

**TEACHING GRAMMAR WITH THE
HELP OF PPP
MANUAL
FOR USING PRACTICAL LESSONS ON
GRAMMAR**



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“Teaching grammar with the help of PPP”(presentation, practice, production) is the most useful method for teachers who teaches grammar to students in intermediate level. This book is convenient for you to save your time, not to spoil your plans or cause you problem while teaching grammar. It is designed to develop strategies for teaching grammar, vocabulary building, critical thinking and Interesting topics for communication. Information of each unit from a variety of sources, including newspapers, magazines, books and Websites. There are lots of techniques, activities and games for utilizing to encourage their students to improve their learning skills.

It contains 7 units and divided into 3 parts. At the beginning of each unit grammar rules are taught as a form of presentation. Second part is dedicated for practice of doing exercises according to presentation. Last part of the unit is named production part. Teachers can use these activities for checking their students’ ability if they can apply them in their speech.

Author: Z.Mirzayeva, Sh.Valijanov *teachers of the Department of English language and Literature*

Reviewers: R. Karimov, candidate of philological sciences, *docent*
B. Jafarov, *Phd*

Students get easily bored if their teacher cannot combine teaching methods in order to make each lesson unique and intriguing. Any information can be passed over to pupils in numerous ways. Some of them are easy to understand and remember and others are difficult. The combination of different methods of teaching is something each professional teacher should not only know but also implement in their classroom.

What are teaching methods?

It is better to describe what teaching method really means. This term is used to describe the pedagogy, main principles of study, and educational strategies that are used by teachers in the classrooms to instruct students. There are 4 basic types of teaching methods used worldwide: Approach where teacher is a 'center' of learning Approach where students are a 'center' of study Approach of using low-tech information Approach of using high-tech materials Let's talk about these teaching methods and describe each type separately. 4 methods of teaching Each type of teaching a teacher uses in the classroom should depend on student demographics, a mission of the school or institution, a topic of the lesson, and the personal educational philosophy.

The main goal of a teacher-centered method is to teach and measure the knowledge based on assessments and various tests. Advantages Logical arrangement of educational content Development of cooperation Focus on the subject Disadvantages Limited content Full dependency of students on teachers Summative evaluation

Pupil-centered teaching. The process of learning in this method is evenly shared between a teacher and a student. They both play an important role while studying and it is a complete opposite to teacher-centered approach. The teacher is like a coach to students. It is important to explain the new material and encourage understanding of it. The knowledge is evaluated through school and college projects, different types of assessments, discussions, portfolio etc. Both informal and formal tasks help to measure the level of knowledge. This method of teaching connects studies with assessments to help students understand the discipline better.

When it comes to deciding which method of teaching is better for your lesson, recollect all the methods and ask yourself whether your students would understand the information easier and be willing to participate in the discussion or not. Choose the method or combination that is best for your students.

Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge.

According to Tanya Cotter idea: by teaching grammar we not only give our students the means to express themselves, but we also fulfil their expectations of what learning a foreign language involves. Fortunately, nowadays with the emphasis on a communicative approach and a wealth of stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation.

- Which approach?
- Presentation, practice and production (PPP)
 - Presentation
 - Practice
 - Production
- Conclusion

Which approach?

There are two main approaches to teaching grammar. These are the deductive and the inductive approach.

A deductive approach is when the rule is presented and the language is produced based on the rule. (The teacher gives the rule.)

An inductive approach is when the rule is inferred through some form of guided discovery. (The teacher gives the students a means to discover the rule for themselves.)

In other words, the former is more teacher centred and the latter more learner centred. Both approaches have their advantages and disadvantages. In my own experience, the deductive approach is undoubtedly time saving and allows more time for practising the language items thus making it an effective approach with lower level students. The inductive approach, on the other hand, is often more beneficial to students who already have a base in the language as it encourages them to work things out for themselves based on their existing knowledge. The Presentation-Practice-Production (PPP or 3P) method is popular among new EFL teachers because it is straightforward and easy to implement. In fact, the PPP method follows common sense and does not require much advanced pedagogy. Most people have used some variation of the PPP method to learn at some point in their lives. And while the PPP method has its critics, its elegance as a foundation

cannot be denied. It is even the recommended system in Cambridge's Certificate in English Language Teaching to Adults (CELTA).

Presentation, practice and production (PPP). A deductive approach often fits into a lesson structure known as PPP (Presentation, Practice, Production). The teacher presents the target language and then gives students the opportunity to practise it through very controlled activities. The final stage of the lesson gives the students the opportunity to practise the target language in freer activities which bring in other language elements. In a 60-minute lesson each stage would last approximately 20 minutes. This model works well as it can be used for most isolated grammatical items. It also allows the teacher to time each stage of the lesson fairly accurately and to anticipate and be prepared for the problems students may encounter. It is less workable at higher levels when students need to compare and contrast several grammatical items at the same time and when their linguistic abilities are far less uniform.

Phase 1 of the PPP Method: Presentation this is the part of the process that is most passive for the student. The teacher presents students with new information (e.g. a grammar point, a vocabulary list, etc.). It is important that this information be presented in sufficient detail. The first part of presentation would be introducing the meaning of the new language. This could be a written definition, or a flash card, or a spoken description of a phrase or idiom's meaning. Next, the teacher must use clear examples so that students can see correct usage. An example might be a sample dialogue or a sentence written on the board, but students will need to see the new language being used naturally. Finally, the teacher needs to confirm that presentation is successful and that the students understand the new language. At its simplest, this part of the PPP method is simply asking students to confirm that a particular example is correct, though teachers can use a more elaborate activity at their discretion. For example, when presenting the 2nd conditional, I often draw a picture of myself with thought bubbles of lots of money, a sports car, a big house and a world map.

- I ask my students what I'm thinking about and then introduce the target language.
"If I had a lot of money, I would buy a sports car and a big house."
- I practise and drill the sentence orally before writing it on the board (positive, negative, question and short answer).
- I then focus on form by asking the students questions. E.g. *"What do we use after 'if'?"* and on meaning by asking the students questions to check that they have understood the concept (E.g. *"Do I have lots of money?"* No. *"What am I doing?"* Imagining.)

When I am satisfied that my students understand the form and the meaning, I move on to the practice stage of the lesson. During this stage of the lesson it is important to correct phonological and grammatical mistakes



Phase 2 of the PPP Method: Practice

Also called drilling, this phase is to fully reinforce the new language. This is where teachers are likely to insert worksheets or games (maybe like the games found [here](#), [here](#), or [here](#)). Games are always a fun option when it comes to practice, and they are the preferred drills in Shane English School classrooms, but worksheets, scripted conversations, and reading exercises sometimes take the place of a game in other institutions.

The practice phase can be long, containing multiple activities to best reach the entire class. There's a good chance that this takes up more time than any other phase of the PPP method. However, drilling can also be brief if the new language is simple and easy for a particular class to grasp. At this point, it is up to the teacher to determine the best course of action based on the needs of the students.

- It is important that the activities are fairly controlled at this stage as students have only just met the new language. Many students' books and workbooks have exercises and activities which can be used at this stage. When teaching the 2nd conditional, I would use split sentences as a controlled practice activity. I give students lots of sentence halves and in pairs they try and match the beginnings and ends of the sentences.

Example: "*If I won the lottery,*" "*I'd travel around the world.*"

I would then do a communicative follow up game like pelmanism or snap using the same sentence halves.

Phase 3 of the PPP Method: Production

The third and final phase of the PPP method is production. This is where the students use what they have just learned to synthesize new examples, either in written or spoken form. (In the case of phonics and reading lessons, reading unfamiliar or challenging words could also qualify as production.) Testing would also be considered production, especially if it requires production of language elements in new configurations.

However, it's important to note that the production phase of the PPP method is likely to be the most challenging to low-level beginners or extremely young learners. Students without a firm foundation in English will not have enough "building blocks" to synthesize their own language. In these cases, the production phase of the PPP method would take a back seat to additional practice until the students are at a high enough level to construct their own sentences.

When teaching the 2nd conditional, I would try to personalise the lesson at this stage by giving students a list of question prompts to ask others in the class.

Example: *do / if / win the lottery?*

Although the questions are controlled the students are given the opportunity to answer more spontaneously using other language items and thus the activity becomes much less predictable.

It is important to monitor and make a note of any errors so that you can build in class feedback and error analysis at the end of the lesson.

Alternatives to the PPP Method

Though the PPP method is intuitive and easy for teachers to apply, there are other options as well. Task-based learning (TBL) is one such option. There is also the engage-study-activate, which bears many similarities to the PPP method.

In the end, it's likely to be a combination of teaching processes that best accommodate the variety of learning styles a teacher is likely to encounter in the classroom.

When teaching grammar, there are several factors we need to take into consideration and the following are some of the questions we should ask ourselves:

How useful and relevant is the language?

What other language do my students need to know in order to learn the new structure effectively?

What problems might my students face when learning the new language?

How can I make the lesson fun, meaningful and memorable?

The information was taken from;

<http://shaneschools.com/en/what-is-the-ppp-method-of-teaching-english/>

The author of the site is Daniel Howard has been working Taiwan as an EFL teacher and writer in the English-education industry for the past 11 years. He has taught students of all ages and abilities using a variety of methodologies. Currently, he is the Group Social Media Manager for the Saxoncourt Group.



Unit 1.

Simple Present

It is presentation part of simple present. In this part, the teacher may prepare ppt relating to the theme. There are simple present grammar rules with examples which teacher may explain by comparing them with their native language.

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day. Ms. Jackson travels during the summer. Hamsters run all night.

Typically, when we want to describe a temporary action that is currently in progress, we use the present continuous: Pauline can't come to the phone right now because she is brushing her teeth.

Here's a tip: Grammarly runs on powerful algorithms developed by the world's leading linguists, and it can save you from misspellings, hundreds of types of grammatical and punctuation mistakes, and words that are spelled right but used in the wrong context.

How to Form the Simple Present

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in -s).

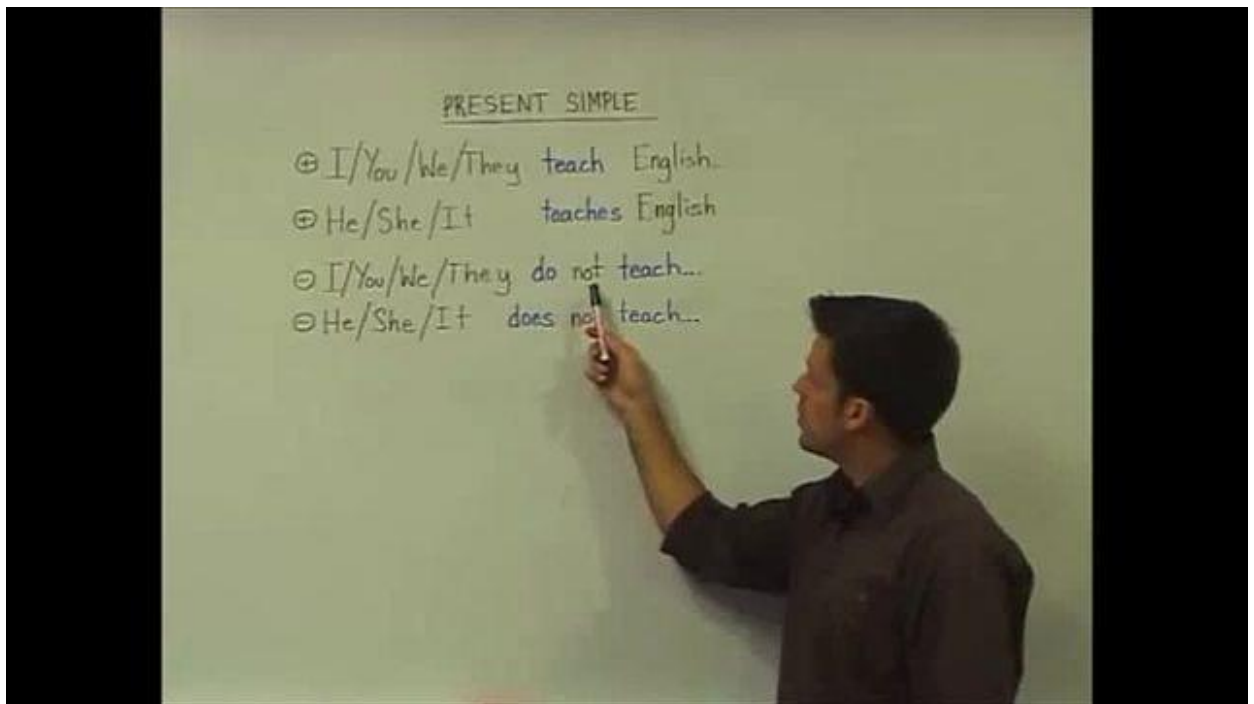
First-person singular: *I write*

Second-person singular: *You write*

Third-person singular: *He/she/it writes* (note the -s)

First-person plural: *We write*

Second-person plural: *You write*



Third-person plural: *They write*

For a few verbs, the third-person singular ends with -es instead of -s. Typically, these are verbs whose root form ends in o, ch, sh, th, ss, gh, or z.

