

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

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ  
УНИВЕРСИТЕТИ**



**“ИНГЛИЗ ТИЛИ АМАЛИЙ ФАНЛАР” КАФЕДРАСИ**

**“ТИЛ АСПЕКТЛАРИ АМАЛИЁТИ” ФАНИДАН  
ЎҚУВ-УСЛУБИЙ МАЖМУА**

**КОММУНИКАТИВ ЛЕКСИКА МОДУЛИ**

**ТОШКЕНТ – 2016**

**“ТИЛ АСПЕКТЛАРИ АМАЛИЁТИ”** фанидан ўқув-услубий мажмуа –  
Тошкент, ЎзДЖТУ, 2016.- бет.

Ушбу мажмуа 5111000 – “Хорижий тил ва адабиёти (инглиз тили ва адабиёти)” ва 5120100 – “Филология ва тилларни ўқитиши (инглиз тили)” бакалавриат таълим йўналишлари 1 – босқич талабалари учун мўлжалланган.

Мазкур ўқув-услубий мажмуа университетнинг илмий-услубий кенгашида муҳокама этилган ва чоп этишга тавсия этилган (2016 йил 30-апрелдаги 9-сонли баённома).

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## **СЎЗ БОШИ**

Ҳозирги кунда “Тил аспекти амалиёти” фанининг “Коммуникатив лексика” модули дунёнинг барча ривожланган мамлакатлари, жумладан, АҚШ, Буюк Британия, Германия, Италия, Япония каби давлатларда Хорижий тилларни ўқитиш ва Филология ва тилларни ўқитиш таълим йўналишларининг асосий фундаментал фанларидан бирига айланиб улгурган.

Ушбу ўқув-услубий мажмуа инглиз тили лексикасини коммуникатив ёндашув ва замонавий педагогик технологиялар асосида ўргатиш учун мўлжалланган бўлиб, мазкур мажмуа кириш, фаннинг ишчи дастури (syllabus), баҳолаш мезонлари, модулни ўқитишда фойдаланиладиган интерфаол таълим методлари, амалий машғулотлар бўйича материаллар, кейслар, назорат учун тест намуналари, мустақил таълим мавзулари, ўқув фанининг асосий тушунчалари – глоссарий, адабиётлар рўйхати ва презентациялардан ташкил топган.

Ушбу модул талабаларга ўрганилаётган чет тили лексикасининг мулоқотдаги хусусиятларини мақбул усулларидан фойдаланган ҳолда ишлата билиш кўникмаларини ривожлантиришга хизмат қилади. Шунингдек мазкур модул талабаларнинг луғавий билимларини бойитиб боришга ёрдам беради.

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# Syllabus

## Communicative vocabulary

### Introduction

Compulsory for English majors, practical classes once per week in semesters 1 and 2, 76 hours.

### Aim

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

### Objectives

By the end of Year 1 students will be able to:

- recognize word meaning in the context of topics they are familiar with (description of events, feelings, ambitions, dreams, wishes, etc.);
- identify appropriate uses of words, phrases in topics familiar to them, of personal interest or relevant to everyday life (family, hobbies, work, travel, etc.);
- recognize and use stress patterns of words relevant to the topics they are familiar with;
- recognize and apply a range of strategies for guessing, storing and learning vocabulary;
- make appropriate use of resources (e.g. paper, electronic and on-line dictionaries etc.) to build their vocabulary;
- identify the difference between active and passive vocabulary for their own needs.

### Indicative content

(Relevant to topics for Year 1)

#### *Lexical systems*

- Lexical relationships - synonymy, antonym, homonymy (e.g. *knight – night, a book – to book*), hyponymy (e.g. *animal – cat, dog, cow*)
- Word fields (words relating to one topic area, e.g. *environment*)
- Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro, pros and cons*)
- Idioms (e.g. *to bucket down*)
- Varieties e.g. *autumn* (BrE) – *fall* (AmE)
- Word formation (e.g. compound nouns and adjectives, suffixes, prefixes and roots)

- Abbreviations (*UN, UK, www, Ltd.*)
- Collocations (e.g. *pay attention, black coffee*, also adjectives and verbs + prepositions, e.g. *dependent on, look at, include in*)

#### *Strategies*

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

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

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

#### **Learning outcomes**

Students should have developed:

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

#### **Assessment profile**

Semester 1

##### **Continuous Assessment – 40%**

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

##### **Mid-course Assessment – 30%**

- Test 1
- Test 2

##### **Final assessment–30%**

- Final Test

## **Semester 2**

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

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

### **Mid-course Assessment – 30%**

- Test 1
- Test 2

### **Final assessment–30%**

- Final Test

### **Indicative bibliography**

1. Michael McCarthy, Felicity O'Dell, English Vocabulary in Use Upper-intermediate and advanced, Cambridge University Press, 2012.
2. Malcolm Mann, Steve Taylore-Knowles. Destination Grammar and Vocabulary with Answer Keys. Macmillan, 2015 (fullset).
3. Enterprise. Virginia Evans – Jenny Dooley, Express Publishing, New Edition.

### **Additional references**

1. Macmillan essential Dictionary. Macmillan Publishers Limited 2013.
2. McCarthy, M. and O'Dell, F. (2004) English Phrasal Verbs in Use. Cambridge: CUP, New Edition.
3. Zaorob, M.L. & Chin, E. (2001) Games for Vocabulary Practice. Cambridge: CUP, New Edition.
4. <http://dictionary.cambridge.org/dictionary/english>
5. <http://www.englishclub.com>

## *Assessment specifications*

### **1. Class and homework tasks:**

- Tasks focusing on active use of vocabulary should be on the use of vocabulary for communication (e.g. text/table completion, labeling, interview, etc.)
- Tasks focusing on passive recognition of meaning should be on inferring meaning of vocabulary from context (e.g. matching, word-formation, etc.)

### **Assessment criteria**

- Appropriate use of vocabulary in context
- Range of vocabulary (see Indicative content in Vocabulary Course Description)
- Task fulfillment
- Fluency
- Recognition of meanings of words in context
- Use of appropriate vocabulary building strategies

### **2. Tests**

Progress and Final Tests should be based both on knowledge of vocabulary covered during the semester as well as on strategies developed.

- a. Knowledge based tasks: these should focus on students' ability to use the vocabulary covered during the semester in communication
  - b. Strategy based tasks: these should focus on the strategies students use for dealing with vocabulary, e.g. strategies for guessing meaning of the word from context/based on its grammatical form, use of parallel expressions (synonyms, antonyms, etc) for avoiding repetition, associating words, etc.
1. Tests have several text-based tasks using different test methods (multiple choice, open/banked gap filling, matching, error identification/correction etc.)
  2. Each task should be based on a separate text and have several questions/items (see sample tasks below).
  3. Texts for text-based tasks should be on the topics covered during the semester. These should be the new texts that students haven't worked with before.
  4. Difficulty level of the texts should be similar to the ones which students have worked with so far
  5. Length of the texts: 100-250 words each.
  6. Instructions to tasks should be clear.

7. There should be an example at the beginning of each task to help students how to complete the task.
8. Focus of questions/items in tasks should be on the elements of Indicative Content covered so far (see Vocabulary Course Description)
9. Correct answer for a question/item is assigned with 1 point; wrong answer is assigned with 0 point.
10. Keys for open gap filling, word formation and error identification tasks may have more than one correct answer for each question/item.

### **Sample Progress and Final Test Tasks:**

#### **1. Banked gap filling**

##### **Task 1**

*Read the text below and fill in the gaps 1-5 using the words in the box. There are more words than you need.*

*There is an example (0) at the beginning of the text.*

- |                       |        |              |              |
|-----------------------|--------|--------------|--------------|
| a) <del>another</del> | b) at  | c) extra     | d) though    |
| e) to                 | f) too | g) wonderful | h) wondering |

Dear Harry,

Since I won't be able to send you (0)   a   letter soon, happy birthday. I am having a great time here with Viktor (1)        his house; I hope you are doing well with your aunt and uncle. Even (2)        I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3)        afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4)        careful since you do seem to run into him often. I've also been (5)        about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely, Hermione

**Key: 1b, 2d, 3f, 4c, 5h**

Focus: this type of task focuses on student's knowledge of vocabulary items from the vocabulary list. The strategy that students apply in this task is recognition of the word which should be used in the given context: deciding whether the word suits the gap semantically (meaning) and grammatically (form).

## 2. Multiple choices

### Task 1

*Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).*

Dear Harry,

Since I won't be able to send you (0) c letter soon, happy birthday. I am having a great time here with Viktor (1) his house; I hope you are doing well with your aunt and uncle. Even (2) I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3) afraid to use Voldemort's real name, so they said 'You-Know-Who' instead) is back, you'll have to be (4) careful since you do seem to run into him often. I've also been (5) about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely, Hermione

- |               |              |                       |            |
|---------------|--------------|-----------------------|------------|
| 0 a) other    | b) none      | e) <del>another</del> | d) neither |
| 1 a) at       | b) in        | c) on                 | d) to      |
| 2 a) since    | b) though    | c) for                | d) as      |
| 3 a) moreover | b) besides   | c) else               | d) too     |
| 4 a) extra    | b) added     | c) spare              | d) farther |
| 5 a) wondered | b) wonderful | c) wondering          | d) wonder  |

**Key: 1a, 2b, 3d, 4a, 5c**

Focus: this type of task focuses on student's knowledge of vocabulary items from the options. The strategy that students apply in this task is recognition of the word which should be used in the given context: deciding whether the word suits the gap semantically (meaning) and grammatically (form).

## 3. Open gap filling

*Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).*

Dear Harry,

Since I won't be able to send you (0) another letter soon, happy birthday. I am having a great time herewith Viktor (1) his house, I hope you are doing well with your aunt and uncle. Even (2) I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were (3) afraid to use Voldemort's real name,

so they said ‘You-Know-Who’ instead) is back, you’ll have to be (4) careful since you do seem to run into him often. I’ve also been (5) about what the jobs are that Dumbledore sent everyone to do. I guess we’ll find out this September.

Sincerely, Hermione

**Key: 1 at, 2 though, 3 too, 4 extra/more/super, 5 wondering/thinking**

Focus: this type of task focuses on student’s ability to recall the words. The strategy that students apply in this task is recalling the word which should be used in the given context from their memory and deciding whether the word suits the gap semantically (meaning) and grammatically (form).

#### **4. Word formation**

*Read the text below. Some words are missing from the text. Change the words in the brackets to complete each gap. Write only one word on each line. Spelling is important in this task; the answer must contain no spelling errors to be accepted as correct. There is an example at the beginning (0).*

Dear Harry,

Since I won’t be able to send you another letter soon, happy birthday. I am (0) having (**have**) a great time here with Viktor at his house, I hope you are doing well with your aunt and uncle. Even though I’ve been with Viktor, I have been doing a lot of (1) \_\_\_\_\_ (**think**), especially about what Dumbledore said last year. Since You-Know-Who (most wizards were too afraid to use Voldemort’s real name, so they said ‘You-Know-Who’ instead) is back, you’ll have to be extra (2) \_\_\_\_\_ (**care**) since you do seem to run into him often. I’ve also been wondering about what the jobs are that Dumbledore sent everyone to do. I guess we’ll find out this September.

Sincerely, Hermione

**Key: 1 thinking, 2 careful**

Focus: this type of task focuses on student’s knowledge of form and use of vocabulary items. The strategy that students apply in this task is deciding which form of the word suits the gap semantically (meaning) and grammatically (form).

