenth</b>
16	sixteen	<b>16th</b>	<b>sixteenth</b>
17	seventeen	<b>17th</b>	<b>seventeenth</b>
18	eighteen	<b>18th</b>	<b>eighteenth</b>
19	nineteen	<b>19th</b>	<b>nineteenth</b>
20	twenty	<b>20th</b>	<b>twentieth</b>
21	twenty-one	<b>21st</b>	<b>twenty-first</b>
22	twenty-two	<b>22nd</b>	<b>twenty-second</b>
23	twenty-three	<b>23rd</b>	<b>twenty-third</b>
24	twenty-four	<b>24th</b>	<b>twenty-fourth</b>
25	twenty-five	<b>25th</b>	<b>twenty-fifth</b>
26	twenty-six	<b>26th</b>	<b>twenty-sixth</b>
27	twenty-seven	<b>27th</b>	<b>twenty-seventh</b>
28	twenty-eight	<b>28th</b>	<b>twenty-eighth</b>
29	twenty-nine	<b>29th</b>	<b>twenty-ninth</b>
30	thirty	<b>30th</b>	<b>thirtieth</b>
31	thirty-one	<b>31st</b>	<b>thirty-first</b>
100	a/one hundred		

Cardinal numbers		Ordinal numbers	
1,000	a/one thousand		
10,000	ten thousand		
100,000	a/one hundred thousand		
1,000,000	a/one million		
1,000,000,000	a/one billion		

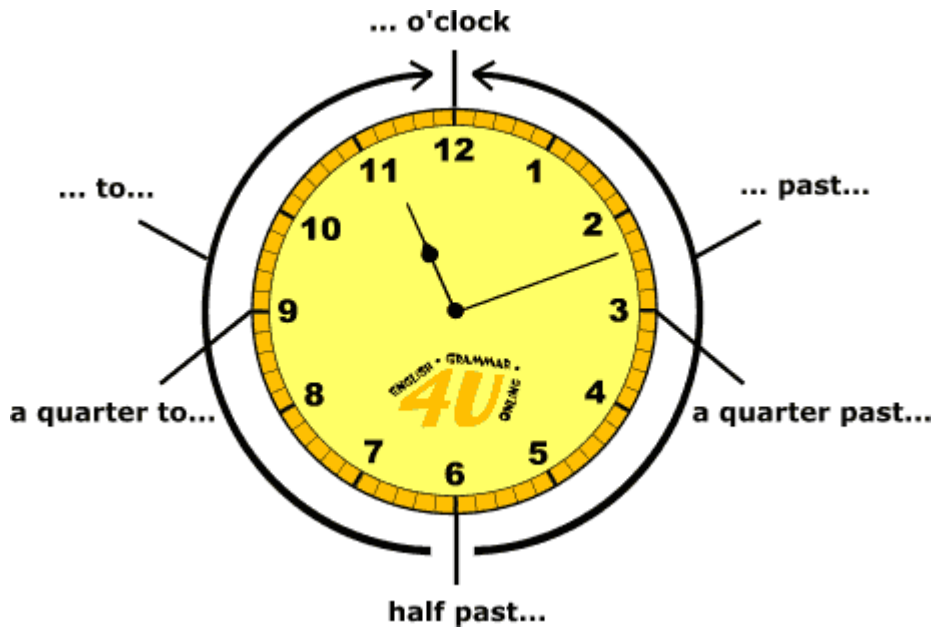
**Ex. 1. Use the correct words for the (*numbers in brackets*). Write the cardinal or ordinal numbers in word forms into the gaps.**

- I have breakfast at  o'clock. (6)
- My brother is in the  class. (6)
- Jamie is  years old. (10)
- Today is the  of April. (10)
- It costs only  pound. (1)
- I am so happy, that he won the  prize. (1)
- It takes  hours to get from London to Cairo by air. (5)
- It's the  day of our holiday in Florida. (5)
- He scored  goals in  games. (3)/(2)
- It was his  goal in the last  games. (3)/(2)

**Ex. 2. Write the the ordinal numbers into the gaps (in words). Mind the example.**

- She's sitting in the  row. (1)
- They are celebrating their  anniversary. (25)
- The old man died on his  birthday. (88)
- That was my  accident this month. (2)
- It's his  birthday. (21)
- Lisa was born on the  of November. (11)
- June is the  month of the year. (6)
- Our office is on the  floor. (10)
- My house is the  from the end on the right. (3)
- It's the  time that I've been to America. (9)

**Study the glossary on the topic Time**



There are two common ways of telling the time.

**1) Say the hour first and then the minutes. (Hour + Minutes)**

- 6:25 - It's six twenty-five
- 8:05 - It's eight O-five (the O is said like the letter O)
- 9:11 - It's nine eleven
- 2:34 - It's two thirty-four

**2) Say the minutes first and then the hour. (Minutes + PAST / TO + Hour)**

For minutes 1-30 we use **PAST** after the minutes.

For minutes 31-59 we use **TO** after the minutes.

- 2:35 - It's twenty-five **to** three
- 11:20 - It's twenty **past** eleven
- 4:18 - It's eighteen **past** four
- 8:51 - It's nine **to** nine
- 2:59 - It's one **to** three

When it is **15 minutes past** the hour we normally say: **(a) quarter past**

- 7:15 - It's (a) quarter past seven

When it is **15 minutes before** the hour we normally say: **a quarter to**

- 12:45 - It's (a) quarter to one

When it is **30 minutes past** the hour we normally say: **half past**

- 3:30 - It's half past three (but we can also say three-thirty)

**O'clock**

We use **o'clock** when there are NO minutes.

- 10:00 - It's ten o'clock
- 5:00 - It's five o'clock
- 1:00 - It's one o'clock

Sometimes it is written as 9 o'clock (the number + o'clock)

## **12:00**

For 12:00 there are four expressions in English.