First-person singular: *I go*

Second-person singular: *You go*

Third-person singular: *He/she/it goes* (note the -es)

First-person plural: *We go*

Second-person plural: *You go*

Third-person plural: *They go*

For most regular verbs, you put the negation of the verb before the verb, e.g. “She won’t go” or “I don’t smell anything.”

The verb to be is irregular:

First-person singular: *I am*

Second-person singular: *You are*

Third-person singular: *He/she/it is*

First-person plural: *We are*

Second-person plural: *You are*

Third-person plural: *They are*

How to Make the Simple Present Negative

The formula for making a simple present verb negative is do/does + not + [root form of verb]. You can also use the contraction don't or doesn't instead of do not or does not.

Pauline does not want to share the pie. She doesn't think there is enough to go around. Her friends do not agree. I don't want pie anyway.

To make the verb to be negative, the formula is [to be] + not.

I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

How to Ask a Question

The formula for asking a question in the simple present is do/does + [subject] + [root form of verb].

Do you know how to bake a pie? How much does Pauline love pie?

Common Verbs in the Simple Present

Infinitive I, You, We, They He, She, It

To ask ask / do not ask asks / does not ask

To work work / do not work works / does not work

To call call / do not call calls / does not call

To use use / do not use uses / does not use

To have have / do not have has / does not have

Practice part. In this part, the teacher gives the students exercises relating to present simple. Students do the exercises

EXERCISE I

Use either the simple present or the present progressive of the verbs in parentheses.

1. Kathy (sit, usually) _____ in the front row in class, but today she (sit) _____ in the last row.
2. Diane can't come to the phone because she (wash) _____ her hair.
3. Diane (wash) _____ her hair every other day or so.
4. Please be quiet. I (try) _____ to concentrate.
5. (Lock, you, always) _____ the door to your apartment when you leave?
6. Look! It (snow) _____.
7. Mike (go, not) _____ to school right now because it is summer. He (attend) _____ college from September to May every year, but in the summer he (have, usually) _____ a job at the post office. In fact, he (work) _____ there this summer.
8. Right now I (look) _____ around the classroom. Ahmed (write) _____ in his book. Carlos (bite) _____ his finger nails.

5 Detectives at work

Tom and Nick are watching the house across the street. Something strange is happening.

Put the verbs in brackets in the present simple or the present continuous to make correct sentences.

TOM What *are you staring* (you stare) at?

NICK There's a man at the Johnsons' house. He *doesn't live* (*not live*) there. I wonder what he ¹ _____ (do)

TOM Perhaps he ² _____ (visit) the Johnsons.

NICK No. They're not at home. They both _____ (work) in town. They ⁴ _____ (catch) the same train as Dad every morning. It's strange. He _____ (watch) the house very carefully.

TOM Now he⁶ _____ (try) to open the gate, but it's locked. Look! He⁷ _____ (climb) over the gardenwall. I can't see him now.

NICK Let's follow him. I want to see what he⁸ _____ (do)

TOM He⁹ _____ (go) to the garage. He¹⁰ _____
_____ (carry) a ladder. Now he
¹¹ _____ (put) the ladder up to the bedroom window!

NICK He must be a burglar. . . Hey! You! What
¹² _____ (you do)?

The third part is production part. In this part teachers can use “role play” technique. According to Andrei Zakhareuski opinion role plays are an excellent way of getting your students to practice their English. They simulate real life situations and allow them to act out what they would do in a real situation. There are two ways a role play can go: *scripted* and *non-scripted*. With a scripted role

play, the teacher might use an example in a text book. This is a good idea for a warm up exercise, by getting everyone to split up into pairs and allow them to speak to their partner, taking on different roles. Non-scripted ones are when students are given a role each and must use whatever knowledge they have in order to speak with that partner. Below is a list of ideas for a general English class. This can be adapted to suit a situation.

The first role play is “Telephone Conversation”

Speaking on the phone is different to a face-to-face conversation because one relies solely on language to communicate. Get the students who are practicing to sit back to back in order for this to work properly. There is a whole range of ideas which one can use to act this out. Examples include: *phoning to make a complaint, speaking to a friend or inquiring about a job position.*

The second role play is “Going to the Shop”

A great one for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as “*I would like...*” “*How much are...*” “*Good morning...*” and so forth.

The third role play is “Booking a Hotel”

This will allow students to practise a specific type of language. Usually this will be formal language as it is a business conversation. This can also be done in the format of a telephone conversation, or it could be someone approaching a text. There is a wide range of opportunity here for the students to learn new forms of vocabulary

The fourth role play is “Sharing Opinions”

Choose a topic that everyone appears to be interested in. Get the students to pair up and give them a list of questions to follow. This will allow them to come up with their own phrases and use language in a much more practical way.

The fifth role play is “Job Interview”

Work is usually a good topic to begin with when teaching adults. Many are learning English in order to improve their career prospects. As a result, a job

interview role play is an excellent way to get the class learning that all important material. Again, this can be *scripted* or *non-scripted*. A good idea would be to have the interviewer have a list of set questions, and the students can take it from there.

The sixth role play is “Getting Everyone to Speak”

A traditional method is to ask the class to pair off. Of course, one cannot monitor every student particularly if the class is quite large. Therefore, it is important to make sure everyone is speaking and getting the most out of the language they know. If one has time, have each individual group come up to the top of the class and speak in front of everyone else. This will allow people to use their language more creatively.

The seventh role play is “Argument Between Neighbours”

Again, this is a new opportunity for learning different types of vocabulary. This could be between two neighbours who are having an argument. Perhaps *one plays music too loudly in the middle of the night* and is disturbing the rest of the apartment block. This can be as absurd or ridiculous as the students’ want, as long as they are speaking and using the language correctly. Some of the situations thought up can be quite amusing. See some suggested situations here: “Neighbour Problems Role Play”.

The eighth role play is “Body Language”

Body language is just as important as spoken language, so in their role plays try and let the students get into the role. Of course, one does not have to be an expert at acting but it is important for them to get a feel of the flow of the conversation. Using body language effectively will allow them to become a lot more in tune with the language they are using.

Unit 2. Present Continuous


The present continuous verb tense indicates that an action or condition is happening now, frequently, and may continue into the future. The Present Continuous Formula: to be [am, is, are] + verb [present participle]

Aunt Christine is warming up the car while Scott looks for his new leather coat. They are eating at Scott's favorite restaurant today, Polly's Pancake Diner.

Key words: Verb, present participle, tense, dynamic verbs, stative verbs


The present continuous (present progressive) tense is a way to convey any action or condition that is happening *right now*, *frequently*, and may be *ongoing*. It adds energy and action to writing, and its effect helps readers understand *when* the action is happening. Imagine Aunt Christine has surprised her nephew Scott for his birthday and is going to take him out to his favorite restaurant, Polly's Pancake Diner. If I wanted to tell the story *after it happened*, I'd use the past tense:

They waited at the red light, and Scott worried they might miss their reservation. (Past tense)



Present continuous tense

What are they doing?



Tom **is singing**
Lucy **is dancing**
Helen and Eve **are eating** pizza
Sam and Danny **are drinking** soda
Dove and Jodie **are exercising**
Jason and Claire **are laughing**

By: Cecilia Gómez Gómez



But what I really want to convey is how the event *unfolded*, showing the action *as it is happening*:

They are sitting at Scott's favorite booth, the one with the sparkling red plastic seats. (For how long? We don't know, but we *do* know they are sitting there *now*.)

The waiter is standing behind the counter right now with a notepad in his hand and pencil behind his ear. (Will he ever make it over to the booth? Probably, but not *now*.)

"Are you waiting to open your presents after you eat your pancakes?" said Aunt Christine, taking a sip from her root beer. (Here the present continuous is being used in question form.)

From this narrative point of view, the action is immediate and continuous; there's momentum. Sometimes writers use this tense to add suspense or humor in fictional pieces. What kind of pancakes will Scott and his aunt order? The suspense is killing me!

The Present Continuous Formula

To form the present continuous, follow this formula:

To Be [Am, Is, Are] + Verb [Present Participle] When to Use the Present Continuous Tense Use the present continuous tense with the appropriate "to be" verb and a dynamic verb. A dynamic verb shows action and/or process. For example,

Scott's little sister is arriving at the diner two hours late because her roller-derby team, Chicks Ahoy, won the national championships early today. As she is walking into Polly's Pancake Diner, she is yelling goodbye to her friends outside, and Scott hopes she doesn't cause a scene since she is always embarrassing him in public.

When Not to Use the Present Continuous Tense

Do not use the present continuous tense with stative verbs. Stative verbs show a state of being that does not show qualities of change. These verbs can stay in the simple present. For example,

Aunt Christine is preferring the maple walnut pancakes over the banana peanut butter ones that Scott loves.

Aunt Christine prefers the maple walnut pancakes over the banana peanut butter ones that Scott loves.

Here, the stative verb *to prefer* shows opinion, and therefore should not be conjugated into the present continuous. Stative verb categories include emotion (to love), possession (to belong), and thoughts (to recognize), and none of these should use the present continuous form.

The Exception to the Rule

Some verbs can be both dynamic and stative! Think about the verbs to be and to think. In its dynamic form, the verb to be can show action:

Sarah, Scott's little sister, is being bold by ordering the jalapeno-chipotle pancakes.

But in its stative form, the verb to be is awkward if conjugated in the present continuous.

Sarah is being a tall teenager, who loves her food spicy and her sports dangerous.

Sarah is a tall teenager, who loves her food spicy and her sports dangerous.

Here are some more examples:

The waiter thinks Scott should save room for pumpkin pie. (Stative and in the simple present)

The waiter is thinking about getting a new job that requires less human interaction, like a veterinarian. (Dynamic and in the present continuous)

Idiomatic Expressions and Style

English can be confusing; what is grammatically correct isn't always what you might hear in music, in advertisements, or during regular conversations. The present continuous is often used incorrectly. Consider the popular slogan for McDonald's: "I'm Loving' It." This is a grammatically incorrect sentence because *to love* is a stative verb, so why would McDonald's use it in their advertisements?