**5. Matching (synonyms/antonyms, words/set phrases/idioms/phrasal verbs with their definitions, varieties, abbreviations, level of formality, text analysis)**

*Read the text and find the words/phrases which mean:*

1. returned \_\_\_\_\_

2. meet unexpectedly \_\_\_\_\_
3. learn something new \_\_\_\_\_

Dear Harry,

Since I won't be able to send you another letter soon, happy birthday. I am having a great time here with Viktor at his house; I hope you are doing well with your aunt and uncle. Even though I've been with Viktor, I have been doing a lot of thinking, especially about what Dumbledore said last year. Since You-Know-Who (most wizards were too afraid to use Voldemort's real name, so they said You-Know-Who' instead) is back, you'll have to be extra careful since you do seem to run into him often. I've also been wondering about what the jobs are that Dumbledore sent everyone to do. I guess we'll find out this September.

Sincerely, Hermione

**Key: 1 is back, 2 run into, 3 find out**

Focus: this type of task focuses on student's knowledge of vocabulary items used in the text. The strategy that students apply in this task is finding the words with similar meanings used in the text.

### 3. Reflection

- Tasks should focus on students' reflection on and analysis of their own vocabulary building strategies

Write about 300 words based on one the following:

Reflect on how you learned vocabulary throughout the course and comment on the strategies you used. Were they effective or not and why? Give examples to support your points.

### Criteria for assessment

Task response (number of words, relevance)	5%
Ability to reflect on the learning experience and analyse vocabulary building	5%
Support	3%
Coherence and cohesion	2%
<b>Total</b>	<b>15%</b>

### 4. Vocabulary notebooks

Entries in notebooks will contain pieces of writing how students organize their vocabulary (different ways of organizing vocabulary), reflection on which vocabulary organizing strategies are appropriate/efficient for students

Entry 1:

Topic, the vocabulary of which you learned: (e.g. Sport) \_\_\_\_\_

Way(s) of organizing vocabulary you used: (e.g. webs, visuals) \_\_\_\_\_

- Which vocabulary organizing way was appropriate and effective for you to learn the vocabulary of this topic? Why?
- How did context help you to understand the meaning of words?
- Write at least 100 words to answer these questions.

### Criteria for assessment

Systematic organization of vocabulary notebooks	3%
Evidence of use and analysis of different vocabulary building strategies (e.g. guessing the meaning of a word from context, exploiting grammar forms and syntax to guess the meaning of a word)	4%
Evidence of understanding of the use of words in context	3%
<b>Total</b>	<b>10%</b>

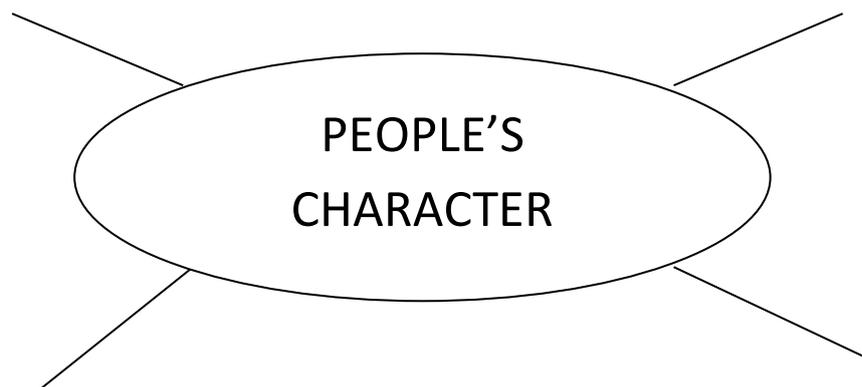
## Methods

### Brainstorming

Brainstorming is a combination of a relaxed, informal approach to problem-solving and lateral thinking. People are asked to find ideas and thoughts that can at first seem to be a bit irrelevant. The idea is to use some of these ideas to form original, creative solutions to problems. Even some seemingly useless ideas can spark still more ideas. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning.

The most important thing about brainstorming is that there should be no criticism of ideas. Students try to open up possibilities and discard wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.

**What comes to your mind?**



### Case study

My name is Jenny. I have a pen friend from India, her name's Indrani. She always writes about her problems: relationships with parents, friends; her attitude to the religion; marks at college etc. In other words, she tells about everything. Indrani is a very open and kind person and she wants to know the same from me but it's a problem. I'm not such kind of person who can easily share all my life. How to explain it to her without offending? Help me, please

### Case study

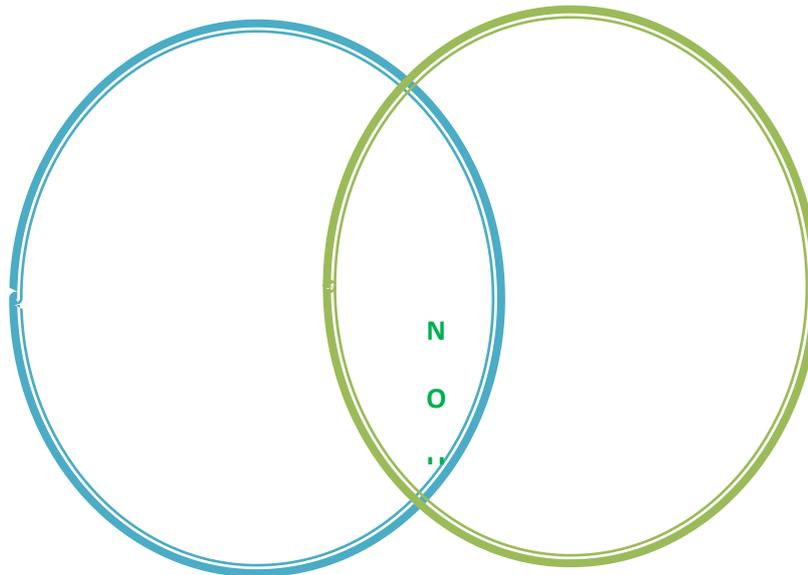
Some people think that money has ruined sport. People used to play for the glory of winning. Now they are open to bribery and corruption. What would you do about it?

## Venn diagram

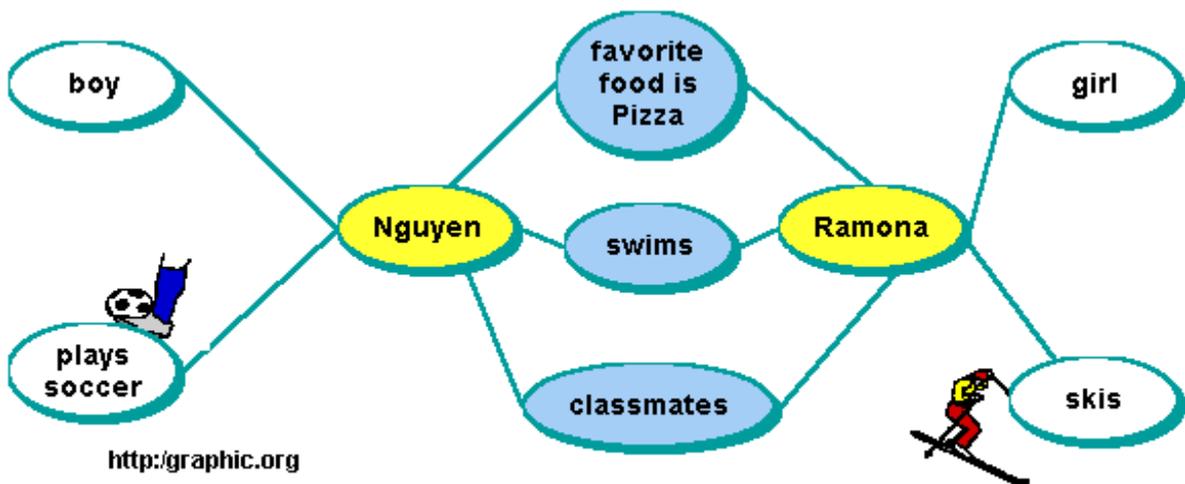
The Venn diagram is a wonderful mind organizer that requires students to analyze two different objects. It forces the students' cognitive level of thought to operate in a higher domain. This module will make use of this process. Here are some aids to help teach this skill.

countable

uncountable



Milk, book,  
progress,  
news,  
weather,  
pizza,  
lemon,  
knife, pen,  
rice,  
informon,  
advice,  
biscuit,  
luggage,  
jam, juice.



## Jigsaw

For this activity put participants in groups, for example, if you have 20 participants, put them in 5 groups of 4 and give each group a task. It can be a reading passage, listening, writing task or something different. The main point here is that each group should receive incomplete information which is different from

what the other groups have. Instruct participants that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.

After the groups have studied the information rearrange them into 4 new groups of so that there are representatives from all the groups in each new group. Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on.

### I Know/I Want to Know/I learned

I know	I want to know	I learned
How to keep personal information private online. Give Examples:	How to keep personal information private online. Your questions:	
How to behave online and what to do if someone misbehaves. Give example:	How to behave online and what to do if someone misbehaves. Your questions:	
How to avoid dangers online. Give example:	How to avoid dangers online. Your questions:	

### Rotation

Put participants in groups and give them a task to complete (make a poster; come up with a list of solutions for the problem, etc).

After the participants have finished their task as a representative from each group to remain at their desks and the rest of the group to go to another table to see what the other group has done. You can choose for the groups to move clockwise or

anticlockwise. The representatives should answer any questions and explain their group's choice. Encourage the 'visiting' group members to ask questions, share their views and offer suggestions.

After the groups have done the first 'visit' to the neighboring group ask them to rotate to another group. Repeat the rotation until all the groups have seen the product of all other groups.

### **Mingle**

In this type of activity participants go around the room asking and answering each other's questions. They need to speak to as many people in the room as possible. You can sometimes limit the time to make the activity more exciting or let participants finish the activity.

This activity is good for kinesthetic learners. It also fosters rapport between you and participants and is often used as an energizer or an icebreaking activity.

### **Problem solving**

Put participants in groups. Give the groups a task which requires a group solution. While finding a solution group members discuss various ideas and try to find a compromise. This is a good example of a communicative activity where participants in the discussion use English to find the solution.

## Lesson 1

**Course title:** Communicative Vocabulary

**Topic:** Introduction to the Course Communicative Vocabulary

**Level:** Intermediate / Upper-inter

**Aim:** To raise the awareness about the Course “Communicative Vocabulary”

**Materials:** Syllabus and Assessment specification of the course

**Time:** 80 min

<b>Activity</b>	<b>Objective</b>	<b>Procedure</b>	<b>Time</b>	<b>Mode of interaction</b>	<b>Materials</b>
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher asks Ss to work with case study	15 min	Whole group	Warm up handout
<b>Pre - activity</b>	Introduction to the topic of the lesson	Students complete	15 min	Pair work	Handout 1
<b>While activity</b>	To be aware with content & outcomes of the course	Students study given information	20 min	Individual work	Handout 2
<b>Post activity</b>	Consolidation of the given material	Students study given information	20 min	Pair work	Handout 3
<b>Conclusion</b>	The revision of the topic	<b>Home task:</b> write composition	10 min	Whole group	None

## Detailed process of the lesson

### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students to read case study and answer the questions, then makes discussion with whole group

### Warm up handout

#### Read the case study and answer the questions after it

##### Case # 1

Jamila and Sojida are the freshmen of the University of World Languages. Within the first week of their studies they got acquainted with the Syllabus of communicative vocabulary course. After the lessons they were discussing this course, and Jamila said it is not so important because she knows vocabulary very well. Meanwhile Sojida said that with the help of this course she will be able to improve her vocabulary skills.

Consider the following questions:

1. What are the main aims and objectives of the course?
2. How does each girl's style can help them to learn the course? Why do they need this kind of course?