- twelve o'clock
- midday = noon
- midnight

## **Asking for the Time**

The common question forms we use to ask for the time *right now* are:

- What time is it?
- What is the time?

A more polite way to ask for the time, especially from a stranger is:

- Could you tell me the time please?

## **Giving the Time**

We use **It is** or **It's** to respond to the questions that ask for the time *right now*.

- **It is** half past five (5:30).
- **It's** ten to twelve (11:50)

We use the structure **AT** + **time** when giving the time of a specific event.

- The bus arrives **at** midday (12:00).
- The flight leaves **at** a quarter to two (1:45).
- The concert begins **at** ten o'clock. (10:00)

We can also use subject pronouns in these responses.

- It arrives at midday (12:00).
- It leaves at a quarter to two (1:45).
- It begins at ten o'clock. (10:00)

## **AM vs. PM**

We don't normally use the 24-hour clock in English.

We use **a.m.** (am) for the morning and **p.m.** (pm) for the afternoon and night.

3am = Three o'clock in the morning.

3pm = Three o'clock in the afternoon.



**Ex.1. Write the correct time in British English into the gaps.  
Write the numbers in words.**

It's <input type="text"/>	1. <b>10:10</b>
It's <input type="text"/>	2. <b>2:55</b>
It's <input type="text"/>	3. <b>12:00</b>
It's <input type="text"/>	4. <b>9:02</b>
It's <input type="text"/>	5. <b>12:45</b>
It's <input type="text"/>	6. <b>11:59</b>
It's <input type="text"/>	7. <b>7:35</b>
It's <input type="text"/>	8. <b>12:20</b>
It's <input type="text"/>	9. <b>1:31</b>
It's <input type="text"/>	10. <b>4:44</b>

***Homework: Writing essay "Significant dates in your life".***

*Talk about important and lucky numbers for you.*

## LESSON 4: Daily routine

### Outcomes

Participants will have known how to use Present Simple tense (negative and interrogative forms), third person singular form.

Participants will have known and use vocabulary “Daily routine”, “Jobs”

**Time: 80 min.**

### Procedure:

**The teacher will explain Present Simple tense using PP presentation.**

The simple present tense is one of several forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes)

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:  
**I smoke** (habit); **I work in London** (unchanging situation); **London is a large city** (general truth)
- To give instructions or directions:  
**You walk** for two hundred meters, then **you turn** left.
- To express fixed arrangements, present or future:  
Your exam **starts** at 09.00
- To express future time, after some conjunctions: *after, when, before, as soon as, until*:  
**He'll give it to you when you come next Saturday.**

Forming the simple present tense: to think

Affirmative	Interrogative	Negative
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.

Affirmative	Interrogative	Negative
They think	Do they think?	They do not think.

Notes on the simple present, third person singular

- In the third person singular the verb **always ends in -s**:  
*he wants, she needs, he gives, she thinks.*
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.  
*He wants ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:  
*fly --> flies, cry --> cries*  
**Exception:** if there is a vowel before the **-y**:  
*play --> plays, pray --> prays*
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:  
*he passes, she catches, he fixes, it pushes*

**Ex.1. Use short/contracted forms of the auxiliaries only.**

1. Tom  stamps. (not/to collect)
2. You  songs in the bathroom. (not/to sing)
3. Julie  in the garden. (not/to work)
4. I  at home. (not/to sit)
5. Tina and Kate  the windows. (not/to open)
6. Adam  French. (not/to speak)
7. His sister  lemonade. (not/to like)
8. We  to music. (not/to listen)
9. My father  the car every Saturday. (not/to clean)
10. Johnny and Danny  in the lake. (not/to swim)

**Ex. 2. Put the correct verb forms into the gaps. Use Simple Present.**

1. I sing → she
2. I play → she
3. I read → she
4. I go → she
5. I ask → she
6. I carry → she
7. I enjoy → she

8. I wash → she
9. I call → she
10. I cry → she

*Listen the text: Three jobs (NH. p.20,21).*  
*Talk about a typical day using video material.*  
*Homework: writing essay on the topic “*

## LESSON 5: Leisure activities

### Outcomes

Participants will have known how to use plural forms of nouns.

Participants will have known and use the vocabulary about types of leisure activities.

**Time: 80 min**

### Procedure:

**The teacher will explain plural forms of nouns using PP presentation.**

There are many plural noun rules.

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

cat – cats

house – houses

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

truss – trusses

bus – buses

marsh – marshes

lunch – lunches

tax – taxes

blitz – blitzes

- **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.**

fez – fezzes

gas – gasses

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

wife – wives

wolf – wolves

### Exceptions:

roof – roofs

belief – beliefs

chef – chefs

chief – chiefs

- **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

- **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

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

potato – potatoes

tomato – tomatoes

### **Exceptions:**

photo – photos

piano – pianos

halo – halos

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

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

cactus – cacti

focus – foci

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

analysis – analyses

ellipsis – ellipses

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

phenomenon – phenomena

criterion – criteria

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

sheep – sheep

series – series

species – species

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**.

### **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

goose – geese

man – men

woman – women

tooth – teeth

foot – feet

mouse – mice

person – people

### **Ex.1. Complete the sentences with the nouns in brackets. Use the plural.**

1. Which Mediterranean  are the cleanest? (beach)
2. Do you like  ? (tomato)
3. How much do children's  cost? (shoe)
4. How many  does a cat have? (life)
5. Which three  are the largest in the world? (city)
6. What percentage of  has three kids? (family)
7. What are the best  you have ever been to? (party)
8. How many  should we write in a formal letter? (kiss)
9. What is the best way to keep  out of the house? (fly)
10. How much would it cost to buy four  of bread? (loaf)
11. How many  are there in your town? (church)
12. What do most  think about all day? (man)
13. How many  did King Henry VIII have? (wife)
14. Should  be allowed to use animals? (circus)