This marks the difference between grammar and style. Using the present continuous as a means to *exaggerate* is a stylistic trend, and as such, it would not be surprising to hear this conversation:

Scott, glazed with a chocolate mustache, looks over to his aunt and says, "I'm loving' me some of these chocolate peanut butter banana pancakes!" "I'm hearing what you're saying!" she replies, sprinkling powdered sugar atop the stacks on her plate. Here Scott and his Aunt display their excitement in a silly way, emphasizing their feelings. On the other hand, you would never hear a native speaker say these sentences: Scott is loving his Aunt Christine, a self-proclaimed pancake connoisseur. (People would simply say "Scott loves his Aunt Christine . . .") Sarah is hearing the music from their table-top juke box and resists the urge to dance on the table. (Sarah hears the music. . .)

The Final Say

If you are teaching English or learning it, I'd recommend simply sticking to grammatically correct constructions and leaving the idiomatic expressions to the creators of advertisements and song lyrics. In formal writing, the experts recommend that when you can use fewer words to express a thought, you should, so use the present continuous sparingly—short and sweet can't be beat!

Common Construction in the Present Continuous Tense

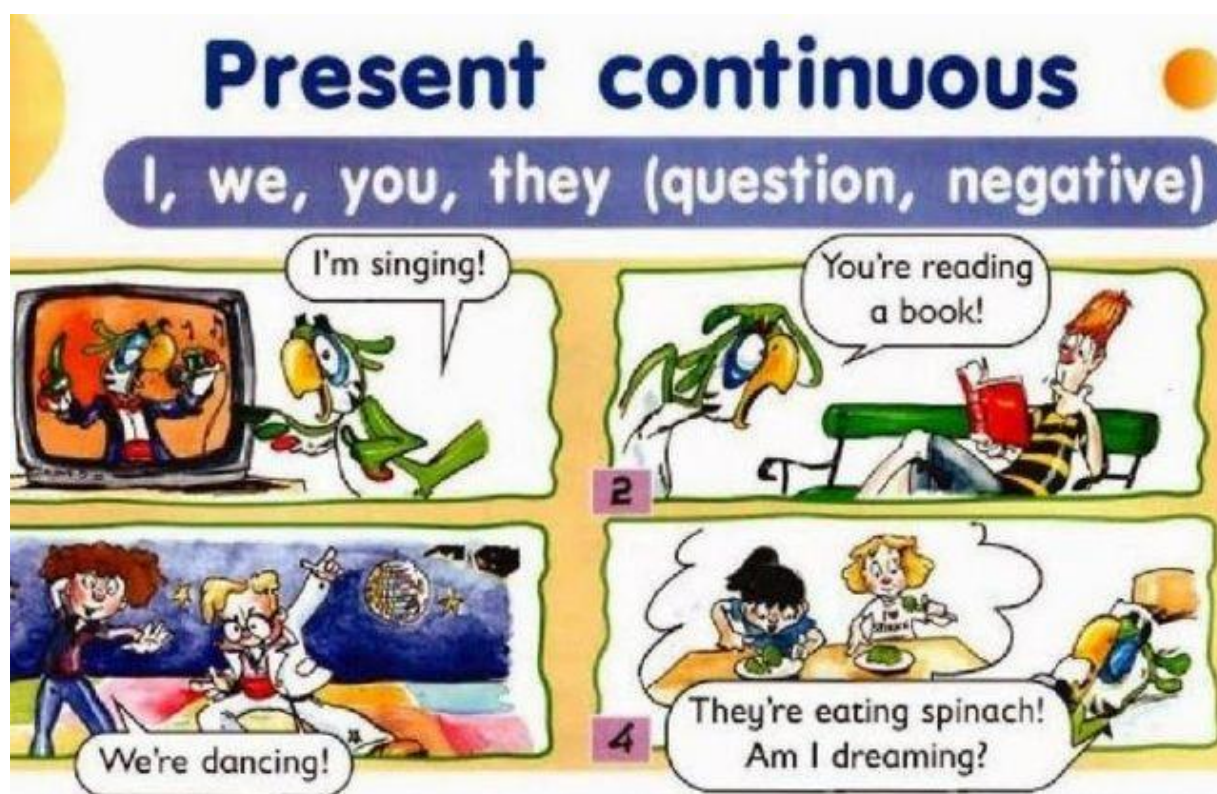
Pronoun	To Be	Common Dynamic Verbs	Present Continuous Construction
I	am	to write	I am writing
He, She, It	is	to watch	She is watching
We, You, They	are	to walk	They are walking

Common Dynamic Verbs that USE the Present Continuous

Active Verbs	Process Verbs	Sense Verbs
ask	change	feel (as in touch)
call	grow	hurt
eat	mature	ache
help	arrive	
hit	fall	
jump		
look at		
play		
throw		

Common Stative Verbs that DO NOT USE the Present Continuous

Opinion Verbs	Ownership Verbs	Emotion Verbs
deserve	own	feel
know	belong	hate
recognize	need	love
understand	possess	sound



II

Use the present perfect progressive in the following.

1. The boys are playing soccer right now. They (play) *have been playing* for almost two hours. They must be getting tired.
2. Alex is talking on the phone. He (talk) _____ on the phone for over a half an hour. He should hang up soon. Long distance is expensive.
3. I'm trying to study. I (try) _____ to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.

Complete the following by writing two sentences. Use the present perfect progressive in the first sentence; then make another sentence that might typically follow in this situation.

4. The baby is crying. She *Has been crying for almost ten minutes.*

I wonder what's wrong.

4. It's raining. It

6. I'm studying. I

5. I'm waiting for my friend. I

6. Bob is sitting in the waiting room. He

III

Producing vocabulary

1.Descriptions

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to sports, weather, etc...to no guidance at all.

2. Fill in the blanks (no options)

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they’re advanced students. You can then read several out loud to compare the different words used to fill in each blank.

3. Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or whiteboard and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc...words. This works great for vocabulary review lessons.

4. What am I thinking?

Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Students choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It’s an animal. It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”. It’s better to teach vocabulary in context, in other words, teach highly descriptive adjectives when the lesson is about travel. Or clothes and accessories when you’re talking about shopping. Never teach a list of words just because, or students won’t have a chance to practice this new vocabulary

Unit 3

Present Perfect Tense

The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour). This tense is formed by have/has + the past participle.

The construction of this verb tense is straightforward. The first element is *have* or *has*, depending on the subject the verb is conjugated with. The second element is the past participle of the verb, which is usually formed by adding -ed or -d to the verb's root (e.g., walked, cleaned, typed, perambulated, jumped, laughed, sautéed) although English does have quite a few verbs that have irregular past participles (e.g., done, said, gone, known, won, thought, felt, eaten).

These examples show how the present perfect can describe something that occurred or was the state of things at an unspecified time in the past.

I have walked on this path before.

We have eaten the lasagna here.

The important thing to remember about the present perfect is that you can't use it when you are being specific about when it happened.

I have put away all the laundry.

I have put away all the laundry this morning.

You can use the present perfect to talk about the duration of something that started in the past is still happening.

She has had the chickenpox since Tuesday.

II

Using the Present Perfect or the Past Simple, complete the following jokes:

1. you(*be*) to America before?

No. This is my first time.

Did you know that Christopher Columbus(*find*)
America?

Really? I never knew it was lost!

2. When you(*sell*) me this car this morning, you
..... (*say*) it was trouble-free. Since then, the brakes
.....(*fail*) and the door (*fall*) off.

Well, sir, I did sell you the car but the trouble was free!

3. Doctor, I(*have*) a sore stomach ever since I
(*eat*) three crabs last week.

..... they(*smell*) bad when you
..... (*take*) them out of their shells?

What do you mean - took them out of their shells?

4. Now, everyone (*read*) the chapter on Lord
Nelson for homework?

Yes, sir.

Kevin, in which battle Lord Nelson
.....(*die*)?

Er, his last one, sir?

5. I(*buy*) this diamond ring from a man in the street. It's for my
girlfriend.

Are they real diamonds?

I hope so. If not, the manjust..... (*cheat*) me
out of £5.

6. How's your sister?

She(*go*) on a very strict diet to lose weight.

And how is she getting on?

Fine. She(*disappear*) last week.

7. Mrs Smith is very upset. She thinks she(*lose*) her cat.

Whenshe last..... (*see*) it?

Four days ago.

Why doesn't she put an advertisement in the newspaper?

Don't be silly. Her cat can't read.

8. My dadnever(*visit*) the dentist.

My dad will never go back to the dentist.

Why? What happened?

The dentist..... (*take*) all his teeth out.

What..... your dad(*say*)?

Never again! Never again!

9. Robert was fishing in a private lake. An old man came up to him and asked:

..... you (*catch*) anything?

Yes. Three big fish since I(*start*) this morning.

My name is Lord Arton and I own this lake. Oh. My name is Robert and I'm a terrible

liar!

III

Below 8 activities are given and the author of the article is Susan Verner.

1. Great Accomplishments.

What are some of the things your students have already accomplished at this time in their lives? Ask your students to share two or three things they have done that they are most proud of, and have them do it in front of the class. Allow the rest of the class to ask questions of each classmate after the presentation. Encourage your students to use the adverb 'already' in their presentations.

2. Have you ever?

Have each student write five sentences stating something he or she did in the past at a specific time. These sentences should be written in the simple past and include the time of the event. For example, a student might write 'I walked my dog

yesterday'. Then have students exchange papers and rewrite those sentences using the Present Perfect and the adverb 'before'. They should also omit the time marker in the rewritten sentences. For example, 'Hyun has walked his dog before'.

3.How many times since

How often do your students do daily activities like brushing their teeth, changing their clothes and eating a meal? Review with your class how to use the adverb 'since' and then ask them how many times they have done daily activities since yesterday, last week, last month and last year.

4.Great Ambitions

What do your students want to do that they have not done yet? Review with your class the proper use of the adverb 'yet' and then ask them to share with a partner three things they have not done yet that they would like to do.

5.Most Deprived

This game gets your students moving while practicing the negative use of the present perfect. Arrange chairs facing into a circle for all but one of your students. That student stands in the middle and announces something he has never done using the present perfect. Anyone in the circle who has done that activity must get out of his or her seat and races to find a new seat. The person in the middle tries to sit in one of the empty seats as well. The person left standing after everyone else is sitting takes the next turn in the middle of the circle.

6 Bucket Lists

As a class, brainstorm every activity you have done or would like to do. You may want to explain the term 'bucket list' and encourage your students to think about what they would include on theirs. Then, let your students take turns asking if their classmates have done each of these activities. They should start with the phrase 'have you ever' and answer the questions with the present perfect. Encourage your students to share any surprising answers with the class after their discussion time is complete.

7.Since or For?

Since and for are often used with the present perfect to express a length of time a person has done a particular activity. Use 'since' when offering a specific time

There are some questions. You may discuss with your partner.

What is your greatest fear?

What is the longest time you have stayed surfing the internet?

What is the farthest away from home you have traveled?

What is the longest time away from home you have ever spent?

What is the scariest roller coaster you have ever ridden?

What is the most expensive gift you have got?

What is the cheapest piece of clothing you have bought?

Have you ever been to another state? Which ones?

Have you ever spent all your money on the shopping center?

Have you ever cried watching movies? What movie?

Have you ever traveled to another country? Which?

Have you ever gotten a ten in Math?

Have you ever gotten a zero? Which subject?

Have you ever taken a pen that wasn't yours?

Have you ever been in a fight?

Have you ever watched a soccer game in the stadium? What team was playing?