### Activity 1

Materials: Handout 1

Objective: Introduction to the topic of the lesson

Procedure: Teacher distributes Handout 1 and asks Ss to read it, then leads discussion

#### Handout 1 Study the following information about the Course

**Course title:** Communicative Vocabulary

##### Aims

- to enlarge the range of students' vocabulary;
- to develop students' ability to recognize and use words in communication;

- to enhance students' use of appropriate strategies for building and storing vocabulary.

### **Objectives:**

By the end of Year 1 Students will

- recognize word meaning in the context of topics they are familiar with (description of events, feelings, ambitions, dreams, wishes, etc.);
- identify appropriate uses of words, phrases in topics familiar to them, of personal interest or relevant to everyday life (family, hobbies, work, travel, etc.);
- recognize and use stress patterns of words relevant to the topics they are familiar with;
- recognize and apply a range of strategies for guessing, storing and learning vocabulary;
- make appropriate use of resources (e.g. paper, electronic and on-line dictionaries etc.) to build their vocabulary;
- identify the difference between active and passive vocabulary for their own needs.

### **Activity 2**

Materials: Handout 2

Objective: To be aware with content and outcomes of the course

Procedure: Students study given information about Indicative content of the course and Learning outcomes

**Handout 2** Study Given Information about Indicative Content of the Course and Learning outcomes

### **Indicative content**

#### *Lexical systems*

- Lexical relationships - synonymy, antonymy, homonymy (e.g. *knight - night, a book - to book*), hyponymy (e.g. *animal - cat, dog, cow*)
- Word fields (words relating to one topic area, e.g. *environment*)
- Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro, pros and cons*)
- Idioms (e.g. *to bucket down*)
- Varieties e.g. *autumn* (BrE) - *fall* (AmE)

- Word formation (e.g. compound nouns and adjectives, suffixes, prefixes and roots)
- Abbreviations (*UN, UK, www, Ltd.*)
- Collocations (e.g. *pay attention, black coffee*, also adjectives and verbs + prepositions, e.g. *dependent on, look at, include in*)

### Strategies

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

### Learning outcomes

Students should have developed:

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

### Activity 3

Materials: Handout 3

Objective: Consolidation of the given material

Procedure: Students study given information about Assessment specification of the course

**Handout 3** Study given information about Assessment specification of the course

### Assessment profile

#### Semester 1

<b>Continuous Assessment</b>	<b>40%</b>
• Participation	<b>10%</b>
• Activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.);	<b>10%</b>
• Text-based tasks for guessing meaning of vocabulary from context, and from co-text.	<b>10%</b>
• Vocabulary notebooks (use of different vocabulary organizing /building strategies).	<b>10%</b>
<b>Mid-course Assessment</b>	<b>30%</b>
Text – based tasks	15% each
<b>Final Assessment</b>	<b>30%</b>
Vocabulary test	

## Semester 2

<b>Continuous Assessment</b> <ul style="list-style-type: none"><li>• Participation</li><li>• Activities for using vocabulary in context (gap fill, role-play for using certain vocabulary, etc.);</li><li>• Text-based tasks for guessing meaning of vocabulary from context, and from co-text.</li><li>• Vocabulary notebooks (use of different vocabulary organizing /building strategies).</li></ul>	<b>40%</b> <b>10%</b> <b>10%</b> <b>10%</b> <b>10%</b>
<b>Mid-course Assessment</b> Text – based tasks Reflective writing	<b>30%</b> 15% 15%
<b>Final Assessment</b> Vocabulary test	<b>30%</b>

### Conclusion

Materials: Board, markers

Objective: The revision of the lesson

Procedure: Teacher asks students to make the feedback on the lesson (oral or written) and gives **home task**: write a composition about the necessity of learning vocabulary while learning foreign language

### Glossary

**Case study** - a process or record of research into the development of a particular person, group, or situation over a period of time

**Awareness** – If you are aware of something, you realize that it is present or is happening because you hear it, see it, smell it, or feel it.

**Convey** – make (an idea, impression, or feeling) known or understandable

**Enhance** – intensify, increase, or further improve the quality, value.

**Accuracy** – the quality or state of being correct or precise

## Lesson Plan 2

**Course title:** Vocabulary

**Topic:** Suffixes and Prefixes. Roots and Abstract nouns. Describing people – character.

**Level:** Intermediate/Upper Intermediate

**Aim:** Raise their awareness of the topics People’s character. Be able to use suffixes and prefixes.

**Materials:** Malcolm Mann, Steve Taylore-Knowles. Destination B1 Grammar and Vocabulary with Answer Keys. Macmillan, 2013

<http://dictionary.cambridge.org/dictionary/english>

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	T draws the circle on a board and writes ‘People’s character’ init (Clustering).	15 min	Whole group	Warm up Handout
<b>Pre-activity</b>	Preparation of students new vocabulary	T teaches the Suffixes and their usage– Activity 1	20 min	Group work	Handout 1
<b>While activity</b>	Ss explore the material.	T gives additional information about Suffixes and their usage	10 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive vocabulary they have learned.	T teaches positive and negative adjectives describing personality.	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow students for the reflection of the lesson	<b>Homework:</b> Teacher comments on the students’ participation & gives home tasks.	15 min	Whole group	None

## Detailed process of the lesson

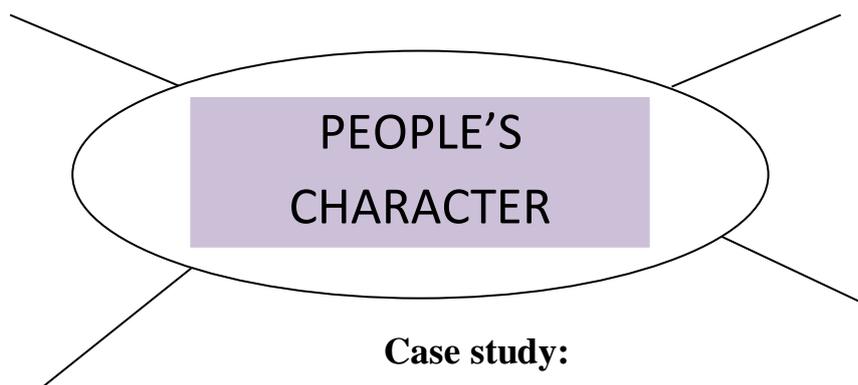
### Warm-up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students that what kind of words come into their mind, when they hear about people's character.

Brainstorming. What comes to your mind?



My name is Jenny. I have a pen friend from India, her name's Indrani. She always writes about her problems: relationships with parents, friends; her attitude to the religion; marks at college etc. In other words, she tells about everything. Indrani is a very open and kind person and she wants to know the same from me but it's a problem. I'm not such kind of person who can easily share all my life. How to explain it to her without offending? Help me, please

### Activity 1

Materials: Handout 1

Objective: Information about topic

Procedure: Teacher gives students information on the topic, and they do some exercises which are relevant to the topic.

#### **Study given information and make exercises.**

Suffixes can change the word-class and the meaning of the word.

Common noun suffixes:

**-er** is used for the person who does an activity, e.g. writer, worker, shopper, teacher. You can use -er with a wide range of verbs to make them into nouns.

Sometimes, the /a/ suffix is written as **-or** instead of -er. It is worth making a

special list of these as you meet them, e.g. actor, operator, sailor, supervisor.  
**-er/-or** are also used for things which do a particular job, e.g. pencil-sharpener, bottle-opener, grater, projector.

**-er** and **-ee** can contrast with each other meaning ‘person who does something.’ (-er) and ‘person who receives or experiences the action’ (-ee), e.g. employer/employee, sender/addressee, payee (e.g. of a cheque).

**-(t)ion** is used to make nouns from verbs.

### **Complication, pollution, reduction, alteration, donation, admission**

**-ist**[person] and **-ism** [activity or ideology]: used for people’s politics, beliefs and ideologies, and sometimes their profession (compare with **-er/-or** professions above), e.g. **Marxism, Buddhism, journalism, anarchist, physicist, terrorist.**

**-ist** is also often used for people who play musical instruments, e.g. **pianist, violinist, cellist.**

**-ness** is used to make nouns from adjectives. **Note** what happens to adjectives that end in **-y**: **goodness, readiness, forgetfulness, happiness, sadness, weakness.**

### **Adjective suffix**

**-able/-ible** with verbs, means ‘can be done’.

**Drinkable, washable, readable, recognizable, countable.**

Examples with **-ible**: edible (can be eaten) flexible (can be bent)

### **Verbs**

**-ise** (or **-ize**) makes verbs from adjectives, e.g. modernize, commercialize, industrialize.

### **Other suffixes that can help you recognize the word class**

**-ment**: (nouns) excitement, enjoyment, replacement

**-ity**: (nouns) flexibility, productivity, scarcity

**-hood**: (abstract nouns especially family terms) childhood, motherhood

**-ship**: (abstract nouns especially status) friendship, partnership, membership

**-ive**: (adjectives) passive, productive, active

**-al**: (adjectives) brutal, legal, refusal, arrival

**-ous**: (adjectives) delicious, outrageous, furious

**-ful**: (adjectives) forgetful, hopeful, useful

**-less**: (adjectives) useless, harmless, cloudless

**-ify**: (verbs) beautify, purify, terrify

**Note:** the informal suffix -ish, which can be added to most common adjectives, ages and times to make them less precise, e.g. She's thirtyish. He has reddish hair. Come about eightyish.

### Exercise 1

**The -er/-or, -ee, -ist suffixes. Use the suffixes to give the names of the following.**

Example: A person who plays jazz on the piano. A jazz pianist.

1. The thing that wipes rain off your car windscreen.  
\_\_\_\_\_
2. A person who plays classical violin. \_\_\_\_\_
3. A person who acts in amateur theatre. \_\_\_\_\_
4. The person to whom a cheque is made out.  
\_\_\_\_\_
5. A machine for washing dishes. \_\_\_\_\_
6. The person to whom a letter is addressed. \_\_\_\_\_

### Exercise 2

**Do these words mean a thing, a person or both? Write definitions**

1	A cooker	
2	A typewriter	
3	A ticket – holder	
4	A record – player	
5	A cleaner	
6	A smoker	
7	A drinker	

### Activity 2

**Materials:** Handouts

**Objective:** To broaden student's vocabulary.

**Procedure:** Teacher gives paper sheets which have exercises on them depending on the topic.

### Exercise 1

Rewrite each sentence by changing the underlined words, using a suffix. Make any spelling changes needed.

1. Most of his crimes can be forgiven. Most of his crimes are \_\_\_\_\_
2. The Club refuses to admit anyone not wearing a tie. The Club refuses \_\_\_\_\_ to anyone not wearing a tie.
3. Her only fault is that she is lazy. Her only fault is \_\_\_\_\_
4. The firm has produced a lot in recent years. The firm has been very \_\_\_\_\_ in recent years.
5. I found the book very easy and pleasant to read. I found the book very \_\_\_\_\_.

### Exercise 2

Which word is the odd one out in each group and why?