15. How many  do you eat? (mango)
16. How many  does a millipede have? (foot)
17. At what age do  usually start to walk? (baby)
18. How many stomachs do  have? (sheep)
19. How much do  cost per kilogram? (cherry)
20. Are you good at ? (quiz)

<b>Recreational Activities</b>	<b>Leisure Activities</b>	<b>Hobbies</b>
Backpacking	Attending auctions	Amateur radio
Baseball/softball	Attending auto races	Aquarium making
Basketball	Attending concerts	Arts and crafts
Billiards/playing pool	Attending plays	Astronomy
Bowling	Attending sports events	Auto repairing
Camping	Bicycling	Carpentry
Canoeing	Bird watching	Ceramics/pottery
Checkers	Coin collecting	Coaching Little League
Chess	Crossword puzzles	Computers
Dancing	Dining out	Cooking/baking
Golf	Driving	Electronics
Ice skating	Fishing	Flower arranging
Playing cards	Hiking	Gardening
Sailing/boating	Horseback riding	Genealogy
Shuffleboard	Listening to music	Home decorating
Skiing	Painting	Hunting
Skindiving	Picnics	Model building
Surfboarding	Playing video games	Photography
Swimming	Reading books	Playing music
Table tennis	Roller skating	Sewing
Touch football	Sightseeing	Singing
Volleyball	Sunbathing	Stained glass making
Weightlifting	Talking to friends	Volunteering
Other: _____	Visiting museums	Woodworking
	Walks in parks	Other: _____
	Watching movies and TV	
	Writing	
	Other: _____	

**Listen the text: My favorite season (NH. P.32).**

**Talk about hobby and interests using video material.**

**Homework: writing essay on the topic “A letter to my pen friend” (informal letter)**

## **LESSON 6: Where do you live?**

### **Outcomes**

Participants will have known about *There is/are. Preposition and* how to use them.

Participants will have informed how to use vocabulary about *rooms, household goods, places.*

**Time: 80 min**

**Procedure:**

**The participants will watch the video about *There is/are.***

### **Positive Sentences**

We use **there is** for *singular* and **there are** for *plural*.

- **There is** *one table* in the classroom.
- **There are** *three chairs* in the classroom.
- **There is** *a spider* in the bath.
- **There are** *many people* at the bus stop.

We also use **There is** with *uncountable nouns*:

- **There is** *milk* in the fridge.
- **There is** *some sugar* on the table.
- **There is** *ice cream* on your shirt.

### **Contractions**

The contraction of **there is** is **there's**.

- **There's** a good song on the radio.
- **There's** only one chocolate left in the box.

You **cannot** contract **there are**.

- **There are** nine cats on the roof.
- **There are** only five weeks until my birthday.

### **Negative Form**

The negative is formed by putting **not** after *is* or *are*:

- There is **not** a horse in the field.
- There are **not** eight children in the school.
- There is **not** a tree in the garden.
- There are **not** two elephants in the zoo.

We almost always use contractions when speaking.

The Negative contractions are:

- There's not = There isn't
- There are not = There aren't

### There aren't with ANY

When we want to indicate that a zero quantity of something exists we use **there aren't any**.

- There aren't **any** people at the party.
- There aren't **any** trees in my street.

We also use this structure with **uncountable** nouns:

- There isn't **any** *water* in the swimming pool.
- There isn't **any** *sugar* in my coffee.

### Questions

To form a question we place **is / are** in front of **there**.

Again we use **any** with plural questions or those which use uncountable nouns.

We also use **there is / are** in short answers.

- **Is there** a dog in the supermarket? - No, there isn't.
- **Are there** any dogs in the park? - Yes, there are.
- **Is there** a security guard in the shop? - Yes, there is.
- **Are there** any polar bears in Antarctica? - No, there aren't.
- **Is there** any ice-cream in the freezer? - Yes, there is.

### How Many with Are There

If we want to find out the number of objects that exist we use **How many** in the following form:

**How many** + plural noun + *are there* (+ complement).

- **How many** dogs *are there* in the park?
- **How many** students *are there* in your class?
- **How many** countries *are there* in South America?
- **How many** Star Wars films *are there*?

#### Ex.1. Choose the correct form of the verb to be.

1. There (is, are) a large table in my room.
2. There (is, are) three windows in our classroom.
3. There (is, are) a table and four chairs in my sister's room.
4. There (is, are) a blackboard, four tables and five chairs in our classroom.
5. There (is, are) a text-book and two exercise-books on my table.
6. There (wasn't, weren't) a school here in 1998.
7. There (was, were) very many children in the park yesterday.

#### Ex.2. Answer the following questions using there is/are.

1. What is there on the table? -
2. How many books are there on the table?
3. What kinds of books are there on the table?
4. Is there a blackboard in your classroom?
5. Are there many tables in your classroom?

6. How many tables are there in your classroom?
7. Are there many chairs in this room?
8. How many chairs are there in this room?
9. What is there in your classroom?
10. How many mistakes were there in your last dictation?

**The teacher will present new vocabulary “My flat/house”**

- house /haʊs/ – уй
- room /ru: m/ – хона
- flat /flæt/ – квартира
- living room /'lɪvɪŋ ru: m / – меҳмон хона
- bedroom /'bedru: m/ – ётоқ хона
- bathroom /'bɑ: θru: m/ – ювиниш хона
- kitchen /'kɪtʃɪn/ – ошхона
- hall /hɔ:l/ – зал
- dining room /'daɪnɪŋ ru: m/ – овқатланишхона
- garden /'gɑ: dən/ – боғ
- garage /'gærɑ: ʒ/ – гараж
- sofa /'səʊfə/ – диван
- desk /desk/ – иш столи
- armchair /'ɑ: m, tʃeə/ – кресло
- chair /tʃeə/ – стул
- TV set /,ti: 'vi: set/ – телевизор
- fridge /frɪdʒ/ – музлатгич
- fireplace /'faɪəpleɪs/ – камин
- wardrobe /'wɔ: drəʊb/ – шкаф
- lamp /læmp/ – лампа
- bed /bed/ – ётоқ
- poster /'pəʊstə/ – постер, плакат