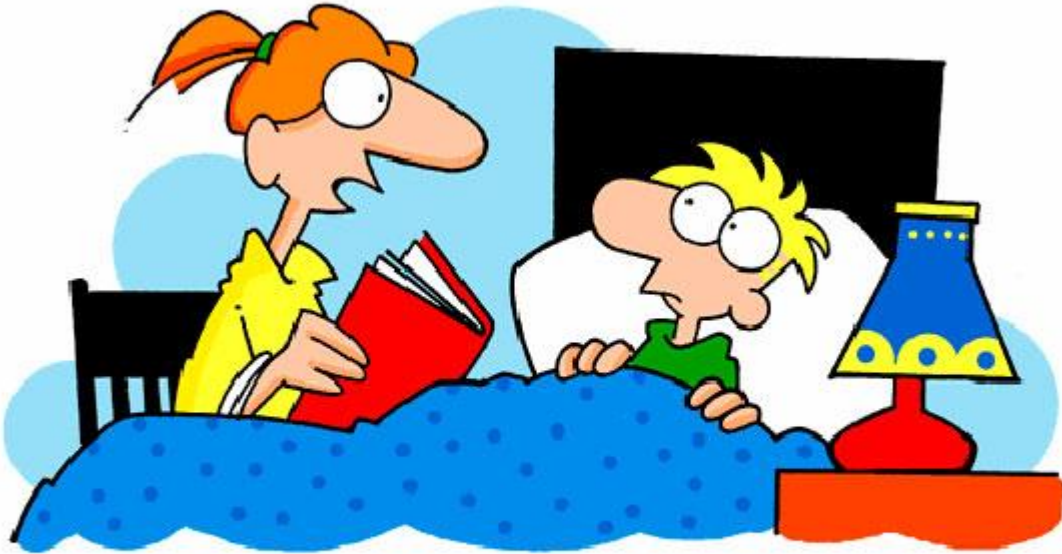
Have you ever worn a Brazil's National Team T-shirt?

Have you ever watched a movie in English without subtitles?



Unit 4.

Simple Past Tense–Grammar Rules



**“Romeo and Juliet met online in a chat room.
But their relationship ended tragically
when Juliet’s hard drive died.”**

I

The simple past is a verb tense that is used to talk about things that happened or existed before now. Imagine someone asks what your brother Wolfgang did while he was in town last weekend.

Wolfgang entered a hula hoop contest.

He won the silver medal.

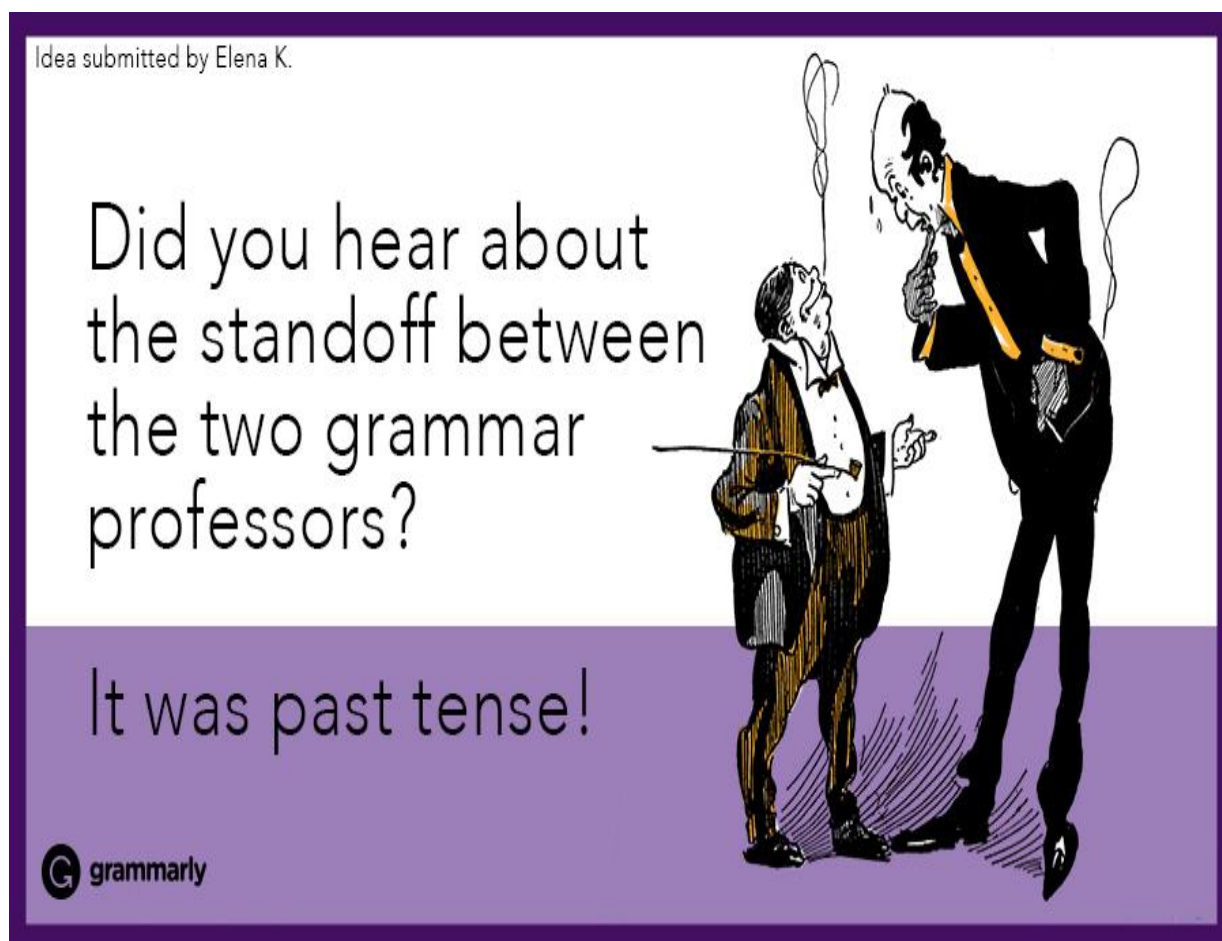
The simple past tense shows that you are talking about something that has already happened. Unlike the past continuous tense, which is used to talk about past events that happened over a period of time, the simple past tense emphasizes that the action is finished.

Wolfgang admired the way the light glinted off his silver medal.

You can also use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb to be and an adjective, noun, or prepositional phrase.

Wolfgang was proud of his hula hoop victory.

The contest was the highlight of his week.



How to Formulate the Simple Past

For regular verbs, add -ed to the root form of the verb (or just -d if the root form already ends in an e):

Play→Played Type→Typed Listen→Listened Push→Pushed Love→Loved

Here's a tip: Grammarly runs on powerful algorithms developed by the world's leading linguists, and it can save you from misspellings, hundreds of types of

grammatical and punctuation mistakes, and words that are spelled right but used in the wrong context.

For irregular verbs, things get more complicated. The simple past tense of some irregular verbs looks exactly like the root form:

Put→Put Cut→Cut Set→Set Cost→Cost Hit→Hit

For other irregular verbs, including the verb to be, the simple past forms are more erratic:

See→Saw Build→Built Go→Went Do→Did Rise→Rose Am/Is/Are→Was/Were

The good news is that verbs in the simple past tense (except for the verb to be) don't need to agree in number with their subjects.

Wolfgang polished his medal. The other winners polished their medals too.

How to Make the Simple Past Negative

Fortunately, there is a formula for making simple past verbs negative, and it's the same for both regular and irregular verbs (except for the verb to be). The formula is did not + [root form of verb]. You can also use the contraction didn't instead of did not.

Wolfgang did not brag too much about his hula hoop skills. Wolfgang's girlfriend didn't see the contest.

For the verb to be, you don't need the auxiliary *did*. When the subject of the sentence is singular, use was not or wasn't. When the subject is plural, use were not or weren't.

The third-place winner was not as happy as Wolfgang. The fourth-place winner wasn't happy at all. The onlookers were not ready to leave after the contest ended. The contestants weren't ready to leave either.

How to Ask a Question

The formula for asking a question in the simple past tense is did + [subject] + [root form of verb].

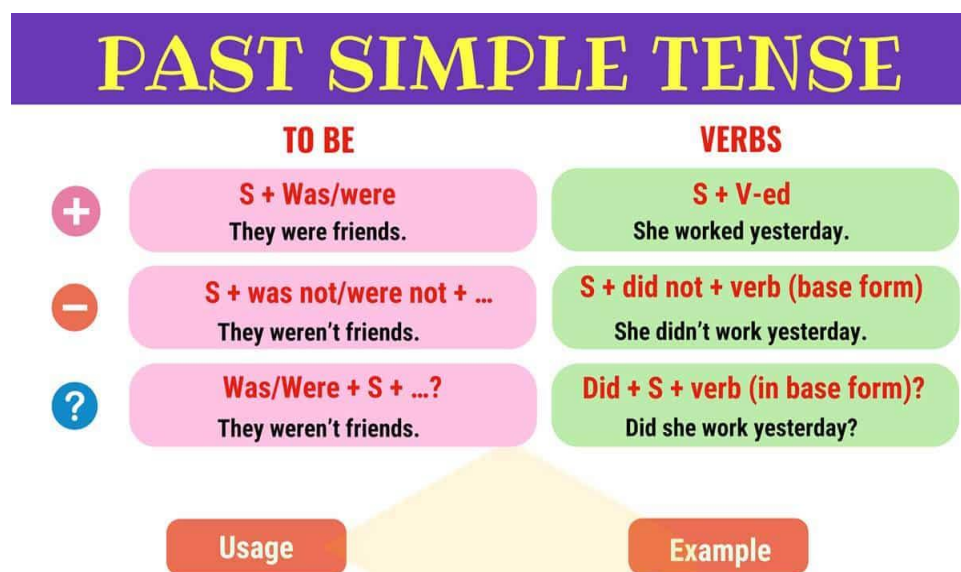
Did Wolfgang win the gold medal or the silver medal? Where did Wolfgang go to celebrate? Did the judges decide fairly, in your opinion?

When asking a question with the verb to be, you don't need the auxiliary *did*. The formula is was/were + [subject].

Was Wolfgang in a good mood after the contest? Were people taking lots of pictures?

Common Regular Verbs in the Past Tense

Infinitive	Past Tense	Negative
to ask	asked	did not ask
to work	worked	did not work
to call	called	did not call
to use	used	did not use



4. There are new tennis courts at the school! It's a wonderful idea for us to go play tennis.

We _____



5. His magic tricks are so amazing! It's a bad idea to ask how he does them.

We _____



6. The mouse looks so happy! It's not a nice idea to take his cheese.

We _____



7. Naomi and Eden live in a beautiful new house. It's a great idea to go and visit them!

We _____



II

Where did he come from?

Use the words in brackets to write questions about Levi Strauss. He came from Germany. (Wherefrom)

'Where did he come from?'

1 His parents sent him to America. (Where)

2 His brothers taught him to sew. (What)

3 In 1850 he set out for San Francisco. (When)

4 He met some prospectors on the way. (Who)

5 They were digging in a river. (Where)

6 They were wearing thin trousers. (What)

7 He was taking sailcloth to California. (What)

8 He made trousers from the sailcloth. (What. . from)

9 The men didn't like the colour. (Why)

III

Any kind of “Alibi” game is perfect for practicing past tenses (esp past simple and past continuous). Make up any story that something was stolen at the party at 10 pm last night. You can always change the plot and the worksheet a bit to make the situation truer to life. Divide the ss into policemen and suspects. Policemen have to write down questions. Suspects work in pairs to come up with their answers and memorize them. Once everybody is ready policemen question suspects separately. If the information suspects give is the same they are free to go. But the more different answers they give, the more likely they are to be the thieves. Enjoy!