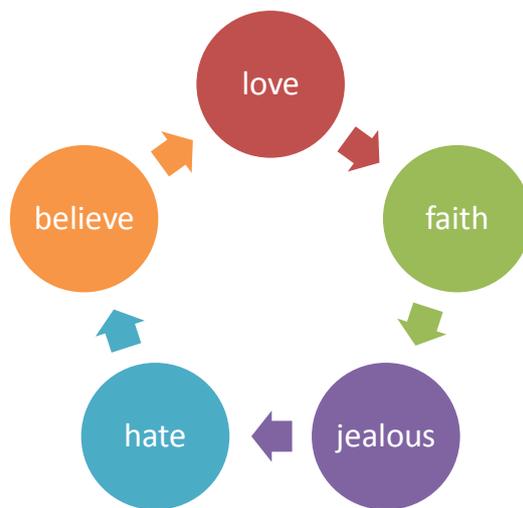
1. Brotherhood      neighborhood      manhood      priesthood \_\_\_\_\_
2. Hair – restorer      plant – holder      step – ladder      oven – cleaner \_\_\_\_
3. Appointment      involvement      compliment      arrangement \_\_\_\_
4. Tearful      spiteful      dreadful      handful \_\_\_\_\_
5. Worship      kind ship      friendship      partnership \_\_\_\_\_

### Roots

Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help you to remember or guess their meaning when you see them in context. These words are usually fairly formal. In their formation, they can perhaps be seen as the Latinate, formal, equivalent of phrasal verbs.

Above you only have examples of verbs. Note that for all the verbs listed, there is usually at least one noun and at least one adjective as well. Here are some examples.

<i>Verb</i>	<i>person</i>	<i>Adjective</i>	<i>abstract noun</i>
Inspect	Inspector	Inspecting	Inspection
Advertis	Advertiser	Advertising	Advertisement
Deport	Deportee	Deported	Deportation
Introduc	Introducer	Introducer	Introduction
Oppress	Oppressor	Oppressive	Oppression
Compose	Composer	Composite	Composition



**Study given information and make exercises.**

Prefixes are often used to give adjectives a negative meaning. The opposite of ‘comfortable’ is ‘uncomfortable’, the opposite of ‘convenient’ is ‘inconvenient’ and the opposite of ‘similar’ is ‘dissimilar’. Other examples are ‘unjust’, ‘inedible’, ‘disloyal’. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and, if so, what it is.

*Note:*

- **in-** becomes **im-** before a root beginning with ‘m’ or ‘p’, e.g. immature, impatient, impartial, improbable. Similarly in- becomes **ir-** before a word beginning with ‘r’, and **il-** before a word beginning with ‘l’, e.g. irreplaceable, irreversible, illegal, illegible, illiterate.
- The prefix in- does not always have a negative meaning - often it gives the idea of inside or into, e.g. internal, import, insert, income.

Although it is mainly adjectives which are made negative by prefixes, **un-** and **dis-** can also form the opposites of verbs too, e.g. appear - disappear. The prefix is used here to reverse the action of the verb. Here are some more examples: disagree, disapprove, disbelieve, disconnect, discredit, dislike, dismount, disprove, disqualify, unbend, undo, undress, unfold, unload, unlock, unveil, unwrap, unzip.

### Exercise 1

**Practice using words with negative prefixes. Contradict the following statements in the same way as the example.**

*Example: He's a very honest man. I don't agree. I think he's dishonest.*

1. I'm sure she's discreet. \_\_\_\_\_
2. I always find him very sensitive. \_\_\_\_\_
3. It's a convincing argument. \_\_\_\_\_
4. That's a very relevant point. \_\_\_\_\_
5. She's always obedient. \_\_\_\_\_
6. He's very efficient. \_\_\_\_\_
7. I always find her responsible. \_\_\_\_\_
8. He seems grateful for our help. \_\_\_\_\_
9. I'm sure she's loyal to the firm. \_\_\_\_\_
10. He's a tolerant person. \_\_\_\_\_

### Exercise 2

**Which negative adjective fits each of the following definitions?**

- 1 \_\_\_\_\_ means not having a husband or wife.
- 2 \_\_\_\_\_ means impossible to eat.
- 3 \_\_\_\_\_ means unable to read or write,
- 4 \_\_\_\_\_ means not having a job.
- 5 \_\_\_\_\_ means fair in giving judgment, not favoring one side.
- 6 \_\_\_\_\_ means unable to be replaced.

### Exercise 3

**Choose a negative verb from B to fit each of the sentences below. Put it in the correct form.**

*Example: The runner was disqualified after a blood test.*

- 1 Children (and adults) love \_\_\_\_\_ parcels at Christmas time.
- 2 I almost always find that I \_\_\_\_\_ with his opinion.
- 3 I'm sure he's lying but it's going to be hard to \_\_\_\_\_ his story.
- 4 After a brief speech the Queen \_\_\_\_\_ the new statue.
- 5 It took the removal men an hour \_\_\_\_\_ our things from the van.
- 6 His phone was \_\_\_\_\_ because he didn't pay his last bill.

#### Activity 4

Materials: Handouts

Objective: To broaden student's vocabulary.

Procedure: Teacher gives paper sheets which have exercises on them depending on the topic.

**Study the information and make exercises.**

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you're not sure.

	<i>prefix</i>	<i>Meaning</i>	<i>Examples</i>
1	<u>anti</u>	<u>Against</u>	<u>anti-war antisocial antibiotic</u>
2	<u>auto</u>	<u>of or by oneself</u>	<u>Autograph auto-pilot autobiography</u>
3	<u>Bi</u>	<u>two, twice</u>	<u>Bicycle bi-monthly biannual bilingual</u>
4	<u>Ex</u>	<u>Former</u>	<u>ex-wife ex-student ex-president</u>
5	<u>Ex</u>	<u>out of</u>	<u>extract exhale excommunicate</u>
6	<u>micro</u>	<u>Small</u>	<u>micro-computer microwave microscopic</u>
7	<u>mis</u>	<u>badly/wrongly</u>	<u>Misunderstand mistranslate misinform</u>
8	<u>mono</u>	<u>one/single</u>	<u>Monotonous monologue monogamous</u>
9	<u>multi</u>	<u>Many</u>	<u>multi-national multi-purpose multi-racial</u>
10	<u>over</u>	<u>too much</u>	<u>overdo overtired oversleep overeat</u>
11	<u>post</u>	<u>After</u>	<u>postwar postgraduate post- revolutionary</u>
12	<u>pro</u>	<u>in favour of</u>	<u>pro-government pro-revolutionary</u>
13	<u>pseudo</u>	<u>False</u>	<u>pseudo-scientific pseudo- intellectual</u>
14	<u>re</u>	<u>again or back</u>	<u>retype reread replace rewind</u>
15	<u>semi</u>	<u>Half</u>	<u>Semicircular semi-final semi- detached</u>
16	<u>sub</u>	<u>Under</u>	<u>subway submarine subdivision</u>
17	<u>under</u>	<u>not enough</u>	<u>underworked underused undercooked</u>

## Exercise 1

Answer the following questions. The answers are all in the table.

- 1 What kind of oven cooks things particularly fast?
- 2 What kind of drug can help somebody with an infection?
- 3 What kind of company has branches in many countries?
- 4 How does a passenger aero plane normally fly?
- 5 What is a student who is studying for a second degree?
- 6 What means 'underground railway' in the US and 'underground passage' in the UK?

## Exercise 2

Using the table construct words or phrases to replace the underlined words.

*Example:* He's in favour of the American approach. *He's pro-American.*

- 1 The BBC tries to avoid pronouncing foreign words incorrectly.  
\_\_\_\_\_
- 2 Most people say they have to work too hard but are paid too little.  
\_\_\_\_\_
- 3 He dated his cheque with a date that was later than the real date.  
\_\_\_\_\_
- 4 She's still on good terms with the man who used to be her husband.  
\_\_\_\_\_
- 5 He made so many mistakes in the letter that he had to write it again.  
\_\_\_\_\_

## Activity 5

Materials: Handouts

Objective: To broaden student's vocabulary.

Procedure: Teacher gives paper sheets which have exercises on them depending on the topic.

## Study and make exercises

### Intellectual ability

Ability: **intelligent, bright, clever, smart, shrewd, able, gifted, talented, brainy** (colloquial)

Lacking ability: **stupid, foolish, half-witted, simple, silly, brainless, daft, dumb, dim** (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: **cunning, crafty, sly**

### Attitudes towards life

Looking on either the bright or the black side of things: **optimistic, pessimistic**  
**Outward-looking** or **inward-looking** (i.e. to the world around one or to one's own inner world); **extroverted, introverted**

Calm or not calm with regard to attitude to life: **relaxed, tense**

Practical, not dreamy in approach to life: **sensible, down-to-earth**

Feeling things very intensely: **sensitive**

### One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

1	Determined	Obstinate, stubborn, pig – headed
2	Thrifty/economical	Miserly, mean, tight – fist
3	Self – assured	Self – important, arrogant, full of oneself(colloquial)
4	Assertive	Aggressive, bossy(colloquial)
5	Original	Peculiar, weird, eccentric, odd
6	Frank/direct/open	Blunt, abrupt, brusque, curt
7	broad – minded	Unprincipled, permissive
8	Inquiring	Inquisitive, nosy (colloquial)
9	Generous	Extravagant
10	Innocent	Naïve
11	Ambitious	Pushy (colloquial)

### Exercise 1

Match the words with their opposites

1. clever		a. introverted
2. extroverted		b. tight – fisted
3. rude		c. courteous
4. cruel		d. gregarious
5. generous		e. kind – hearted
6. unsociable		f. half – witted

### Exercise 2

Magazines often publish questionnaires which are supposed to analyse your character for you. Look at the words below and then match them to the question which aims to decide whether a person is like that.

*Example:* If you arrange to meet at 7 p.m., do you arrive at 7 p.m.? *Reliable*

<i>pessimistic</i>	<i>Argumentative</i>	<i>sociable</i>	<i>extravagant</i>	<i>assertive</i>	<i>inquisitive</i>	<i>Sensitive</i>
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- 1 Do you prefer to be in the company of other people? \_\_\_\_\_
- 2 Look at the picture. Do you think ‘my glass is half empty’?  
\_\_\_\_\_
- 3 Do you find it easy to tell your boss if you feel he or she has treated you badly?  
\_\_\_\_\_
- 4 Do you always look out of the window if you hear a car draw up?  
\_\_\_\_\_
- 5 Do you often buy your friends presents for no particular reason?  
\_\_\_\_\_
- 6 Do you frequently disagree with what other people say?  
\_\_\_\_\_
- 7 Do you lie awake at night if someone has said something unkind to you?  
\_\_\_\_\_

### Exercise 3

Can you complete each of these word forks?

1. self - \_\_\_\_\_  
                  \_\_\_\_\_

2. \_\_\_\_\_ - tempered

3. \_\_\_\_\_ - minded

**Write a sentence to illustrate the meanings of each of your words.**

Blank lined area for writing sentences.

### Activity 5

**Using suffixes and prefixes make other parts of speech from the following words; put your words into sentences.**

1	Begin	
2	Brave	
3	Correct	
4	Divide	
5	Educate	
6	Instruct	
7	Memory	
8	Refer	
9	Silent	
10	Simple	

## Home task

1. Can you think of anything in your country which should be nationalised (e.g. banks, works), standardised, modernised, computerised or centralised?
2. Choose five or six adjectives which you think best describe either your own or friend's character. How do you or your friend demonstrate these characteristics?