- small /smɔ: l/ – кичкина
- big /bɪg/ – катта
- old /əʊld/ – эски
- new /nju: / – янги
- fantastic /fæn'tæstɪk/ – фантастик, ажойиб
- wonderful /'wʌndəfəl/ – ажойиб
- comfortable /'kʌmf(ə)təbl/ - кулай
- nice /naɪs/ – яхши, чиройли
- modern /'mɒdən/ – замонавий
- carpet /'kɑ: pɪt/ – гилам
- balcony /'bælkəni/ – балкон
- furniture /'fɜ: nɪʃə/ – мебель
- window /'wɪndəʊ/ – дераза
- wall /wɔ: l/ – девор
- painting /'peɪntɪŋ/ – расм
- floor /flɔ: / – пол, этаж
- clean the flat/ house – квартирани, уйни тозаламоқ
- open a window – деразани очмоқ
- close the door – эшикни беркитмоқ
- cook – пиширомоқ
- watch TV – телевизор кўрмоқ
- have a shower – душ қабулқилмоқ
- read books in the room – хонада китоб ўқимоқ
- set the table – стол безатмоқ
- play in the room – хонада ўйнамоқ
- listen to music – мусиқа тингламоқ

- sleep – ухлямок

**Ex. 3. Look at the pictures “Helen’s living room” and “Helen’s kitchen” on p.37-38 and describe them using vocabulary.**

**Ex. 4. Listen and complete the conversation between Helen and her friend, Bob. p.38.**

**Ex. 5. Read the text “Lady who lives on a plane” and answer the questions Ex.2 p.40.**

**Ex. 6. True or false p.40.**

**Ex. 7. Listen the text “Homes around the world” and complete the chart. p.42**

**Participants will watch the video about prepositions and fulfill Ex.1-2 on p.43.**

**Homework: writing an essay on the topic “Describe your room” (using video material)**

## LESSON 7: Countries and languages

### Outcomes

Participants will have known how to use *Modal verbs*

Participants will have known vocabulary about *countries, nationalities and languages*.

**Time: 80 min**

### Procedure:

**The teacher will explain Modal verbs using PP presentation**

**Modal verbs** are a part of the larger category called *auxiliary verbs* which are verbs that cannot be used on their own. They need to be accompanied by another (main) verb. Sometimes modal verbs are called *modal auxiliaries*.

The following words are modal verbs: **Can, Could, May, Might, Must, Shall, Should, Will, Would.**

They are modal auxiliary verbs that provide additional information about the verb that follows it.

Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning which depends on the context of that sentence (or question).

- You **can** go now. (= permission)
- I **can** play the guitar. (= ability)

### Structure with Modal Verbs

A Modal verb is followed by another verb in the base form (the infinitive without the 'To') and they are not conjugated (we don't add an 'S' in third person). See the following structure:

Subject + Modal Verb + Verb (base form of the infinitive)

- I **can** speak English (NOT: I can ~~to~~ speak English)
- He **can** speak Spanish (NOT: He can ~~speaks~~ Spanish)
- She **can** speak Spanish (NOT: She ~~cans~~ speak Spanish)

### Modal Verbs in Negative Sentences

Subject + Modal Verb + **not** + Verb (base form of the infinitive)

- You **must not** walk on the grass. (= You ~~mustn't~~ walk on the grass.)
- He **cannot** speak Arabic. (= He ~~can't~~ speak Arabic.)
- We **should not** be late. (= We ~~shouldn't~~ be late.)

As you can see in the examples above, contractions of the **Modal verb + not** are normally possible.

The negative of can is cannot ('not' is joined to 'can') and the contraction is **can't**

### Modal Verbs in Questions

Modal Verb + Subject + Verb (base form of the infinitive)

- **May** I help you?
- **Can** I have another piece of cake please?

- **Would** you like to come with us?

**Ex.1. (6.1.) Match the sentences and picture on p.44.**

- 1.He can ski really well.
- 2.She can use a computer.
- 3.” Can dogs swim? ». Yes, they can.
- 4.Can you speak Japanese? No, I can’t.
- 5.I can’t spell your name?
- 6.We can’t understand the question.

**Ex.2.Listen and complete the sentences with *can* or *can’t* + verb.**

1. I \_\_\_\_\_, but I \_\_\_\_\_.
2. He \_\_\_\_\_, but he \_\_\_\_\_.
3. “ \_\_\_\_\_ you \_\_\_\_\_, ”? Yes, I \_\_\_\_\_.
4. They \_\_\_\_\_, but they \_\_\_\_\_.
5. We \_\_\_\_\_, and we \_\_\_\_\_.
6. “ \_\_\_\_\_ she \_\_\_\_\_? No, she \_\_\_\_\_?

**Ex. 3. Listen to Tina and complete the chart. p.45**

**Ex. 4. Complete the chart about you and your partner and make presentation.**

**Ex. 5. Listen to the text “Benefits at work” p.67 and answer the given questions.**

**Participants study vocabulary regarding countries, nationalities and languages on pp.66-69 WB and fulfill given exercises.**

**Watching the video “Customs and traditions of Uzbekistan” and talk on this topic.**

**Homework: writing an essay on the topic “My native town”.**

## LESSON 8: The inventions

### Outcomes

Participants will have known how to use *Past Simple tense*

Participants will have informed about *Irregular verbs*

**Time: 80 min**

### Procedure:

**The participants will read the text about Mattie’s life a long time ago p.52**

**The teacher will explain the grammar aspect *Past Simple tense***

In general, the **Past Tense** is used to talk about something that started and finished at a definite time in the past.

The main rule is that for every verb in English, there is only one form of it in the past tense. (The exception is the Past tense of To Be, which has two forms: *was* and *were*)

This is totally different from other languages such as Spanish, French, Italian etc. where you change the verb ending for every subject.