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Policemen Card

Ask about the following:

1. where and when they met

2. what the weather was like

3. what their friend was wearing

4. where they were at 10 pm last night

5. what they were doing at 10 pm last night

6. what they ate or drank at the party

7. who they talked to at the party

8. any noises they heard

9. what/who they saw when they heard the noise

10. what was he/she/they doing





Suspects Card

Get together with your partner and think about:

1. where and when you met

2. what the weather was like

3. what your friend was wearing

4. where you were at 10 pm last night

5. what you were doing at 10 pm last night

6. what you ate or drank at the party

7. who you talked to at the party

8. any noises you heard

9. what/who you saw when you heard the noise

10. what was he/she/they doing

Unit 4.

Past Continuous Tense

I

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.

The sun was shining every day that summer.

As I spoke, the children were laughing at my cleverness.

It can also be used to describe something that was happening continuously in the past when another action interrupted it.

The audience was applauding until he fell off the stage.

I was making dinner when she arrived.

The past continuous can shed light on what was happening at a precise time in the past.

At 6 o'clock, I was eating dinner.

It can also refer to a habitual action in the past.

She was talking constantly in class in those days.

One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb *to arrive*.

At noon, he was arriving.

At noon, he arrived .

PAST SIMPLE - PAST CONTINUOUS

1. When she _____ the dishes she _____ a big plate. (dry / drop)

2. While they _____ TV, a thief _____ in.
(watch / climb)

3 Mother _____ dinner, while we _____ our homework. (cook / do)

4. The pupils _____ cards, when their teacher _____
(play / enter)

5. Mother _____ the clothes, when the lights _____ out (iron / go)

6. The postman _____ the parcel, just as they _____
(bring / leave)

7. Susan _____ her purse, while she _____
(lose / shop)

8. We _____ a song, when our headmaster _____
(sing / enter)

9. When he _____ to town, he _____ an accident (drive / have)

10. Mother _____ a cake, while we _____
in the garden. (bake / play)

11. As I _____ down the street, a car _____ into the shop.
(walk / crash)

12. While we _____ TV, a thief _____ our car.
(watch / steal)

13. The burglar _____ the safe, when he _____ some footsteps,
(open/hear)

14. Father _____ the newspaper, when the doorbell _____.
(read / ring)

Exercise

PAST SIMPLE - PAST CONTINUOUS (2)

1. We _____ TV last night. (watch)

2. The train _____ at 6.30. (leave)

3. Mother _____ the dishes - (wash) when the phone
_____. (ring)

5. We _____ a nice party last Saturday, (have)

6. In 55 B. C. Julius Caesar _____ to Britain. (come)

7. Father _____ in his car - (wait) while mother
_____. (shop)

9. I couldn't come, because I _____ ill. (be)

10. Just as he _____ to bed, (go)

the lights _____ out. (go)

12. The car suddenly _____. (stop)

13. It _____ (rain) when he _____ out of
the window. (look)

15. Father _____ home yesterday. (not come)

He _____ lunch in a restaurant. (have)

16. I _____ through the window. (look)

Some students _____ on the blackboard,
(write)

17. We _____ an English song, (sing) when the door
_____. (open)

18. Mother _____ the rooms last Saturday. (clean)

19. They _____ that school, (build) when I

a little boy. (be)

20. Some people in the waiting-room _____ (read).

Suddenly the door _____ (open) and the nurse
_____ (say), "The next one, please".

21. The dog _____ the postman (attack).

just as he _____ letters into the letter-box. (put)

22. How _____ you _____ your leg? (break) I _____
off the ladder, (fall) when I _____ some apples. (pick)

23. We _____ much sleep last night, (not get) because
our neighbours _____ a party. (have)

24. You are late. The train _____ at 8.00. (leave)

25. They _____ to Canada some years ago. (go)

Make up story by using past simple and past continuous



Unit 5. Past Perfect Tense

The past perfect, also called the pluperfect, is a verb tense used to talk about actions that were completed before some point in the past.

We were shocked to discover that someone had graffitied “Tootles was here” on our front door. We were relieved that Tootles had used washable paint.

The past perfect tense is for talking about something that happened before something else. Imagine waking up one morning and stepping outside to grab the newspaper. On your way back in, you notice a mysterious message scrawled across your front door: Tootles was here. When you’re telling this story to your friends later, how would you describe this moment? You might say something like:

I turned back to the house and saw that some someone named Tootles had defaced my front door!

In addition to feeling indignant on your behalf, your friends will also be able to understand that Tootles graffitied the door at some point in the past *before* the moment this morning when you saw his handiwork, because you used the past perfect tense to describe the misdeed.

The Past Perfect Formula

The formula for the past perfect tense is had + [past participle]. It doesn’t matter if the subject is singular or plural; the formula doesn’t change.

When to Use the Past Perfect

So what’s the difference between past perfect and simple past? When you’re talking about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It’s also clearer and more specific. Consider the difference between these two sentences:

We were relieved that Tootles used washable paint. We were relieved that Tootles had used washable paint.

It's a subtle difference, but the first sentence doesn't tie Tootles's act of using washable paint to any particular moment in time; readers might interpret it as "We were relieved that Tootles was in the habit of using washable paint." In the second sentence, the past perfect makes it clear that you're talking about a specific instance of using washable paint.

Another time to use the past perfect is when you are expressing a condition and a result:

If I had woken up earlier this morning, I would have caught Tootles red-handed.

The past perfect is used in the part of the sentence that explains the condition (the if-clause).

Most often, the reason to write a verb in the past perfect tense is to show that it happened before other actions in the same sentence that are described by verbs in the simple past tense. Writing an entire paragraph with every verb in the past perfect tense is unusual.

When Not to Use the Past Perfect

Don't use the past perfect when you're not trying to convey some sequence of events. If your friends asked what you did after you discovered the graffiti, they would be confused if you said:

I had cleaned it off the door.

They'd likely be wondering what happened next because using the past perfect implies that your action of cleaning the door occurred *before* something else happened, but you don't say what that something else is. The "something else" doesn't always have to be explicitly mentioned, but context needs to make it clear. In this case there's no context, so the past perfect doesn't make sense.

How to Make the Past Perfect Negative

Making the past perfect negative is simple! Just insert not between had and [past participle].

We looked for witnesses, but the neighbors had not seen Tootles in the act. If Tootles had not included his own name in the message, we would have no idea who was behind it.

How to Ask a Question

The formula for asking a question in the past perfect tense is had + [subject] + [past participle].

Had Tootles caused trouble in other neighborhoods before he struck ours?

Common Regular Verbs in the Past Perfect Tense

Infinitive	Past Perfect	Negative
to ask	had asked	had not asked
to work	had worked	had not worked
to call	had called	had not called
to use	had used	had not used



Sporting Tenses

Perfect Sporting Performances!

twinkl
got



I have scored

the winning goal.

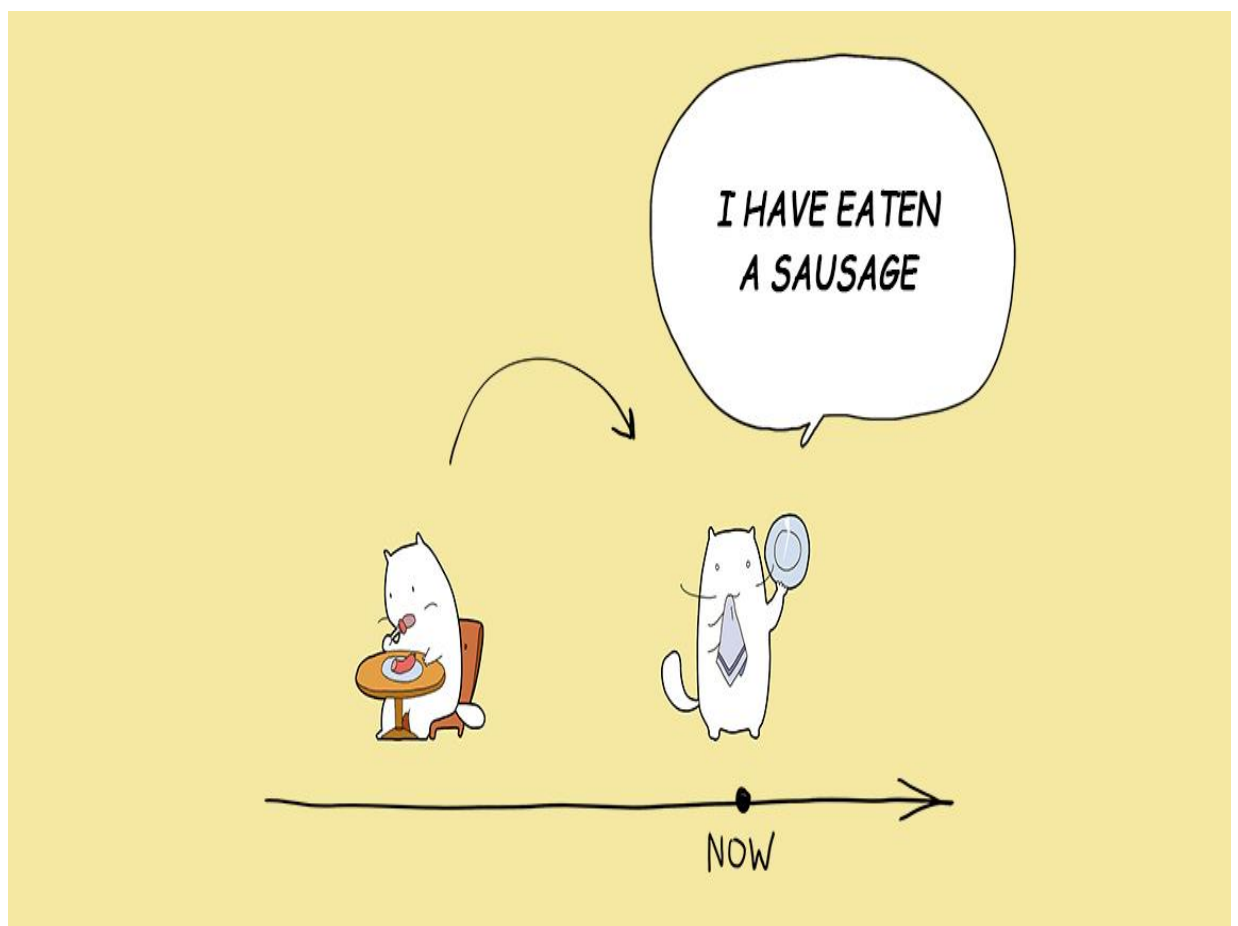
'has' or 'have' + a past tense verb =
present perfect tense



Usain Bolt was the

100-metre world record holder

for nine years.