## Glossary

Abrupt (adj) – using too few words when talking, in a way that seems rude and unfriendly

Biannual (adj) - happening twice a year

Brusque (adj) –quick and rude in manner or speech

Deceive (v) – to persuade someone that something false is the truth, or to keep the truth hidden from someone for your own advantage

Detach (v) –to separate or remove something from something else that it is connected to

Discourteous(adj) –rude and not considering other people's feelings

Edible(adj) –suitable or safe for eating

Half – witted (adj) –stupid

Gregarious(adj) –liking to be with other people

Monotonous (adj) –not changing and therefore boring

## Lesson plan 3

**Course title: Vocabulary**

**Topic:** Talents and in born talents, genes /Describing peoples appearance, compound adjectives

**Level:** Upper Intermediate

**Aim:** *Raise their awareness of the topics People's character*

*Be able to use compound adjectives*

**Materials:** Malcolm Mann, Steve Taylor-Knowles. Destination B1 Grammar and Vocabulary with Answer Keys. Macmillan, 2013

<http://dictionary.cambridge.org/dictionary/english>

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Ss to write everything that comes to their mind	15 min	Whole group	Warm up handout.
<b>Pre-activity</b>	Preparation of students for vocabulary	T teaches the compound adjectives.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	T gives additional information about compound adjectives	10 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the vocabulary	T teaches positive and negative compound adjectives.	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow students give feedback.	<b>Homework:</b> The teacher gives home tasks.	15 min	Whole group	None

## Detailed process of the lesson.

### Warm up

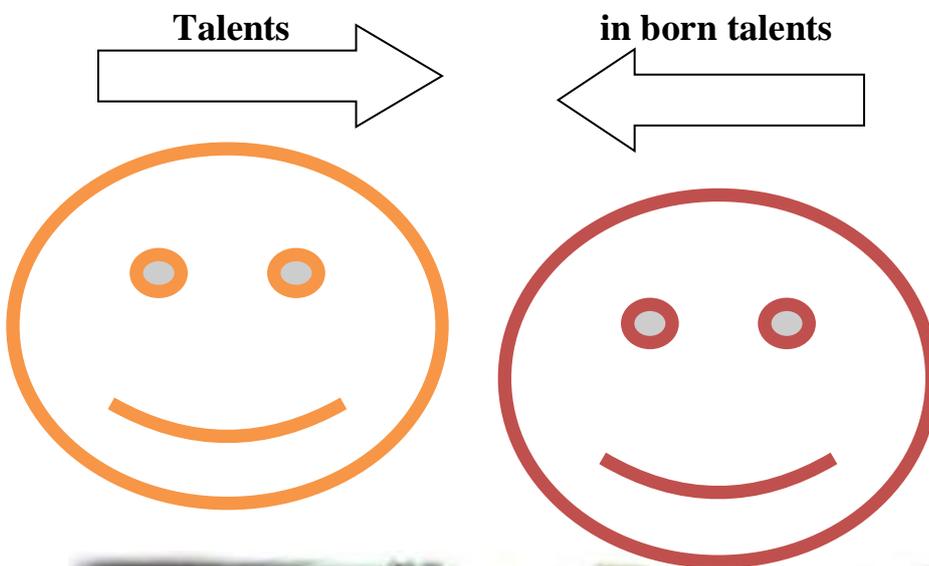
Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students that what kind of words come into their mind, when they hear about people's character.

### Warm up handout.

#### Exercises 1



## Exercise 2

Complete by changing the form of the word in capitals.

1. Do you think you get a good \_\_\_\_\_ at your school?  
EDUCATE
2. I'm not an expert. I'm only a \_\_\_\_\_! BEGIN
3. The police are going to give Tracy an award for \_\_\_\_\_.  
BRAVE
4. I'm writing in \_\_\_\_\_ to your advertisement for a guitar teacher. REFER
5. I want \_\_\_\_\_ at all times during the exam. SILENT
6. Rupert is an \_\_\_\_\_ at a local extreme sports centre.  
INSTRUCT
7. I'm afraid that answer is \_\_\_\_\_ so you haven't won today's top prize. What a shame! CORRECT
8. You don't understand \_\_\_\_\_? Look! Twelve divided by four is three. It's easy! DIVIDE
9. This is really difficult to understand. Why don't we \_\_\_\_\_ it a little? SIMPLE
10. Actors have to \_\_\_\_\_ a lot of words when they are in a play. MEMORY

## Activity 1

Materials: Handout 1

Objective: to give information about theme

Procedure: Teacher gives some exercises to the ss

### Handout 1.

#### Exercises 1. Study and make exercises

##### Attitudes towards other people

Enjoying others' company: **sociable, gregarious**

Disagreeing with others: **quarrelsome, argumentative**

Taking pleasure in others' pain: **cruel, sadistic**

Relaxed in attitude to self and others: **easy-going, even-tempered**

Not polite to others: **impolite, rude, ill-mannered, discourteous**

Telling the truth to others: **honest, trustworthy, reliable, sincere**

## Exercise 1

Do you think that the speaker likes or dislikes the people s/he is talking about?

1. Di's very thrifty. \_\_\_\_\_
2. Molly's usually frank. \_\_\_\_\_
3. Liz's quite broad – minded. \_\_\_\_\_
4. Sam can be aggressive. \_\_\_\_\_
5. Dick's quite bossy. \_\_\_\_\_
6. I find Dave self-important. \_\_\_\_\_
7. Don't you think Jim's nosy? \_\_\_\_\_
8. Jill is very original. \_\_\_\_\_

## Activity 2

Materials: handout 2

Objective: to enrich students' vocabulary

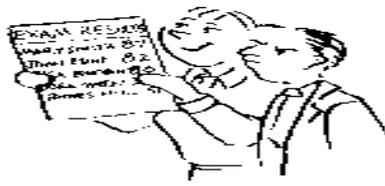
Procedure: Teacher gives some exercises to the students

### Handout 2

Exercise 1. Who's in the classroom? Idioms for people.



teacher's pet



Mary's top of



a real know-all

The last three idioms are used of people outside of the class.

## Exercise 2.

Try to complete these idioms from memory if possible.

- 1 She does a lot of voluntary work; she has a heart...
- 2 Don't expect any sympathy from the boss; she's as hard...
- 3 I'm sure Gerry will help you; he's as good...
- 4 I was too late to get on that course; I was a bit slow...
- 5 You won't find him very friendly; he's rather a cold...
- 6 Tell him to hurry up! He's such a...

What do we call...?

- 1 An irritating person who knows everything?
- 2 The person who is the teacher's favorite?
- 3 Someone who thinks they are the best and says so?
- 4 The one who gets the best marks?
- 5 A person who is very lazy?

### **Homework**

To make presentation

### **Glossary**

gregarious- describing one who enjoys being in crowd and socializing;

ill-mannered - of or pertaining to having bad manners

discourteous - impolite

quarrelsome– argumentative

## Lesson plan 4

**Course title:** Vocabulary

**Topic:** Stereotypes, horoscopes / Compound nouns-combination of two nouns.

**Level:** Intermediate

**Aim:** to provide students with the information about compound nouns-combination of two nouns.

**Materials:** English vocabulary in use. Cambridge University Press 2013; Enterprise 4. Virginia Evans- Jenny Dooley; Macmillan essential Dictionary. Macmillan Publishers Limited 2013

**Time:** 80 min

<b>Activities</b>	<b>Objective</b>	<b>Procedure</b>	<b>Time</b>	<b>Mode of interaction</b>	<b>Materials</b>
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher asks the meaning of words and their synonyms.	15 min	Whole group	Warm up Handout.
<b>Pre-activity</b>	Preparation of students for	Students read to new words and try to guess their meaning	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	Ss do vocabulary activities	10 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the	Teacher gives to students extracts on different topics	20 min	Whole group	Handout 3
<b>Conclusion</b>	Ss give the reflection	<b>Homework</b>	15 min	Whole group	Handout 4

## Detailed process of the lesson.

### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students to get to know the vocabulary. Teacher asks the meaning of words and their synonyms

### Warm up handout.

Blood donor

Credit card

Blood pressure

Alarm clock

### Activity 1

Materials: Handout 1

Objective: Introduction to the topic of the lesson

Procedure: Students read to new words and try to guess their meaning.

### Handout 1

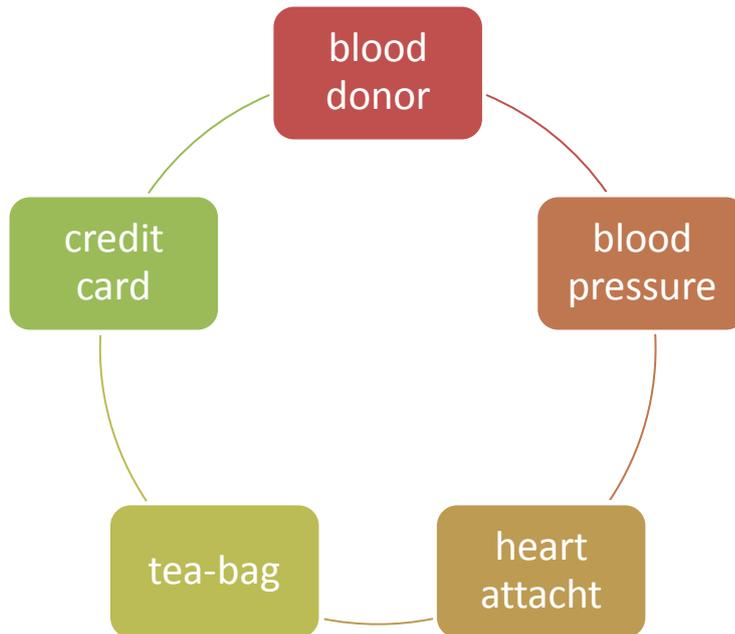
#### Exercise 1

Find and write 5 compound nouns.



## Exercise 2

Make a sentence from these words.



## Activity 2

Materials: Handout 2

Objective: Introduction to the topic of the lesson

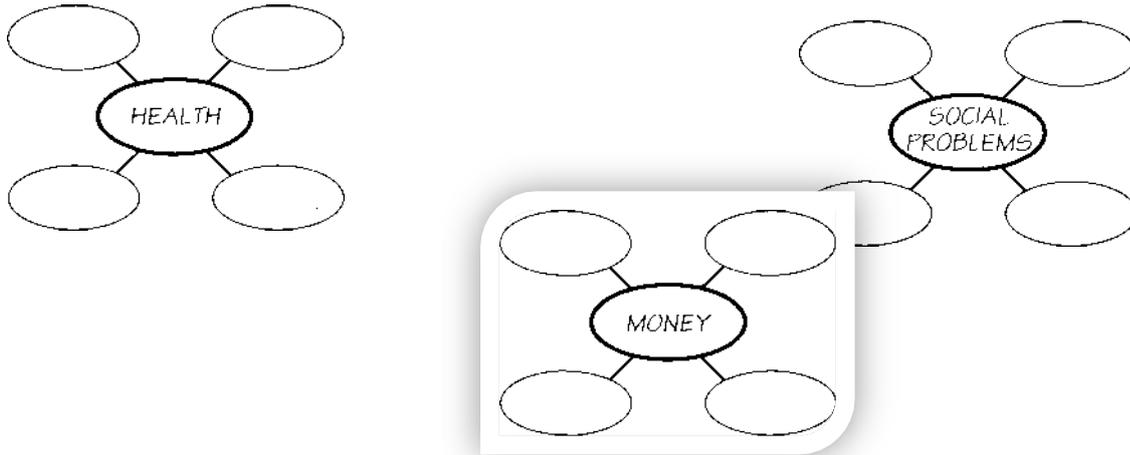
Procedure: Teacher divides students into the pairs and distributes the copies of the vocabulary activities.