For example: The past tense of the verb *want* is *wanted*.

*Wanted* is used as the past tense for all subjects/pronouns.

- I wanted
- You wanted



- He wanted
- She wanted
- It wanted
- We wanted
- They wanted

So you just have to learn one word to be able to use it in the past tense. In this case we just needed to learn the one word *wanted* which can be used for all subjects (or people).

### Past Tense Regular Verbs

To change a regular verb into its past tense form, we normally add –ED to the end of the verb.

- play – played
- cook – cooked
- rain – rained
- wait – waited

### Examples of sentences using regular verbs in the past tense

- Last night I **played** my guitar loudly and the neighbors **complained**.
- She **kissed** me on the cheek.
- It **rained** yesterday.
- Angela **watched** TV all night.
- John **wanted** to go to the museum.

### Negative sentences in the Past Tense

We use **didn't (did not)** to make a negative sentence in the past tense. This is for regular AND irregular verbs in English. (Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: They **don't** live in Canada.

Past: They **didn't** live in Canada.

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary *DIDN'T* shows that the sentence is negative AND in the past tense.

NOTICE: The only difference between a negative sentence in the present tense and a negative sentence in the past tense is the change in the auxiliary verb.

Both **don't and doesn't** in the present tense become **didn't** in the past tense.

Compare the negative sentences in the examples below:

Present: You **don't** need a mechanic.

Past: You **didn't** need a mechanic.

Present: You **don't** walk to work.

Past: You **didn't** walk to work.

Present: He **doesn't** speak Japanese.

Past: He **didn't** speak Japanese.

### Examples of negative sentences in the Past Tense

- I **didn't** want to go to the dentist.
- She **didn't** have time.
- You **didn't** close the door.
- He **didn't** come to my party.
- They **didn't** study so they **didn't** pass the test.
- We **didn't** sleep well last night.

### Questions in the Past Tense

We use **did** to make a question in the past tense.  
This is for regular AND irregular verbs in English.  
(Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: **Do** they live in France?

Past: **Did** they live in France?

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary *DID* shows that the question is in the past tense.

NOTICE: The only difference between a question in the present tense and a question in the past tense is the change in the auxiliary verb.

Both **Do and Does** in present tense questions become **Didn't** in past tense questions.

Compare the questions in the examples below:

Present: **Do** you need a doctor?

Past: **Did** you need a doctor?

Present: **Do** you ride your bike to work?

Past: **Did** you ride your bike to work?

Present: **Does** he live in Italy?

Past: **Did** he live in Italy?

We can also use a **question word** (Who, What, Why etc.) before *DID* to ask for more information.

- Did you study? – Yes, I did.
- **When** did you study? – I studied last night.
- **Where** did you study? – I studied at the library.

### Examples of Questions in the Past Tense

- **Did** you go to work yesterday?
- **Did** they arrive on time?
- **Did** she like the surprise?
- Where **did** she go?
- What **did** you do yesterday?
- What **did** you say? - I didn't say anything.
- Why **did** we have to come?

Use needed forms of the verbs: **Was/were/, can/could**

**Ex. 1. Read the questions. Complete the answers.**

	Present	Past
1.	What day is it today? It' .... today.	What day was it yesterday? It.... yesterday
2.	What month is it now? It... now.	What month was it last month? It... last month.
3.	Where are you now? I...in the room.	Where were you yesterday? I...in the class
4.	Are you in England? Yes, I.... No, I....	Were you in England in 2009? Yes, I.... No, I....
5.	Can you swim? Yes, I.... No, I ....	Could you swim when you were five? Yes, I ..... No, I .....
6.	Can your teacher speak three languages? Yes, she .... No, she.....	Could your teacher speak English when she... seven? Yes, she .... No, she ....

**Ex.2. Look at these sentences.**

I was born in London in 1973.I could read when I was four.

My sister couldn't read until she was seven.

Match lines in A, B, and C and make similar sentences about the four geniuses.

A	B	C
Mozart/born in	Siberia/1938	Paint/one
Picasso/born in	Germany/1879	Dance/two
Nureyev/born in	Austria/1756	Play the piano/three
Einstein/ born in	Spain/1881	Couldn't speak/eight

**Ex.3. Work in groups. Ask and answer questions about you.**

- 1.Where were you born?
2. When were you born?
- 3.How old were you when you could....?
  - Walk
  - Read
  - Ride a bike
  - Talk
  - Swim
  - Use a computer
  - Speak a foreign language.

**Ex.4. Read and listen to Mattie talking about her past life. Complete the text and the questions about Mattie. p.53.**

1. When did she start work?
2. Where \_\_\_ she \_\_\_?
3. Who \_\_\_ she \_\_\_?
4. How many hours \_\_\_\_\_ she \_\_\_\_\_?

5. Who \_\_\_ she \_\_\_\_\_?
6. How much \_\_\_ she \_\_\_\_\_?
7. When \_\_\_ Hubert \_\_\_\_\_?
8. When \_\_\_ she \_\_\_\_\_ to read?

**Ex.5. Complete the sentences with did, was, or were.**

1. Where \_\_\_\_\_ you born? Where \_\_\_\_\_ your mother born?
2. When \_\_\_\_\_ you start school?
3. When \_\_\_\_\_ you learn English?
4. Who \_\_\_\_\_ you learn to read and write?
5. What \_\_\_\_\_ your favorite subject?
6. Where \_\_\_\_\_ you live when you \_\_\_\_\_ a child?
7. \_\_\_\_\_ you live in a house or a flat?