VERB		PAST SIMPLE		PAST PARTICIPLE		ПЕРЕВОД
be	[bi:]	was/were	[wɒz]/[wə:]	been	[bi:n]	быть
begin	[bi'gin]	began	[bi'gæn]	begun	[bi'gʌn]	начинать
blow	[bləu]	blew	[blu:]	blown	[bləʊn]	дуть
break	[breik]	broke	[brəʊk]	broken	['brəʊk(ə)n]	ломать
bring	[brɪŋ]	brought	[brɔ:t]	brought	[brɔ:t]	приносить
build	[bild]	built	[bilt]	built	[bilt]	строить
buy	[bai]	bought	[bɔ:t]	bought	[bɔ:t]	покупать
catch	[kæʃ]	caught	[kɔ:t]	caught	[kɔ:t]	ловить
choose	[tʃu:z]	chose	[tʃəʊz]	chosen	['tʃəʊz(ə)n]	выбирать
come	[kʌm]	came	[keɪm]	come	[kʌm]	приходить
cost	[kɒst]	cost	[kɒst]	cost	[kɒst]	стоить
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	резать
do	[du:]	did	[dɪd]	done	[dʌn]	делать
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	чертить
dream	[dri:m]	dreamt	[dremt]	dreamt	[dremt]	мечтать
drink	[drɪŋk]	drank	[dræŋk]	drunk	[drʌŋk]	пить
drive	[draɪv]	drove	[drəʊv]	driven	['drɪv(ə)n]	водить
eat	[i:t]	ate	[eɪt]	eaten	['i:t(ə)n]	есть
fall	[fɔ:l]	fell	[fel]	fallen	['fɔ:lən]	падать
feel	[fi:l]	felt	[felt]	felt	[felt]	падать
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	находить
fly	[flai]	flew	[flu:]	flown	[fləʊn]	летать
forget	[fə'get]	forgot	[fə'gɒt]	forgotten	[fə'gɒt(ə)n]	забывать
get	[get]	got	[gɒt]	got	[gɒt]	получать
give	[gɪv]	gave	[geɪv]	given	['gɪv(ə)n]	давать
go	[gəʊ]	went	[went]	gone	[gɒn]	идти
grow	[grəʊ]	grew	[gru:]	grown	[grəʊn]	расти
have	[hæv]	had	[hæd]	had	[hæd]	иметь
hear	[hiə]	heard	[hə:d]	heard	[hə:d]	слышать
hide	[haɪd]	hid	[hɪd]	hidden	['hɪd(ə)n]	прятать
hold	[həʊld]	held	[held]	held	[held]	держать
hurt	[hɜ:t]	hurt	[hɜ:t]	hurt	[hɜ:t]	ранить
keep	[ki:p]	kept	[kept]	kept	[kept]	держать
know	[nəʊ]	knew	[nju:]	known	[nəʊn]	знать

Peter had a very large garden and he had been digging it for about five hours when Mrs. Burns came along.

Oh, hello, Peter. What are you growing?

The sweat was running down Peter's face.

He looked up and said, "Tired!"

Exercise 1: Use Simple Past or the Past Perfect

Are there some sentences where either tense is possible?

- 1) He (be) _____ a newspaper reporter before he (become) _____ a business man.
- 2) I (feel) _____ a little better after I (take) _____ the medicine.
- 3) I was late. The teacher (give, already) _____ a quiz when I (get) _____ to class.
- 4) The anthropologist (leave) _____ the village when she (collect) _____ enough data.
- 5) It was raining hard, but by the time class (be) _____ over, the rain (stop) _____.
- 6) Millions of years ago, dinosaurs (roam) _____ the earth, but they (become) _____ extinct by the time humankind first (appear) _____.
- 7) Class (begin, already) _____ by the time I (get) _____ there, so I (take, quietly) _____ a seat in the back.
- 8) I (see, never) _____ any of Picasso's paintings before I (visit) _____ the art museum.
- 9) I almost missed my plane. All of the other passengers (board, already) _____ by the time I (get) _____ there.
- 10) Yesterday at a restaurant, I (see) _____ Pam Donnelly, an old friend of mine. I (see, not) _____ her in years. At first, I (recognize, not) _____ her because she (lose) _____ at least fifty pounds.

GRAMMAR WITH LAUGHTER The Past Perfect

Use had or hadn't to complete the following:

- 1) When her daughter arrived home from a party, Mrs Thompson asked her if she (thank)_____ her hostess. "No," she said. "The girl in front of me thanked her and the lady said 'Don't mention it' so I didn't."
- 2) Here's your coffee, madam - it's a special coffee all the way from Brazil. Oh, I was wondering where you (go) _____.
- 3) A stressed managing director went to his doctor for help in getting to sleep. The workers at his factory (go) _____ on strike. They wanted better pay and conditions. The director (try) _____ sleeping pills but they (not work) _____. The doctor asked the director to lie quite still in bed at night and to count sheep. The following day the director returned to the doctor's surgery.

Well, said the doctor. Any success?

I'm afraid not, he said. By the time I (count) _____ the thirty-first sheep they (all

go) _____ on strike for shorter hours and lower fences.

- 4) Kenneth is so stupid. He phoned his teacher at school yesterday to say he couldn't come to school because he (lose) _____ his voice!
- 5) A doctor (just give) _____ a boy an injection in his arm. He was about to put a bandage on his arm when the boy said, Would you mind putting the bandage on my other arm, doctor?

Why? I'm putting it over your vaccination so that the other boys will know not to bang

into It.

You don't know the boys in my school, doctor!

6) Mum! Mum! Dad's fallen over a cliff. Is he okay? I don't know. He (not stop) _____ falling when I left.

7) A beggar stopped me the other day and said he (not have) _____ a bite for days.

What did you do? I bit him!

8) It was my grandmother's birthday yesterday. Is she old?

Well, by the time we lit the last candle on her birthday cake, the first one (go) _____ out!

9) Harry Smith was sent to Central Africa by his company. He sent a postcard to his wife as soon as he arrived. Unfortunately it was delivered to another Mrs. Smith whose husband (die) _____ the day before. The postcard read: ARRIVED SAFELY THIS MORNING. THE HEAT IS TERRIBLE.

III

The Time is Right! This is based on the television quiz show “The Price is Right” in which contestants see how close they can get to the real price of a product without going under. A student gives an event or a number of times they had done something before a certain (unstated) time, and the other students see how close they can get to it going back in time but without going earlier than the event. For example, one student says “Visit Italy twice” and students outbid each other with sentences like “You had visited Italy twice by the beginning of this year”, “You had visited Italy twice before you finished university” and “You had visited Italy twice before you started university”. Any sentences that give a time before the real time are discounted, and the closest sentence then wins.

This one or last one?

Students say something that happened in this course or before it, and the other students guess which one it is, e.g. “Study Past Perfect” “You had already studied Past Perfect before you entered this class”. Other possibilities include “Have a British teacher”, “Done an IELTS practice test” and “Studied an intensive course”. The same game can be played with work experience in their present job or before.

This one or last one? Role play This is similar to “This One or Last One?” above. One student is someone quitting their job and the other student is their boss or HR manager. According to the terms of their contract, if they leave after working less than 3 years they have to pay their company back for any experience they gained there. The manager tries to discover things that they have done in their present job

and had never done before that they must therefore pay for, e.g. “In your present job you have used SAP software, haven’t you?” “Yes, I have. I’ll pay you 100 dollars for that experience.”/ “No, I haven’t”/ “Yes, but I’d already done that before I joined this company”. They can’t lie.

You had messed it upOne student steps out of the room, and all the other students change some things in the room. The student comes back into the room, and the other students change some more things. The person who stepped out of the room is then tested on which changes happened when, e.g. “When I came back into the room, you had already...” or “You after I came back into the room” These can either be in response to questions or just as many things as they can remember.

Already seenA student looks at one picture for two minutes, then at four pictures including that one for one minute more. Their partner then tests them on the content of all four pictures and guesses which of the pictures their partner had seen for longer, e.g. “You had already seen picture B”.

I gawpedStudents are given pictures of a crash scene before, during and after the crash, and then test each other on their memory of the pictures and which things were in which picture with questions such as “Had the old lady already finished crossing the road when the crash happened?”

Who was more mature?Students try to outdo each other with their experiences up to a certain age with questions like “When you turned 21, had you already lived away from home?” “No, I hadn’t.” “I had, so one point for me.”

Trace the routeStudents draw an around the world trip on a map and their partner asks yes/ no questions to draw their partner’s route, e.g. “Did you go to Bangkok after Bali?” “No, we had already been to Bangkok when we went to Bali.”/ “No, we didn’t go to Bangkok at all”/ “Yes, but we had already been to one more place before we arrived in Bangkok”. The same thing can work for routes around a town (names of shops and prepositions of position), places in a school, a galaxy (scientific vocabulary), a factory etc.

Guess where This similar to “Guess Who” above. Students draw a route and then mark one place on it where something bad happened, e.g. a crime in the airport (travel vocabulary). Students then ask yes/ no questions until they find the exact point, e.g. “Had you already checked in?” This can be done with the students not knowing the route the person took or (easier) knowing the route and just trying to find one point on it.

I’d done it betterOne student does something twice, doing it in a slightly different order the second time. Their partner then corrects them, e.g. “Last time, you had already put the milk in before you poured the tea”. This is good for Technical English and Medical English classes.

Our Stories Students work together to put a worksheet of pictures or words in some order to make a story, without writing anything down to remind them what the story was. They split up to tell their story separately to another pair, and are then told the contradictions between how they both told the story, i.e. what mistakes one of them made when telling it. I had been punished enough. Students are split into groups and decide on punishments for people who have committed particular crimes. In each group, half the people had previous convictions (written in the Past Perfect) and half the people didn't. Compare the punishments from the different groups and discuss whether they think they have given the right amount of importance to having a criminal record or not.

Deliberately repetitive story. Students write a story, and add one of the events a second time, e.g. brushing their teeth once after dinner and another time before they go to bed. Their partner has to listen carefully to the story and identify the deliberate mistake with sentences like "But you said you had already shot him dead before the police arrived". This can also be done with the students being given the story (rather than writing it) and adding the repeated action themselves.

Past Perfect revision revision

Students test each other on the order they studied things in the book, e.g. "Had we already read about the man with 15 jobs when we studied the Present Perfect tense?" This obviously connects well with revision for a progress test. My favourite moment Students pick one point in a story written in past tenses, e.g. what they think the most interesting moment is or one containing the most important new vocabulary, and students ask questions about what happened before and after that moment to guess which moment it is.

Read the text ,make up 10 questions



DREAMING THE GRAMMAR-DREAMS

Do you dream? Let me tell you about a dream I had two nights ago. I hadn't been dreaming for a long long time, in fact since last Christmas. Have you noticed my use of ago, for and since? Send me a message for help if you don't understand the use of the Past Perfect Continuous tense in the third sentence.

Anyway, it was a terrible nightmare. Terrible things were done to me: I was robbed, then I was beaten, and finally I was killed. But then the nightmare changed into a beautiful dream: I seemed to be in some sort of paradise, where all the people were very beautiful and nice, and I was constantly being hugged and kissed. Have you spotted all the verbs in the passive voice?