## Handout 2

**A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. address book, human being, science fiction. A number of compound nouns are related to phrasal verbs.**

**Compound nouns may be written as two words, e.g. tin opener, bank account, or they may be written with a hyphen instead of a space between the words, e.g. pen-name, baby-sitter. Some expressions are occasionally written with a hyphen and occasionally as two separate words.**

### Exercise 1. Fill the gaps



Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

### Exercise 2

Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below. Here are some examples of common countable compound nouns.

alarm clock      assembly line      blood donor      book token  
burglar alarm      contact lens      credit card      handcuffs  
heart attack      package holiday      pedestrian crossing      shoe horn  
tea-bag      windscreen      windscreen wiper      youth hostel

**Here are some examples of common compound nouns used only in the singular.**

arms race (countries wanting most powerful weapons)    death penalty

generation gap

labor force

mother-tongue

sound barrier

greenhouse effect

welfare state

brain drain (highly educated people leaving country to work abroad)

**Here are some examples of common compound nouns used only in the plural:** grass roots luxury goods human rights kitchen scissors

### Activity 3

Materials: Handout 3

Objective: do exercises

Procedure: Teacher gives to students extracts on different topics, for example “compound noun” and reveals how they acquired.

### Handout 3

#### Exercise 1

**What are they talking about? In each case the answer is a compound noun.**

*Example.* ‘I had it taken at the doctor’s this morning and he said it was a little high for my age.’ *blood pressure*

1. ‘You really shouldn’t cross the road at any other place.’
2. ‘It’s partly caused by such things as hair sprays and old fridges.’
3. ‘She always has terrible sneezing fits in the early summer.’
4. ‘I can’t understand why they spend so much money on something so destructive.’
5. ‘Working there is supposed to be much more stressful than being a pilot.’
6. ‘The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.’
7. ‘I don’t think it should ever be used under any circumstances.’
8. ‘It’s much easier not to have to make your own arrangements.’
9. ‘He can’t possibly run away from the policeman with those on!’

## Exercise 2

Now make up some sentences like those in exercise 1 relating to some of the new expressions you made in exercise 1. **Compound nouns - verb + preposition.**

## Conclusion

Materials: Handout 4

Objective: do exercises

Procedure: Teacher gives to students extracts on different topics, for example “compound noun” and reveals how they acquired.

## Handout 4

### Exercise 1

Here are some more compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context.

- 1 Because of the accident there was a three-mile tailback along the motorway.
- 2 Police are warning of an increased number of break-ins in this area.
- 3 The papers are claiming the Prime Minister organized a cover-up.
- 4 Unfortunately, our plans soon suffered a set back.
- 5 I'm sorry I'm late. There was a terrible hold-up on the bridge.
- 6 The robbers made their getaway in a stolen car.

### Exercise 2

Which of the words studied on the opposite page would be most likely to follow the adjectives given below?

- |                    |                  |
|--------------------|------------------|
| 1 radioactive..... | 5 final .....    |
| 2 nervous.....     | 6 sales.....     |
| 3 computer .....   | 7 positive ..... |
| 4 annual .....     | 8 drastic .....  |

## **Homework**

**Explain the difference between these pairs?** Use a dictionary if necessary.

1 outlook/look-out 2 set-up/upset 3 outlet/let-out 4 outlay/layout.

## **Glossary**

rafting (n) – the sport of travelling down a river on a RAFT

snorkel (n) - a tube that you can breathe air through when you are swimming under the surface of the water

saddle (n) – a leather seat for a rider on a horse

sailing (n) – the sport of travelling in a boat with sails

thrilling (adj) – exciting and enjoyable

water polo (n) – a game played by two teams of people swimming in a swimming pool

## Lesson plan 5

**Course title:** Vocabulary

**Topic:** Uzbekistan and Great Britain (countries, nationality and language/ distance and dimensions/ success, failure, and difficulty)

**Level:** Intermediate

**Aim:** to provide students with the new information and new words related to country, nationality and languages.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use.

Upper-intermediate and advanced. Cambridge: CUP

www.englishclub.com

**Time:** 80 min

Activities	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up</b>	Introduction of the lesson.	<u><b>Brainstorming.</b></u> T asks question then gives some information related to the topic.	10 min	Whole group	Warm up Handout
<b>Pre-activity</b>	Preparation of students for listening	T distributes handout and offers to do the tasks	20 min	Pair work	Handout 1
<b>While activity</b>	Students explore the material.	Ss do the tasks of handout 2	20 min	Group work	Handout 2
<b>Post – Activity</b>	Students perceive vocabulary.	T distributes handout 3	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow students to write a reflection of the lesson	<b>Homework:</b> T summarizes the lesson and gives home task	10 min	Whole group	None

## Detailed process of the lesson.

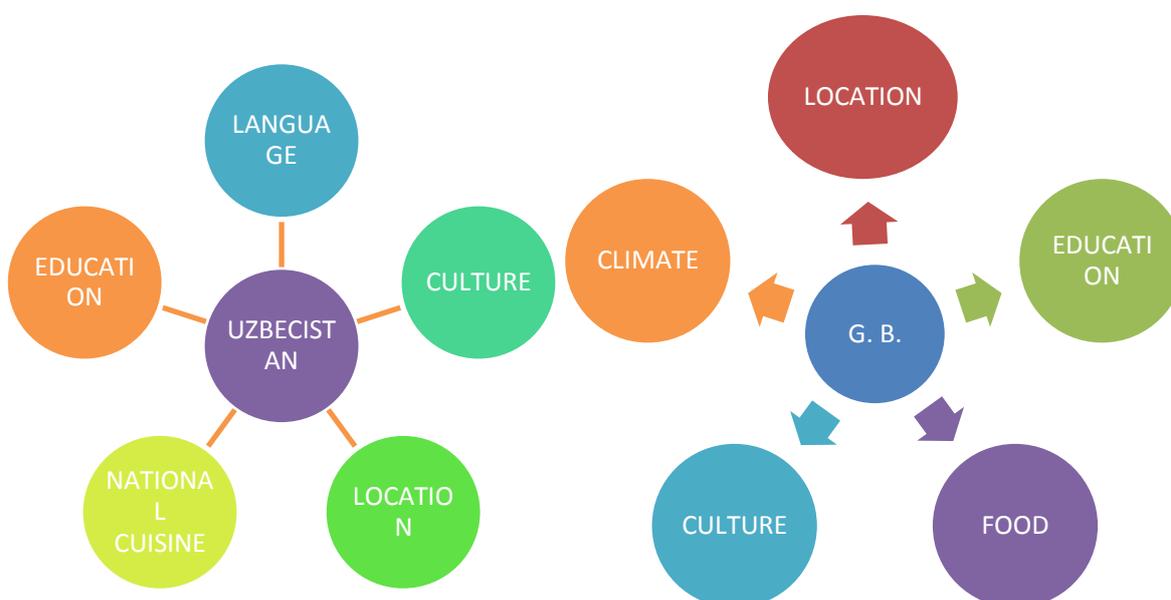
### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students some questions and Ss do Venn diagram

### Warm up handout. Compare and contrast.



### Activity1

Materials: Handout 1

Objective: Exploring the material.

Procedure: Students get acquainted with information and add more facts.

### Handout 1

Uzbekistan consists of 12 region and one dependent republic (Karakalpakistan).  
The main language is Uzbek.  
United Kingdom of Great Britain and northern Ireland occupy the territory of the British Isles and is composed of 5500 islands, small and large.

## Exercise 1.

### Find the meaning of underlined words.

1. The British economy is boosted by North sea oil and gas reserves, valued at an estimated £250 billion in 2007.  
a. To help something to increase; b. to develop c. to define
2. Coal is the most valuable mineral resource of Walesdeposits are located mainly in the south.  
a. The first payment b. distance c. organizations
3. An increasing percentage of Britain's manufactured goods consists of sophisticated electronic equipment.  
a. supported b. implicated c. complicated

### Exercise 2. Give the expansion of the following abbreviations of words

1. tsp    2. tbsp    3. fl. Oz    4. pt    5. qt    6. Gal

## Activity 2

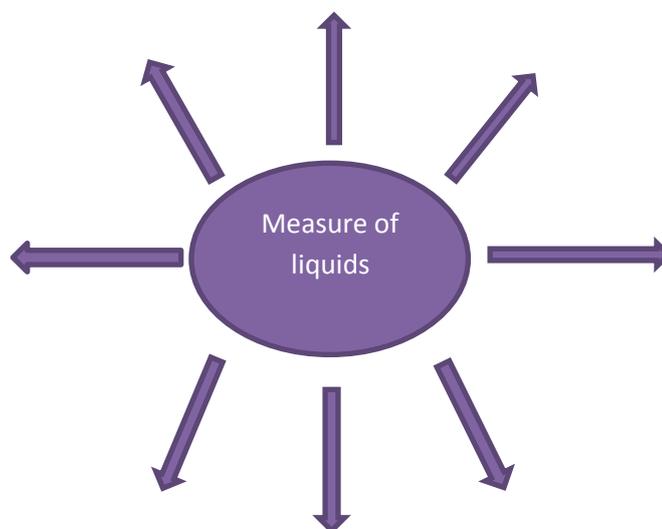
Materials: Handout 2

Objective: Students explore the material

Procedure: Teacher give the exercises as a cluster. Students should write measure of liquids.

## Handout 2

### Exercise 1. Give measurements of liquids.



### Activity 3

Materials: Handout 3

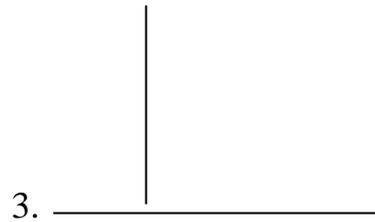
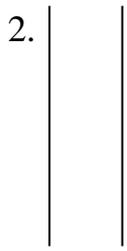
Objective: Learning new words according to theme

Procedure: To find names of lines

### Handout 3

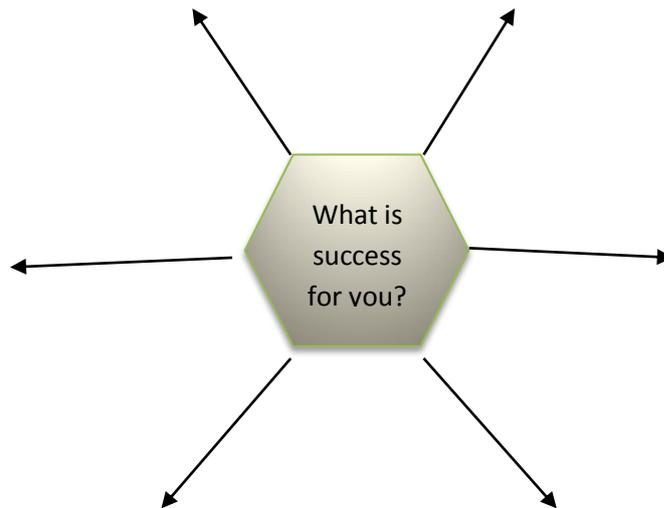
#### Exercise 1. Match the words with lines.

1. \_\_\_\_\_



1. straight line
2. parallel line
3. perpendicular line

**Exercise 2. What is success for you? Write your imageries about success.**



**Conclusion.**

Materials: Handout 4

Objective: Sum up of the lesson.

Procedure: Students answer the questions.

**Handout 4**

What is the variation of the following words: distances, dimensions, success, failure, difficulty?