**Study irregular verbs (video material and presentation).**

**Look at the list of irregular verbs on p.142. Write the past Simple forms of these verbs in the box. Which verb isn't irregular?**

have	begin	come	go	do
leave	get	study	become	wear
win	lose	buy	meet	rite
bite	give	burn	burst	speak

**Ex. 6. Listen to the text about Simon and complete the sentences p.54.**

**Ex.7. Read the text Three inventors. The dates in the texts are all incorrect. Read and listen, and correct the dates p. 62.**

**Ex8. Make correct time expressions.**

in ...            on ....            at ....

seven o'clock

the morning

Saturday

Sunday evening

night

September

weekends

summer

1994

the twentieth century

**Talk about favorites using video material.**

**Homework: essay on the topic "My last day off"**

## LESSON 9: Food you like

### Outcomes

Participants will have known how to use *Countable and uncountable nouns, I like..., I would like...*

Participants will have known the vocabulary about *food and drinks*

**Time: 80 min**

### Procedure:

**The participants will do Ex.1. Match the food and drink with the pictures p.66.**

**The teacher will explain the grammar** *Countable and uncountable nouns*

### Countable nouns

Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns. Here are some examples:

*a car, three cars*

*my cousin, my two cousins*

*a book, a box full of books*

*a city, several big cities*

### Singular and plural

Countable nouns can be singular or plural. They can be used with *a/an* and with numbers and many other determiners (e.g. *these, a few*):

*She's got two sisters and a younger brother.*

*Most people buy things like cameras and MP3-players online these days.*

*These shoes look old now.*

*I'll take a few magazines with me for the flight.*

### Uncountable nouns

In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted.

Some examples of uncountable nouns are:

Ideas and experiences: *advice, information, progress, news, luck, fun, work*

Materials and substances: *water, rice, cement, gold, milk*

Weather words: *weather, thunder, lightning, rain, snow*

Names for groups or collections of things: *furniture, equipment, rubbish, luggage*

Other common uncountable nouns include: *accommodation, baggage, homework, knowledge, money, permission, research, traffic, travel.*

These nouns are not used with *a/an* or numbers and are not used in the plural.

We're going to get new **furniture** for the living room.

Not: ~~We're going to get a new furniture for the living room.~~ or ~~We're going to get new furnitures for the living room.~~

We had terrible **weather** last week.

Not: ~~We had a terrible weather last week.~~

We need **rice** next time we go shopping.

Some nouns always have plural form but they are uncountable because we cannot use numbers with them.

I bought **two pairs of trousers**.

Not: ~~I bought two trousers.~~

Other nouns of this type are: *shorts, pants, pyjamas, glasses* (for the eyes), *binoculars, scissors*.

### **Warning:**

Some nouns which are uncountable in English are countable in other languages (e.g. *accommodation, advice, furniture, information*):

*They can give you some **information** about **accommodation** at the tourist office.*

Not: ~~They can give you some informations about accommodations at the tourist office.~~

*Can you give me some **advice** about buying a second-hand car?*

Not: ~~Can you give me some advices about buying a second hand car?~~

### Quantity expressions (*a bit/piece*)

To refer to one or more quantities of an uncountable noun, expressions such as *a bit of, a piece of, an item of* or words for containers and measures must be used:

*He bought **a very expensive piece of furniture** for his new apartment.*

*Maggie always has some exciting **bits of news** when she comes to see us.*

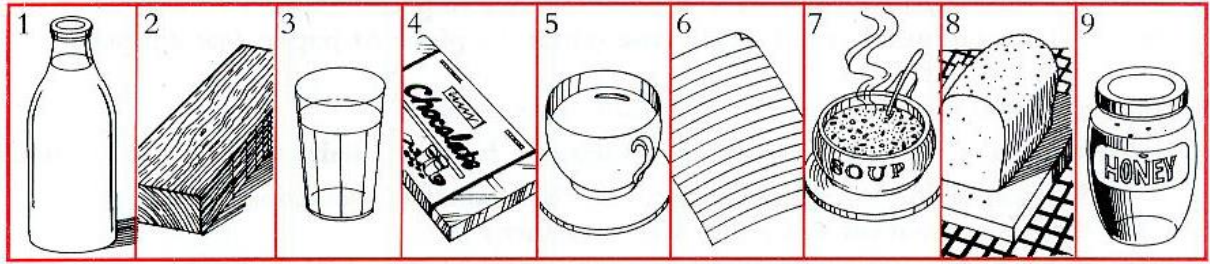
*I think we'll need **five bags of cement** for the patio.*

*There's **a litre of milk** in the fridge for you. And I bought you **a bar of chocolate**.*

**Teacher informs students about the fact that scientists have been studying whether the listed items are good or bad for people. Teacher involves students in discussion of what they think the scientific conclusions might have been with regard to the items:**

Placebos, Vitamin pills,  
Milk, Washing dishes,  
An apple a day, Sugary drinks,  
Sleeplessness, Olive oil,  
Coffee, Swearing,  
Red and processed meat, Your pillow,  
Desk jobs, Salt,  
Tangerines, Green tea,  
Shopping, Alcohol

What are the things in the pictures? Write a ... of ... for each picture. Use the words in the boxes.