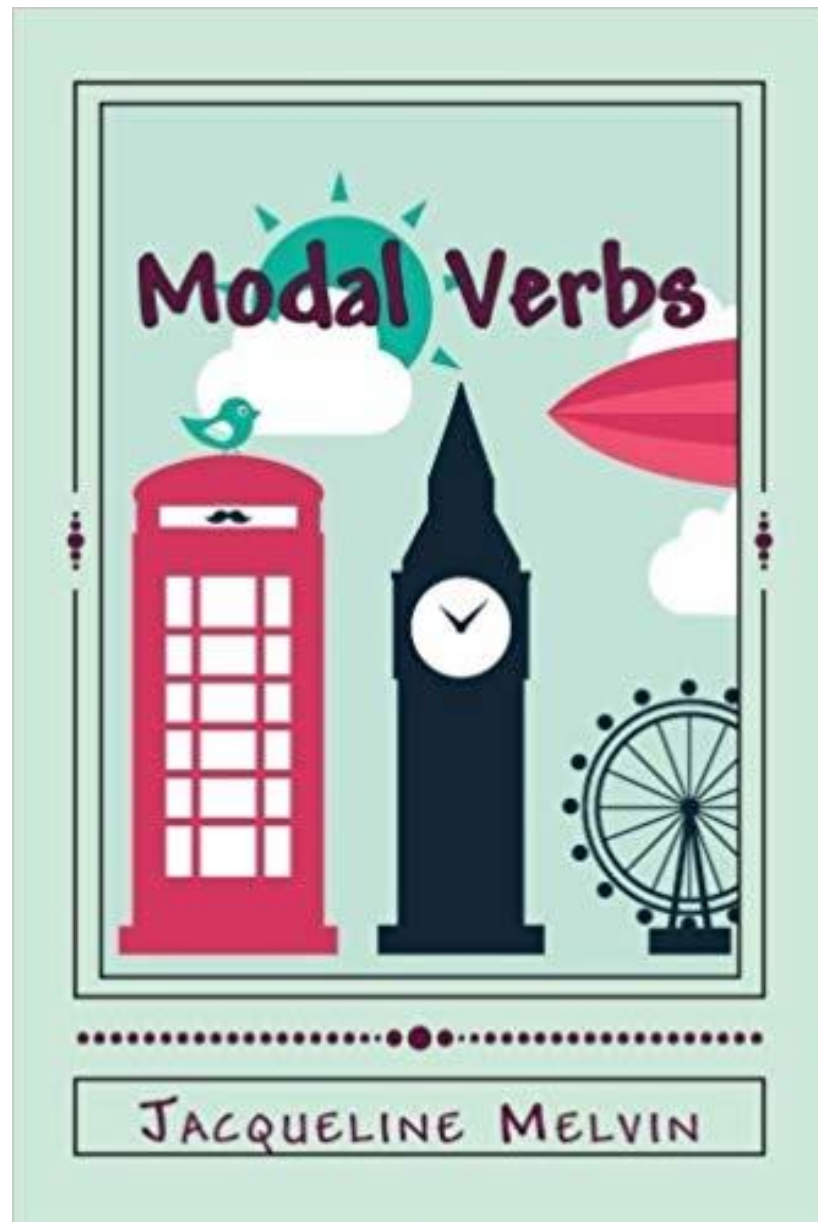
I was taken to their leader, who looked a bit like Elizabeth Shue (have you seen Leaving Las Vegas?) and asked me about a million questions: who I was, where I came from, etc.; and after I had told her what had happened to me, she asked me whether my attackers had stolen anything from me, what they looked like and how I had been killed. Check the use of tenses in these indirect questions!

Then only I noticed that this was a community of women and that I was the only man there. Their leader told me that if I had been a woman I could have stayed with them and become a member of their community. But since I was a man, I had to go back to my own country. And I remember waking up with these thoughts on my mind: What would it be like if I were a woman? Would I have completely different thoughts and feelings? Note the use of tenses in the if-sentences.

And now it's your turn. Please tell us about a dream of yours, but make sure your account includes examples of at least 4 grammatical structures that we have practised in this course (just as my little essay contains examples of sentences with ago, for and since, passive constructions, indirect questions and if-sentences).



Unit 6. Modal verbs



Modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. Themodalsandsemi-modalsinEnglishare:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

Ability/Lack of Ability

Present and Future:

can/can't + base form of the verb

1. Tom can write poetry very well.
2. I can help you with that next week.
3. Lisa can't speak French.

am / is / are / will be + able to + base form of the verb
am not/ isn't / aren't/ won't be + able to + base form of the verb

1. Mike is able to solve complicated math equations
2. The support team will be able to help you in about ten minutes.
3. I won't be able to visit you next summer.

Past:

could / couldn't + base form of the verb

1. When I was a child I could climb trees.

was / were + able to + base form of the verb
wasn't / weren't + able to + base form of the verb
hasn't / haven't + been able to + base form of the verb

1. I wasn't able to visit her in the hospital.
2. He hasn't been able to get in touch with the client yet.

Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

- Incorrect: I can to help you this afternoon.
- Correct: I can help you this afternoon.
- Correct: I will (I'll) be able to help you this afternoon.

Possibility / Impossibility

can / can't + base form of the verb

1. You can catch that train at 10:43.
2. He can't see you right now. He's in surgery.

could + base form of the verb

1. I could fly via Amsterdam if I leave the day before.

Ask Permission / Give Permission

Can + Subject + base form of the verb (informal)

1. Can you lend me ten dollars?

Can + base form of the verb (informal)

1. You can borrow my car.

Could + subject + base form of the verb (polite)

1. Could I have your number?
2. Could I talk to your supervisor please?

Make a suggestion – To make a suggestion use:

Could + base form of the verb (informal)

1. You could take the tour of the castle tomorrow.

Exercises: Can, Could, Be able to

Fill in the correct form of can, could or be able to as in the examples.

1. Ben could not help his little brother with his homework yesterday.
2. Can I call you later tonight?
1. _____ Tony run long distances when he was a boy?
2. _____ you please call a tow truck for me? My car broke down. (polite)
3. The students _____ to buy their textbooks today. The bookstore is all out of them.
4. _____ you teach me how to fix my computer? You're so good at it.
5. _____ you _____ reach the customer if you call him at 4:00 his time?

Answers:

1. Could
2. Could
3. aren't able
4. Can

5. Will/be able to

May, Might

Formal Permission / Formal Prohibition

may / may not + base form of the verb

1. You may start your exam now.
2. You may not wear sandals to work.

Polite Request

May + subject + base form of the verb

1. May I help you?

Possibility / Negative Possibility

may/ might + base form of the verb

1. We may go out for dinner tonight. Do you want to join us?
2. Our company might get the order if the client agrees to the price.

may not / might not + base form of the verb

1. Adam and Sue may not buy that house. It's very expensive.
2. They might not buy a house at all.

To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

1. You may as well come inside. John will be home soon.
2. We might as well take Friday off. There's no work to be done anyway.

Polite Suggestion

might + base form of the verb

1. You might like to try the salmon fillet. It's our special today.

Exercises: May / Might

Fill in the correct form of may or might as in the example.

1. May I sit here?
1. They _____ finish the project on time. The main engineer is ill.

2. You _____ want to stop by the museum gift shop on your way out.
3. _____ I have your autograph?
4. He _____ visit the Louvre. He's in Paris anyway.
5. You _____ park your car here. It's reserved for guests of the hotel only.

Answers:

1. Might not
2. might
3. May
4. May as well
5. May not

Shall, Should, Ought to

To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

1. Shall we go for a walk?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

1. Should I call a doctor?

A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

1. The proposal should be finished on time.
2. I shouldn't be late. The train usually arrives on time.

To Give Advice

should / ought to + base form of the verb

1. You should check that document before you send it out.
2. You ought to have your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

1. James shouldn't teach him words like those.

Exercises: Should, Shouldn't, Ought To

Fill in should, shouldn't or ought in the following sentences as in the example.

1. He shouldn't encourage such bad behavior.
1. You _____ get your teeth cleaned at least once a year.
2. The house _____ be ready to move into by next month. It's almost finished.
3. Ron _____ to improve his attitude. If he doesn't, he might get fired.
4. _____ I get your jacket? It's cold in here.
5. You _____ put your feet on the table. It's not polite.

III. Reading comprehension

"Don't go there."

"But you've been there."

"You can't go."

"Why?"

"It's not worth it."

"Sister, I don't understand. Surely, you must be hiding the truth."

The middle-aged woman stands up from the reed mat. She yawns and stretches her back. There is a

cracking sound and then silence. She unwraps her chitenje and ties it again around her sagging waist. Her

eyes wander to the kitchen and then back to the younger girl.

"I will tell you."

She starts walking with rickety steps, her shadow trailing her as she advances, slowly, and then a little

faster, a little faster for she must reach her destination . She owes it to her sister who looks up to her. She

owes it to herself. Dragging her feet, she trudges. You think she will not make it, but she will. She must.

“ Do you want something Sister? I will get it for you. You shouldn’t be walking around with those legs.”

“ Don’t worry Sister. You should rest after your long trip. I still have my strength, you know.”

She lifts her feet. One.Two.Three.Four.Five. She stops. After a few interminable seconds she resumes

her walk. Six.Seven.Eight.Nine.Ten. Eleven... She enters the small mud hut that looks like a chicken coop. It

is the kitchen.

This windowless room is the place where she spends most of her time. This airless room is the place where

she nurtures her family. This suffocating room is the place where she wastes her life, but she doesn’t know

it. The smoke she inhales daily, sitting by that makeshift fireplace, that smoke is poison for her. It draws out

her breath by the second and shortens her life by years. She doesn’t know this. It is difficult to imagine that

she would like that fire, those charred pots, those broken wooden spoons, those rusty plates and pails. You

can’t imagine that.

When she comes out, she is carrying an old metal tray. In it, there is a bowl of groundnuts and two cups

of steaming black tea that have already been sweetened.

“ Oh Sister, you shouldn’t have done that. Let me carry the tray.”

The younger woman relieves her of the load. “ Thank you,” she says.

She follows behind, rubbing her red eyes and wiping away the black tears. Her clothes reek of smoke. Her

face looks older, uglier. Her body is in pain, a pain that she masks with a smile. An old trick that has always

worked for her and her friends. She reaches the mat and sits down, making sure not to spill the tea on the

tray.

“ Thank you Sister,’ the younger woman says. “ You really shouldn’t have done that.

“ Don’t worry, what are sisters for?”

There is silence.

The younger woman breaks it after some minutes.

“ Sister, I’m sorry to talk about this again but why shouldn’t I go there? Look at you Sister. You should go

back there too; you would live much better abroad. What are you doing here, wasting your life in this Godforsaken place?”

“ You really want to go there, do you?”

“ Of course, I do.”

“ Then think carefully of what you will lose when you go there.”

“ Lose? Sister, lose what? What can I lose here? I’ll be so glad to get rid of this poverty. Given the

opportunity Sister, I want even think twice. Do you know what I’ll do when I reach there?”

The middle-aged woman shakes her head.

“ I’ll burn all the old things from here to have a fresher start there!”

The middle-aged woman continues to shake her head.

“ What will you do there? Do you have any plans?”

“ I’ll work Sister.”

“ Where?”

“ I don’t know Sister. There are plenty of jobs there. Any type of job will do for me. Any.”

“ Are you sure? Do you really mean what you are saying? Will any type of job suit you? Any type? Even a job that you wouldn’t even consider having here?”

“ Any sister, I’ll be alright. Iiii Sister, you are asking too many questions, why?”

The older woman coughs and starts to say something. She is interrupted by a peep of chickens that strut past, pecking at the ground in an orderly way.

“ Do you realise that you will have no family there?” There is silence.

“ Do you realise that people here will have no sympathy for you? They will think that you are enjoying yourself abroad all the time. You will have to buy their sympathy and love but for how long? How long can you buy people’s sympathy?”

A fly lands on her cup and she shoos it away with an impatient hand. She continues her series of questions.

“ Do you realise that you will be alone most of the time there?”

The younger woman answers: “ Loneliness can be good sometimes.”

“ It is not the loneliness that you imagine,” the older woman says, wincing as if she is battling some encrusted pain. “ This loneliness is unimaginable. It is that type of loneliness that makes you watch television all day because you want to be in the company of others.”

The younger woman stares at her, through her, past her. She sees herself in one of those huge well furnished houses. “Why do they make their houses so big then?”

“ Don’t even dream of that. Do you think that cleaning jobs will get you such a house? The truth is that you will struggle there. You will suffer. You will cry all the time. You will spend evenings alone. You will be on your own during holidays. You will give birth alone and you will raise your children alone. You will do EVERYTHING

alone. Is this the type of life you want?”

“ Surely Sister, there must be some good sides to this life. I’ll be so glad to escape the gossip here.”