**Homework.**

**Learning new words by heart and finding additional information about theme.**

**Glossary**

height – the distance something is above the ground

width – the distance from one side of something to other

depth – the distance from the top surface of something.

length – the measurement of how long something is from one end to the other

inch – measuring length, equal to 2.54 centimeters. There are 12 inches in a foot

yard – a unit for measuring length, equal to three feet or 0.91 metres

distance – the amount of space between two places or things

mile – a unit for measuring distance, equal to 1,760 yard or about 1,609 metres

## Lesson Plan 6

**Course title:** Vocabulary

**Topic:** Customs, traditions and holidays of Uzbekistan and UK, USA

**Level:** Upper Intermediate

**Aim:** to provide students with the new information and new words related to customs, tradition and holidays of Uzbekistan and UK.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. [www.englishclub.com/](http://www.englishclub.com/) , <http://dictionary.cambridge.org/dictionary/english>

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
Warm up activity	Introduce the focus of the lesson.	<u>Brainstorming.</u> Students work with the cluster.	10 min	Whole group	Warm up Handout
Pre-activity	Preparation for vocabulary	Ss write definition of the following words and make their own sentences.	20 min	Group work	Handout 1
While activity	Students memorize new words	Teacher gives additional information about theme	20 min	Group work	Handout 2
Post – Activity	Students perceive vocabulary	Students do vocabulary task.	20 min	Whole group	Handout 3
Conclusion	Ss to give reflection of the lesson	Homework: T summarizes the lesson and gives home task	10 min	Whole group	None

## Detailed process of the lesson.

### Warm up

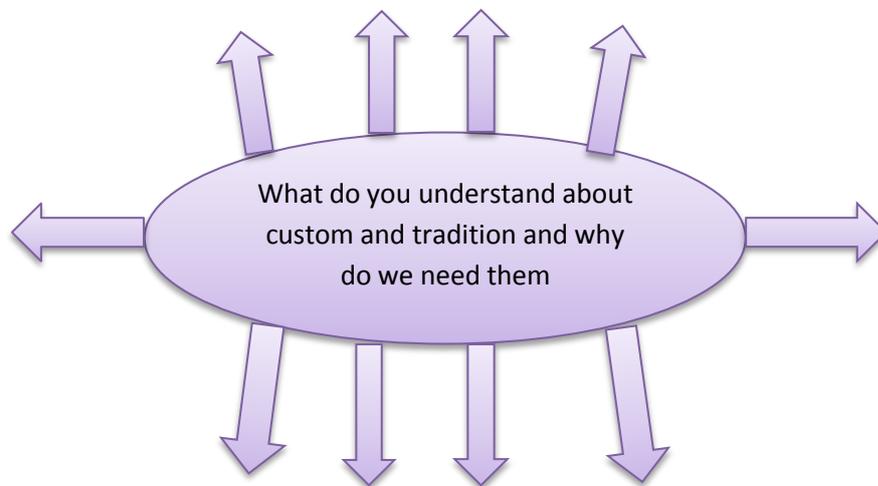
Materials: warm up handout

Objective: introduce the focus of the lesson

Procedure: teacher asks students to make exercise and discuss it

### Warm up handout.

**Making a cluster about what custom and tradition is and why we need them?**



### Activity 1

Materials: Handout 1

Objective: taking new information about our theme and learning new words

Procedure: find which holidays of Uzbekistan in a picture and describe events of that holiday

### Handout 1

**Exercise 1. Describe the pictures.**



**Exercise 2. Find out which holidays from the extracts given.**

a. People celebrate this holiday, as a holiday of love, kindness and beauty. We are once again convinced and deeply we realize, concepts of Spring and the Woman as they supplement each other are how much harmonious. The nature not has disposed of gift so, that the female holiday coincides in the first days of spring as beauty of the woman compare to a gentle flower. Men give this day to the mothers, wives and daughters flowers and gifts with sincere wishes.

b. This holiday which is marked{celebrated} on March, 21st, it is considered the beginning of new year. As is known on March, 21st is a day a spring equinox. Day length and nights is identical - 12 hours. On March 21st the Earth enters during the World astronomical equality. And still, this day seasons on hemispheres vary, if in a southern hemisphere there comes autumn, northern - spring. This holiday is celebrated in the beginning of spring when all plants and trees blossom and get a new spring kind. In the beginning of this holiday many Uzbek family prepare for national dishes such as: Sumalak, Halim, Somsa from plant, Pilov and others. These Uzbek dishes contain many vitamin substances which are useful to a human

body.

c. This famous day a duty is to recollect and glorify those people who took part in fights against fascism, showed heroism and sacrificed a life in the name of protection of the Native land, and also such national heroes as Tumaris, Shiroq, Spitamen, JaloliddinMaguberdi, NajmiddinKubro, Namoz-batir which have sacrificed the life in the name of freedom of which during centuries people dreamed, to recollect such self-denying representatives of our nation as Kadiri, Behbudi, Munavar-kori, Chulpon, Avloniy, Fitrat, UsmanNosir.

### Activity 2

Materials: Handout 2

Objective: taking new information about theme and learning new words

Procedure: to give information about holidays and tradition of UK and USA.

### Handout 2

#### Exercise 1. Find holidays celebrated in the UK and USA.

Holidays	Seasons
Daylight saving time Palm Sunday Easter Sunday Good Friday Early bank holiday Spring bank holiday	
Christmas Boxing day New year's Eve Valentine's day International women's day	
Halloween Gun Fawkes night Remembrance day	
Summer bank holiday	

**Exercise 2. What is the holiday table laid with?**

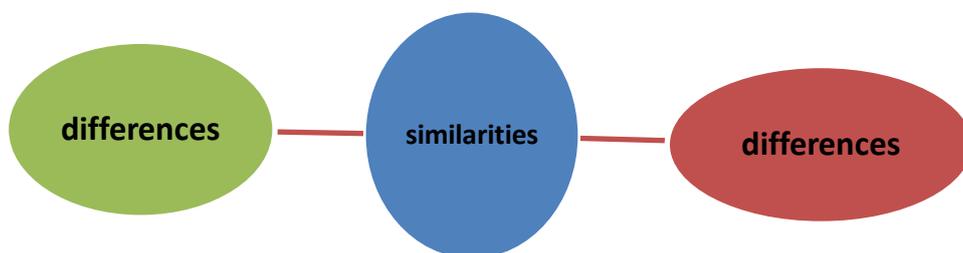


**Activity 3**

Materials: Handout 3

Objective: Taking new information about our theme and learning new words

Procedure: Finding out difference and similarity of holidays between our country and UK or USA.



## **Conclusion.**

Materials: Board, markers

Objective: The revision of the lesson

Procedure: Teacher asks students to make the feedback on the lesson (oral or written) and gives **home task**: the next lesson, students should show tradition of UK or USA as role play. For this you can take holidays and show what to do or wear in the holiday.

## **Glossary**

Tradition - a belief, custom, or way of doing something.

Custom – something that is done by people in particular society.

National – related to a whole nation as opposed to any of its parts.

Celebrate – to show that an event or occasion is important by doing something.

Coincide – to happen at the same time as something else, especially by chance.

Remembrance Day – the Sunday nearest to November 11.

Boxing Day – a national holiday in England and Wales on the day after Christmas.

## Lesson plan 7

**Course title: Vocabulary**

**Topic:** Political system, national symbols of Uzbekistan and the UK / Concession and contrast, addition, collective nouns

**Level:** Intermediate

**Aim:** Raise their awareness of the addition, collective nouns. Be able to use concession and contrast

**Materials:** Malcolm Mann, Steve Taylor-Knowles. Destination B1 Grammar and Vocabulary with Answer Keys. Macmillan, 2013

<http://dictionary.cambridge.org/dictionary/english>

**Time:** 80 min

Activities	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Describe picture using collective nouns	15 min	Whole group	Warm up handout.
<b>Pre-activity</b>	Preparation for vocabulary	T teaches the collective noun	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	Ss do exercise related to concession and contrast.	10 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary	T teaches addition types of concession	20 min	Whole group	Handout 3
<b>Conclusion</b>	The revision of the topic	<b>Homework:</b> Teacher gives home tasks	15 min	Whole group	None

## Detailed process of the lesson.

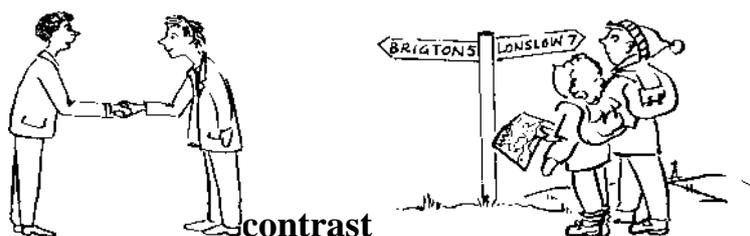
### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: describe the picture using collective nouns.

### Warm up handout. Contrast two pictures.



I expected Mr Wide body to be fat. We're not almost there at all; quite the opposite. We've got five miles to go yet. The reverse was true.

### Activity 1

Materials: Handout 1

Objective: Introduce the focus of the lesson

Procedure: T teaches the collective noun and their usage.

### Handout 1.

Concession means accepting one part of a state of affairs but putting another argument or fact against it.

Although they were poor, they were independent.

He is a bit stupid. He's very kind, nevertheless.

### Exercise 1. Study this information.

#### Adverbs and other phrases for concession

OK, you're sorry. That's all well and good, but how are you going to pay us back?  
You shouldn't seem so surprised. After all, I did warn you.

It's all very well saying you love dogs, but who'll take it for walks if we *do* get one?

He *is* boring, and he *is* rather cold and unfriendly, but, for all that, he *is* your uncle and we should invite him.

Admittedly, she put a lot of effort in, but it was all wasted.

Everywhere in Europe they use metric measures. In contrast, Britain still uses non-metric. It's not actually raining now. On the other hand, it may rain later, so take the umbrella.

*Remember:* On the other hand means 'that is true *and* this is true'; On the contrary means 'that is *not* true, but this *is* true', e.g. John, quiet? On the contrary, he's the noisiest person

I know *or* John is rather arrogant. On the other hand, he can be very kind.

Note also these collocating phrases for contrast.

When it comes to politics, Jim and Ann are poles apart.

There's a world of difference between being a friend and a lover.

There's a great divide between left and right wing in general.

A yawning gap divides rich and poor in many countries.

## Activity 2

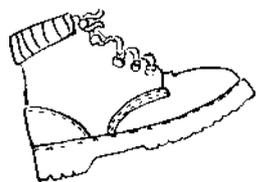
Materials: Handout 2

Objective: Students have a great opportunity to explore the material and listen to the scripts

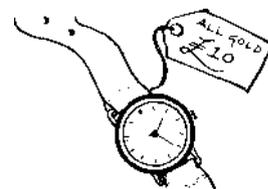
Procedure: T gives additional information about concession and contrast and their usage.

## Handout 2

Exercise 1. What adding words/phrases can you associate with these pictures.



$$2 + 2 = 4$$



## Exercise 2. Add more collective nouns.

Collective nouns are used to describe a group of the same things



a group of people (small group)

a crowd of people (large number)

a gang of football fans (rather negative)

### Activity 3

Materials: Handout 3

Objective: Students perceive the vocabulary.

Procedure: Practicing on new words.

### Handout 3

#### Exercise 1

What could you call  
these things?

- A group of soldiers
- A large group of people
- A group of footballers
- A group of schoolchildren
- An army
- A crowd
- A team
- A class



**Exercise 2. Fill in each gap with one suitable word. Then identify what kind of word it is.**

Golden sunshine, blue skies and leafy green trees: Antigua, (1) ...*where*... the beaches are endless, the sea crystal clear and the watersports among (2) ..... best in the Caribbean. If you are looking (3) ..... a holiday in one of the (4) exotic corners of the Caribbean, where you can (5) ...-..... the day by the sea, or eat out in beautiful surroundings, then the island of Antigua is ideal for you. (6) ..... are 365 beaches, (7) ..... of the most spectacular being Jolly Beach. Antigua caters (8) ..... all tastes and attracts (9) ..... young and old alike. It's a perfect place for those (10) ..... dream of visiting heaven on earth.

**Conclusion.**

Materials: Board, markers

Objective: The revision of the lesson

Procedure: Teacher asks students to make the feedback on the lesson (oral or written) and gives **home task** :the next lesson, students should compare the political system and national symbols of UK or USA as role play.