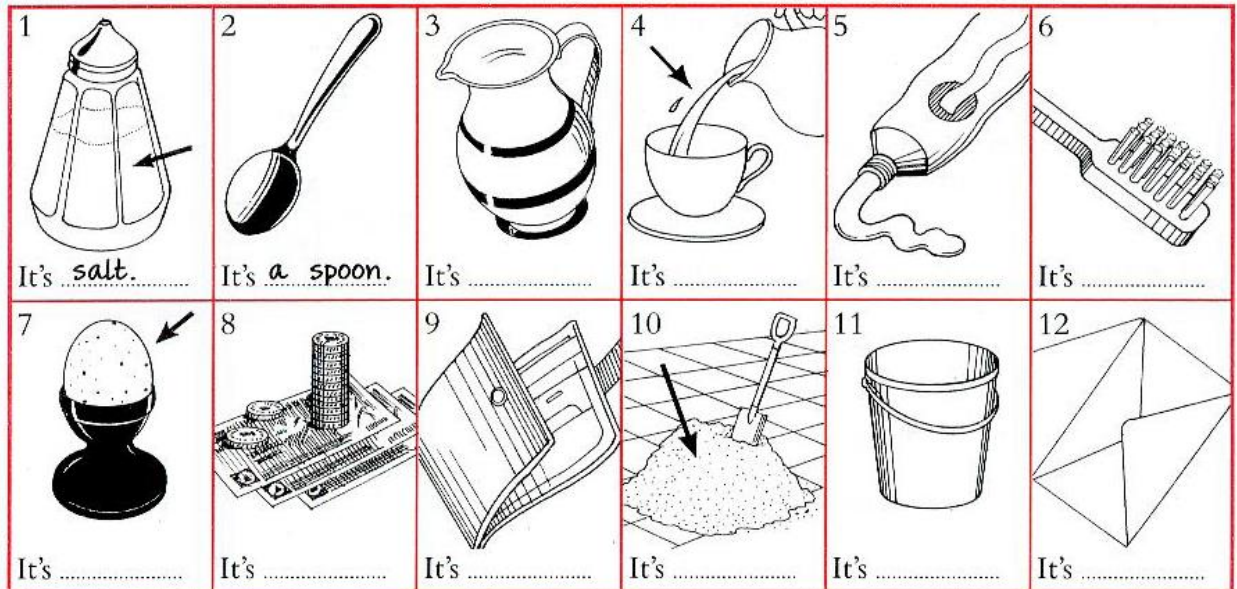
bar	cup	loaf
bottle	glass	piece
bowl	jar	piece

bread	milk	tea
chocolate	paper	water
honey	soup	wood

- |                    |         |         |
|--------------------|---------|---------|
| 1 a bottle of milk | 4 ..... | 7 ..... |
| 2 .....            | 5 ..... | 8 ..... |
| 3 .....            | 6 ..... | 9 ..... |

What are these things? Some are countable and some are uncountable. Write a/an if necessary. The names of these things are:

bucket      envelope      milk      salt      spoon      toothpaste  
egg      jug      money      sand      toothbrush      wallet



Ex. 2. Talk about the lists of food and drink with a partner. What do you like? What do you quite like? What don't you like? p.67.

Ex.3. Read and listen to the conversation with the use of "would you like..?", "I'd like..." p.67.

The teacher will explain the use of these expressions.

Would like

**I would like** or **I'd like** (to do something) is a polite way to express a wish or desire:

**What would you like?** - **I would like a cup of tea.** What do you want to drink? - **I want a cup of tea.**

**Would like** is always followed by an infinitive with **to**:

**Would you like to come with us?** Do you want to come with us?

**He would like** (or **He'd like**) **to join the sales team.** He wants to join the sales team.

**I'd like you to tell me the truth.** I want you to tell me the truth.

**Ex.4. Read the text “Food around the world”. Write the correct question headings for each paragraph. p.70-71.**

Where does our food come from?

What do we eat?

How do we eat?

**Ex.5. Answer the questions p.70.**

*Ex.6. Work in small groups and discuss the questions about your country. Ex.5. on p.70.*

**Homework: writing essay “National meals of Uzbekistan”**



## LESSON 10: Travelling, Culture awareness, Tourism

### Outcomes

Participants will have known how to use *Degrees of adjectives*

Participants will have known the vocabulary regarding *adjectives and types of transports*

**Time: 80 min**

### Procedure:

**The teacher will explain** the Comparison of Adjectives

#### Comparison of monosyllabic adjectives

Monosyllabic adjectives are compared with **-er, -est**.

positive	comparative	superlative
strong	<b>stronger</b>	<b>strongest</b>
small	<b>smaller</b>	<b>smallest</b>
late	<b>later</b>	<b>latest</b>
nice	<b>nicer</b>	<b>nicest</b>
big	<b>bigger</b>	<b>biggest</b>
thin	<b>thinner</b>	<b>thinnest</b>
fat	<b>fatter</b>	<b>fattest</b>

Example: London is **bigger than** Vienna.

#### Comparison of disyllabic adjectives

Disyllabic adjectives ending with **y, er, ow, le** are compared with **-er, -est**.

positive	comparative	superlative
easy	<b>easier</b>	<b>easiest</b>
happy	<b>happier</b>	<b>happiest</b>
clever	<b>cleverer</b>	<b>cleverest</b>
narrow	<b>narrower</b>	<b>narrowest</b>

Example: Which is **the easiest** exercise?

Comparison of all the other adjectives

All the other adjectives are compared with **more, most**.

positive	comparative	superlative
careful	<b>more careful</b>	<b>most careful</b>
expensive	<b>more expensive</b>	<b>most expensive</b>
difficult	<b>more difficult</b>	<b>most difficult</b>
tired	<b>more tired</b>	<b>most tired</b>
terrible	<b>more terrible</b>	<b>most terrible</b>

## Comparison of special adjectives

Special adjectives can be compared with **-er, -est** or **more, most**.

<b>positive</b>	<b>comparative</b>	<b>superlative</b>
clever	cleverer / <b>more</b> clever	cleverest / <b>most</b> clever
common	commoner / <b>more</b> common	commonest / <b>most</b> common
likely	likelier / <b>more</b> likely	likeliest / <b>most</b> likely
pleasant	pleasanter / <b>more</b> pleasant	pleasantest / <b>most</b> pleasant
polite	politer / <b>more</b> polite	politest / <b>most</b> polite
quiet	quieter / <b>more</b> quiet	quietest / <b>most</b> quiet
stupid	stupider / <b>more</b> stupid	stupidest / <b>most</b> stupid
sure	surer / <b>more</b> sure	surest / <b>most</b> sure
subtle	subtler / <b>more</b> subtle	subtlest / <b>most</b> subtle
Simple	Simpler / <b>more</b> Simple	Simplest / <b>most</b> Simple

## Irregular Comparison Forms

<b>positive</b>	<b>comparative</b>	<b>superlative</b>
good	<b>better</b>	<b>best</b>
bad	<b>worse</b>	<b>worst</b>
much	<b>more</b>	<b>most</b>
many	<b>more</b>	<b>most</b>
little	<b>less</b>	<b>least</b>

(not) as ... as

Ann is **as tall as** Mary.