The older woman grabs her hand and rests it in one of her rough palms. “ Listen.”

“ I am listening Sister.”

“ It’s not a life for you. You have so much here; you just don’t know it yet. We know the value of things when they are gone. You have so much here; you really have to understand that.”

“ I’m fed up of this life; I just want to go away.”

“ What can you do to make your life better here? Remember that you will never be able to retrieve what you will lose by leaving this place.”

“ I know.”

“ So why do you still want to abandon all your life treasures for unknown ones? Why?” The younger woman’s hand is still in her palm. She presses it gently and continues speaking: “ You will no longer exist as yourself there, do you know that? Those people will not be interested in your life, in your past, in your culture, in everything that makes YOU, do you know that? You will sit with one buttock on the sofa and stand with one foot outside the door. You will survive and not live. You will walk with a hunched back and speak quietly to avoid taking too much space, if you are allowed to speak at all!” You will learn to disappear and be a nobody.” Her voice is firm and coloured with emotion.

“ How can that be possible?”

“ I don’t know, but it is. I have seen it with my own eyes. When you are there, you will do your best to learn their ways but you will never be good enough for them and you will become too good for the people here. You will always be a copy there, do you understand that? A copy, a cheaper version of yourself. You may go there if you want but I think you will pay a huge price for that. You might not even come back.”

The younger woman is startled. She doesn’t know what her sister means. She wonders what it feels like to be a copy of someone, to live under the shadow of her former self, to no longer exist as herself, to lose her ambitions, to live a second-class life, to perform another person’s script and not be able to achieve the desired goal, to lose her identity.

“ Your life will be a perpetual struggle, a fight against time, a fight against prejudice, a fight against misconceptions. You will experience the type of despair you have never experienced here, I am telling you. Their lack of concern for you

will make you angry, and then very angry, and then sad, and then very sad, and then desperate. They will give you medicine for your sadness. This medicine will take away your sadness but you will feel nothing else afterwards. I do not want you to go through that Sister. I do not want that.

Depression, they call it. You will be at the hospital and they will rarely come to see you. They will not care if you pull through. They will not want to know your problems; they won't. You will gradually learn to fill your emptiness with objects that you don't need. Those objects will overwhelm you in no time and you will learn to get rid of them to make space for some more. You will be sick for home."

"Iiii Sister, how do people survive?"

"They are used to it. They are used to being mistreated themselves. Maybe they don't have a choice. Let me tell you one thing though Sister. If you still want to go there and go through all that, don't forget one very important thing. You are worthy. You have worth. You are capable of doing SO much with your life and no

one can take away your dreams. Everyone is born with a purpose in life. We all have something to achieve so don't ever think that you have no right to live a dignified existence on this earth because someone else has said so. Always believe in yourself and in your abilities."

"What would you do if you were in my shoes Sister?"

"If I really had to leave, I would do so with a specific plan and purpose. I would not allow myself to be blown by the wind. The best thing to do would be to study and gain some real skills. Afterwards, I would come back. I would surely do because there would be absolutely no future for me there. I would prefer to struggle in my homeland and contribute to the development of my country, instead of wasting my life in some foreign land, wandering and drifting with no purpose at all."

Her eyes are clouded with unwanted memories. Memories about lonely childbirths and memories about lonely celebrations. She wants to forget the unsolicited advice and the unsolicited insults. She yearns for the time when she will no longer wake up at night, haunted by the taunts of teenagers who knew nothing about her life but decided to hate and hurt her anyway. She remembers the shell she was when she finally decided to go back home. She remembers how her children struggled to cope in their new land. She remembers how her relatives had changed, how she herself had changed. She remembers how she could no longer find the space she had left, despite momentous efforts to do so. She remembers the agony at realizing

that she could not find this space back. It was gone forever. She remembers wishing she had never left at all.

“ Oh sister, what a life. I didn’t know.”

“ How could you? You just saw the planes, the clothes, the phones, the money. You didn’t see the desert inside. No material things can replace your home, do you understand Sister? Nothing can replace your real home. Why do we all want to leave? Isn’t this land good enough for us? If we all flee, who is going to take care of it? Who, I ask, is going to take care of our bleeding land?” She grabs a corner of her wrapper and wipes the tears that are starting to well in her eyes.

“ Let us take care of ourselves and our country. We deserve much, much better. Why do we let ourselves suffer in faraway lands when we have a beautiful land with plenty of resources, why Sister? We can’t spend our entire lives begging and grovelling as if we have no dignity Sister. They don’t give us their love and turn us into radicals. No Sister, we deserve much, much better than their love. We need to start loving ourselves.”

Her eyes dart to the kitchen and she gives an impatient sigh. She stands and is momentarily surprised by the energy in her legs. She has so much to do, so many projects to realise. The future can only be better.

She grabs the younger woman’s hand and helps her to her feet. They walk together towards the mud hut to do what they know they must do. With powerful strokes, they bring down the shack, taking pleasure in felling the rickety walls. They laugh as they throw away the broken pots. They jump with glee as they remove the dirt, the twigs, the blackened fireplace stones, the rusty pails , the rusty plates. They don’t care.

They will have new ones. They will build a new kitchen that they deserve. It will be modern with ample windows and ample room, smoke will be chased out of their lives forever. They will be free, finally

VOCABULARY

1. DEFINITIONS: Find the meanings of the following expressions in a Dictionary

a. To make it

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

b. By the second:

.....
.....

c. To reek of something:

.....

d. God-forsaken place:

.....

e. To be fed up:

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

f. To be blown by the wind:

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

g. To cope with something:

.....

h. To get rid of something:

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

To give an impatient sigh:

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

j. To help someone to his or her feet:

.....

k. To deserve something:

.....

2. SYNONYMS: Find the word that has the same meaning as the word on the left

Word Synonym Word Synonym

Silence Good

Trudge Abandon

Broken Copy

Abroad Concern

Job Real

Sympathy Struggle

Start Agony

3. ANTONYMS: Find the opposite of each word

Word Antonym Word Antonym

Truth Possible

Advance Cheaper

Airless Prejudice

Uglier Sad

Lose Abilities

Plenty Remembers

Imaginable Love

Unit 8.

Must, Have to, Need to, Don't have to, Needn't

Necessity or Requirement

Present and Future:

must / have to / need to + base form of the verb

1. You must have a passport to cross the border.
2. Elisabeth has to apply for her visa by March 10th.
3. I need to drop by his room to pick up a book.

Past:

had to / needed to + base form of the verb

1. I had to work late last night.
2. I needed to drink a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

Almost 100% Certain

must + base form of the verb

1. Thomas has lived in Paris for years. His French must be very good.

To Persuade must / have to + base form of the verb

1. You must try this wine. It's excellent.
2. You have to visit us while you're in town.

Prohibited or Forbidden must not / mustn't + base form of the verb

1. You must not drive over the speed limit.
2. You mustn't leave medicines where children can get to them.

Lack of Necessity don't / doesn't / didn't + have to + base form of the verb

1. You don't have to park the car. The hotel valet will do it for you.
2. Tim doesn't have to go to school today. It's a holiday.

3. You didn't have to shout. Everyone could hear you.

needn't + base form of the verb

1. You needn't worry about me. I'll be fine.

Exercises: Must, Have to, Need to, Don't Have to, Needn't Fill in the blanks with one of these modals: must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.

There may be more than one correct answer.

1. Shira doesn't have to drive to the airport. She's going by taxi.

2. You must speak politely to the customers.

1. You _____ tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)

2. Tina _____ register for her classes on Monday, otherwise she won't get a place in them. (doesn't have to, mustn't, has to)

3. You _____ send that fax. I've already sent it. (must, will have to, don't have to)

4. A dog _____ get special training in order to be a guide dog. (must, need to, don't have to)

5. Jeremy _____ get up early tomorrow. His class was cancelled. (mustn't, doesn't have to, don't need to)



Read and discuss with group members:

Examples of Modal Verbs in Texts and Dialogues

Below are short texts and dialogues which contain all the modal verbs. I hope that exploring these examples of the use of modal verbs will help learners build their confidence in using them.

Text 1

The Story of Helen Keller, The Girl Who Could Not See, Hear or Speak

I'd like you to know the story of Helen Keller, who could neither see nor hear from the time she was a baby. Yet the brilliant girl was able to overcome all those handicaps, to graduate from a college with honors and become a useful citizen.

I must say there was nothing wrong with Helen Keller when she was born. Her father and mother were very proud of their pretty baby, who tried to say "pa-pa" and "ma-ma".

For nineteen months Helen grew bigger and stronger. She was able to walk when she was a year old; she could say a few words.

But one day the child fell ill. She must have been very ill. For days she was laid up with a high fever and soon the parents learned that their darling would never be able to see and hear.

The little child was now doomed to a life of silence and darkness. She could not hear what was said to her and did not know how to talk, she was unable to play with other children.

When Helen was 6 years old her parents took her to Baltimore and then to Washington to famous doctors to find out if they could do something to make her hear and see again, but the doctors could do nothing. The child was hopelessly deaf. Dr. Bell said the Kellers should address the Perkins Institution for the blind in Boston and ask if they could send someone to help the child.

It was a wonderful day for Helen Keller when Ann Sullivan arrived in March 1887 to take charge of the child who could neither hear nor speak.



Ann Sullivan found a way to make herself understood. She gave the child a doll, and taking Helen Keller's hand she slowly spelled out "d-o-l". The child learnt for the first time that things must have names.

When Miss Sullivan later spelled into the little girl's hand the word "w-a-t-e-r" and then let the water from the pumps run over her hand, a new light seemed to brighten the face of the child. During the next 3 months, she learned 300 words and could even put some of them into sentences.

Miss Sullivan loved her pupil who was so quick to learn. She lived with Helen, played with her and worked with her every hour of the day. By means of the hand language, Helen and her teacher were able to talk to each other.

Helen learned to read books that were printed for the blind with raised letters. She also learned to use the typewriter to write what she wanted to say.

When Helen was 10 she was determined that she would learn to speak. At first she learned only the sounds of the letters of the alphabet, but soon she was able to say words and sentences.

In the story of her life Helen Keller writes, "I shall never forget the surprise and delight I felt when I uttered my first connected sentence: "It is warm."

At first she had much difficulty with her speech, but Ann Sullivan understood what Helen was trying to say. Helen practised speaking day after day until at last she developed a clear voice.

Later she was able to speak before large crowds which came to hear her whenever she lectured.



At the age of 20 Helen Keller passed all the difficult entrance examinations to Radcliffe College. Helen did extremely well in her classes and was able to keep up with the other students. Helen wrote "The Story of My Life" while she was in college. In her writings and lectures Helen did everything she could to help and encourage others who were blind.

(From "Short Stories of Famous Women")

Text 2

I remember going to the British Museum one day to read up the treatment for some slight ailment of which I had a touch. I read all I came to read and then I began to study diseases, generally, turning the leaves idly.

I came to typhoid fever, read the symptoms and discovered I must have had it for months without knowing it. Cholera I had with severe complications and diphtheria I must have been born with. I was relieved to find that Bright's disease I had only in a modified form and, so far as that was concerned, I might live for years. The only disease I could conclude I had not got was housemaid's knee.

I sat and pondered. I thought what an interesting case I must be from a medical point of view. I was hospital in myself. All students need do would be to walk round me and after that take their diploma.

I tried to feel my heart. I could not feel my heart. I think now that it must have been there all the time, and must have been beating, but cannot account for it.

I had walked into that reading-room a happy, healthy man, I crawled out a decrepit wreck.

(After "Three Men in a Boat" by Jerome K. Jerome)



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