I think tomorrow it will be **as hot as** today.

This test was **not as difficult as** the last one.

**Ex.1. Make sentences comparing life in the city and country Ex.2, p.74.**

**Ex.2. Complete the conversations with the correct form of the adjectives Ex.1, p75.**

**Ex.3. Talking about your class. How well do you know the other students in your class? Describe them using the adjectives and others. Ex.3, p.77.**

**The teacher will present vocabulary regarding adjectives and types of transports (PP presentation). The participants will make sentences using new vocabulary.**

**Ex.4. Listen to three types of music. What kind of music is it? Which music goes with which city? p.78.**

**Ex.5. Work in three groups.**

**Group 1. Read about New Orleans.**

**Group 2. Read about Vienna.**

**Group 3. Read about Liverpool.**

**Ex.6. Answer the questions about your city. Ex.4, p. 78.**

**Ex. 7. Speak about travelling. Make a dialogue.**

**Homework: writing an “Email about culture shock”.**

## LESSON 11: Describing people

### Outcomes

Participants will have known how to use *Present continuous tense*

Participants will have known *adjectives which describe people*

**Time: 80 min**

### Procedure:

**The participants will look at the photographs and describe the people. Ex.1, p.82.**

**Study vocabulary.**

### Physical characteristics (Физические характеристики)

Tall - высокий

Short - короткий

Slim- тонкий

fat - толстый

Obese - страдающий ожирением

well-built - хорошо сложенный

Overweight - избыточный вес

medium height - среднего роста

well-dressed - нарядный

Smart - умный

Scruffy - неряшливый

good-looking- хорошо выглядит

Attractive - привлекательный

Beautiful - прекрасный

Pretty - хорошенький

Handsome - красивый

Ugly - уродливый

Old - старый

Young - молодой

middle-aged - средних лет

Bald - плешивый

bald-headed - плешивый

Beard - борода

Moustache - усы

long hair - длинные волосы

short hair - короткие волосы

straight hair - прямые волосы

curly hair - вьющиеся волосы

fair-haired- светловолосый

blond-haired or blonde-haired- светловолосый или светловолосый

brown-haired - коричневые волосы

dark-haired - темноволосый

ginger-haired - рыжеволосый

Blonde - блондинка

Brunette - брюнетка

Redhead - рыжеволосый

### **Feelings** (Чувства)

Happy- счастливый

sad - печальный

Miserable - несчастный

Depressed- подавленный

Excited- в восторге

Bored- скучающий

Pleased- довольный

Delighted- Обрадованный  
Surprised- удивленный  
Astonished- пораженный  
Disappointed- разочарованный  
Enthusiastic- восторженный  
Relaxed- расслабленный  
Anxious- озабоченный  
Tired- усталый  
weary - утомленный  
Exhausted- измученный  
Annoyed- раздраженный  
Angry- сердитый  
Furious- яростный  
disgusted -чувствующий отвращение

**Emotional characteristics** (Эмоциональные характеристики)

Confident - уверенная в себе  
Sensitive- чувствительный  
Calm- спокойный  
impulsive- импульсивный  
cheerful- веселый  
generous- великодушный  
kind- Добрый  
crazy- псих  
sensible- здравомыслящий  
serious- серьезный  
honest- честный  
dishonest- нечестный  
good-humoured- добродушный  
bad-tempered- раздражительный  
hard-working- трудолюб  
lazy- ленивый  
clever- умный  
intelligent- интеллигентный  
unintelligent- неинтеллигентный  
arrogant- высокомерный  
happy- счастливый  
unhappy- несчастный

**Make sentences using new words.**

**The teacher will explain** *Present continuous tense*

**Present Uses**

1: First, we use the present continuous for things that are happening at the moment of speaking. These things usually last for quite a short time and they are not finished when we are talking about them.

- I'm working at the moment.
- Please call back as we are eating dinner now.
- Julie is sleeping.

2: We can also use this tense for other kinds of temporary situations, even if the action isn't happening at this moment.

- John's working in a bar until he finds a job in his field. (He might not be working now.)
- I'm reading a really great book.
- She's staying with her friend for a week.

Compare this with the present simple, which is used for permanent situations that we feel will continue for a long time.

- I work in a school. (I think this is a permanent situation.)
- I'm working in a school. (I think this is a temporary situation.)

3: We can use the present continuous for temporary or new habits (for normal habits that continue for a long time, we use the present simple). We often use this with expressions like 'these days' or 'at the moment'.

- He's eating a lot these days.
- She's swimming every morning (she didn't use to do this).
- You're smoking too much.

4: Another present continuous use is for habits that are not regular, but that happen very often. In this case we usually use an adverb like 'always', 'forever' or 'constantly'. Often, we use the present continuous in this way to talk about an annoying habit.

- You're forever losing your keys!
- She's constantly missing the train.
- Lucy's always smiling!

### Future Uses

5: The next use is for definite future arrangements (with a future time word). In this case we have already made a plan and we are pretty sure that the event will happen in the future.

- I'm meeting my father tomorrow.
- We're going to the beach at the weekend.
- I'm leaving at three.

We can't use this tense (or any other continuous tense) with stative verbs.

### Practice

#### Ex.1. Work with a partner.

**Student A** Choose someone in the classroom, but don't say who.

**Student B** Ask Yes/No questions to find out who it is!

#### Ex.2. Write sentences that are true for you at the moment. p.83.

#### Ex.3. Who is at the party?

**Listen to the text and complete the table. Ex.4, p.84.**

#### Ex.5. Illustrate the picture on p.85.

**Homework: writing "Describing someone".**