**Glossary**

Concession (n) – smth that you allow or do.

Contrast (n) - a difference between two objects, people or concept.

Addition (n)– the process of adding two or more numbers together to find total.

Symbol (n) – a sign that has a fixed meaning.

## Lesson plan 8

**Course title: Vocabulary**

**Topic:** Sightseeing language of Uzbekistan and the UK / Uncountable nouns.  
Count and uncountable nouns with different meaning.

**Level:** Upper Intermediate

**Aim:** to provide students with the new information and new words related to country, nationality and languages

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP

www.englishclub.com

**Time:** 80 min

Activities	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Describe picture using collective nouns	15 min	Whole group	Warm up handout.
<b>Pre-activity</b>	Preparation for vocabulary	T teaches the collective noun	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	Ss do exercise related to concession and contrast.	10 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Ss perceive the vocabulary	T teaches addition types of concession	20 min	Whole group	Handout 3
<b>Conclusion</b>	The revision of the topic	<b>Homework:</b> Teacher gives home tasks	15 min	Whole group	None

## Detailed process of the lesson.

### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Ss work with warm up handout.

### Warm up handout.

Look at the picture and say:

about these landmarks;

where they are situated;

what do they symbolize.



## Activity 1

Materials: Handout 1

Objective: Introduce the focus of the lesson

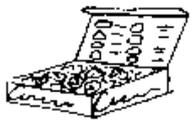
Procedure: make up sentences related to the uncountable nouns.

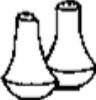
### Exercise 1

Look at the pictures and make some sentences.

coffee/tea  coffee and two teas just 

potato  two potatoes, please! 

would you like some chocolate?  would you like a chocolate? 

salt and pepper  pepper 

dog with onion  an onion 

### Exercises 2

Answer these remarks using the word in brackets, as in the example. Use a(n) if the meaning is countable.

- 1 How did you get that puncture in your tire? (glass)
- 2 I was surprised to hear that old Mrs. Jones doesn't live with her family any more? (home)
- 3 What do you think my son should do? He's just left school and he's not really academic. He needs a job. (trade)
- 4 Why did you choose this house in the end? (land)
- 5 Mum, what's the Mona Lisa? (work)
- 6 How can I find out what the restrictions are on this car insurance? (policy)

## Activity 2

Materials: Handout 2

Objective: Students have a great opportunity to explore the material

Procedure: Students match the adjectives and find similar words.

### Exercise 1

**Match the adjectives with the nouns. Some of the adjectives can be used more than once.**

**Heavy, moonlit, thick, starry, light, gloomy, grey, cloud, bright, strong, blue, moonless.**

1..... rain            3 ..... snow            5 ....sunshine  
2..... wind            4 ..... sky            6 .....night

**Exercises 2. Find the words which have similar meaning.**

- a) tip clothing b) case c) information d) job e) advice travel  
f) garment g) trip h) work i) baggage j) fact

## Activity 3.

Materials: Handout 3

Objective: Students have a great opportunity to explore the material

Procedure :Doing matching tasks.

### Handout 3

**Exercise 1. Match the adjectives with the nouns.**

*Sandy crowded pebbly deep grassy bottomless steep bare calm*

- 1 \_\_\_\_\_ beach.  
2 \_\_\_\_\_ lake.  
3 \_\_\_\_\_ hillside.

**Exercise 2. Correct the mistakes in these sentences.**

- 1 We had such a terrible weather that we left the camp-site and got an accommodation in town instead,

- 2 In the North of England, most houses are made of stones, but in the South, bricks are more common.
- 3 I love antique furniture, but I would need an advice from a specialist before I bought any. My knowledge in that area are very poor.
- 4 Her researches are definitely making great progresses these days.
- 5 She has done a lot of original works recently.

### **Conclusion.**

Materials: Board, markers

Objective: The revision of the lesson

Procedure: Teacher asks students to make the feedback on the lesson (oral or written) and gives **home task**: the next lesson, students should write a short story based on the obtained vocabulary and information.

### **Glossary**

Travel agency (n) - a company that arranges personal travel.

Incognito (adj) – without being known.

Panoramic (adj) – with a wide view.

Telescopic (adj) – capable of seeing distant objects.

## Lesson plan 9

**Course title:** Vocabulary

**Topic:** Fast food and healthy food

**Level:** Intermediate

**Aim:** To raise their awareness of the topics fast food and healthy food. Be able to talk about eating. **Materials:** English vocabulary in use. Cambridge University Press 2012, Enterprise 4. Virginia Evans- Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, www.wikipedia.com

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> T asks Ss to look at the diagram. Then add more items.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	Students make the vocabulary activities	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Students make the exercise then make their own sentences.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the vocabulary	Teacher gives to students' activities related problems with food.	20 min	Pair work	Handout 3
<b>Conclusion</b>	Students give reflection of the lesson	Matching task. <b>Homework:</b> To describe any traditional food.	15 min	Whole group	Handout 4

## Detailed process of the lesson.

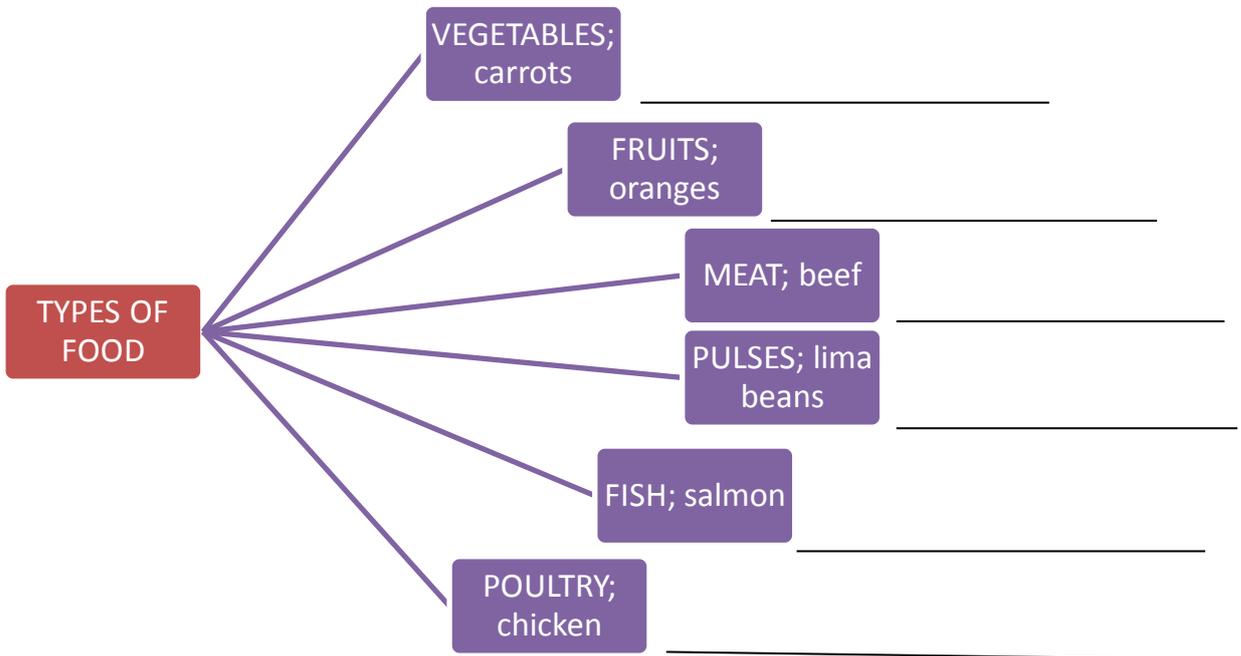
### Warm up

Materials: Warm up handout

Objective: Introduction to the topic of the lesson.

Procedure: Students complete the graph by giving two more examples each category.

### Warm up handout.



### Activity 1

Materials: Handout 1

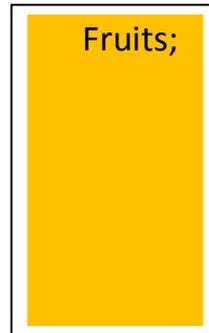
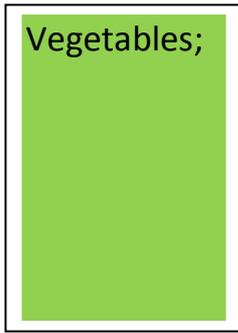
Objective: to lead the students to the topic

Procedure: students write the words in the correct box.

### Handout 1.

**Exercise 1.** Write the following words in the correct box below. Some of them go with both words.

fresh                      tropical              stir-fried              ripe              citrus  
raw                      organic              rotten              tinned              frozen



**Exercise 2. Complete the sentences with the following words.**

*Exotic, stones, skin, pips, varieties, seedless, bitter, bunches.*

*Whatever you do, don't try to eat the ..... of banana!  
Plums and peaches have large ..... . Grapes can be seeded or .....  
Mangoes, lychees and starfruit are sometimes called tropical or .....  
fruit.  
A grapefruit is part of the same family as orange, but much more .....*

**Activity 2**

Materials: Handout 2

Objective: use correct words

Procedure: Students read the text and fill in missing words.

**Handout 2.**

**Exercise 1. Use word given in capitals to form a word that fits in the gap.**

**CREATING YOUR OWN DISHES.**

Good cooking is always a strange 1) ..... of science and art and you certainly have to be fairly 2)..... if you want to come up with your own recipes. All cooking also demands a fair amount of 3)....., and this is doubly true when you're producing 4) ..... dishes. You also have to be thick--skinned. You'll be 5).....by how honest people can be when it comes to food. I've had people tell me my latest dish is 6)..... and 7) ..... inedible! Sometimes, they were right! But don't get upset. Just smile 8) ..... and thank them for their valuable opinion. And never forget that when you're waiting

- MIX,
- CREATE,
- PREPARE,
- ORIGIN,
- SURPRISE
- DISGUST,
- THOROUGH
- SWEET,

9)..... to hear whether or not your ‘masterpiece’ is a success and they suddenly show their 10)....., you’ll realize it was all worth it. My tips: home- 11).....vegetables are always the tastiest. Every good cook needs a top-quality 12) .....it’s an essential piece of kitchen equipment, not a luxury. Make sure you’ve got lots of good-quality food storage 13)..... . And, finally remember that designing a new dish is not about 14)..... . It’s about taking risks, and learning from your ..... mistakes. Have fun in the kitchen!

**Exercise 2. Some types of food are usually cooked or prepared in a particular way. Complete the following sentences with the types of food below:**

*Potato, onion, steak, salmon, eggs, rice.*

1. I think I’ll have fried/ boiled/ poached/ scrambled ..... for breakfast.
2. Would you like your .....rare, medium, or well-done?
3. I fancy a baked/ a jacked/ some mashed .....with this sausages.
4. Shall we give them smoked or poached ..... as a starter?
5. Would you like a couple of pickled ..... with your salad?
6. Do you prefer plain boiled ..... or fried .....

*Remember: a baked potato is the same as a jacked potato*

### **Activity 3.**

Materials: Handout 3

Objective: to enable students to talk about problems with food.

Procedure: Students complete the sentences.

**Exercise 1. Complete the following sentences with these words:**

*stale, sour, burnt, rotten, ripe, fresh*

1. I’m afraid I’ve done it again! The toast’s ..... I’ll make some more.
2. I wouldn’t drink that milk if I were you. It doesn’t smell very .....
3. This milk tastes a bit ..... Did somebody forget to put it back in the fridge again?
4. I can’t believe it. I only brought this bread yesterday. It’s ..... already!
5. Some of these apples are ..... and I only bought them at the weekend.

6. I'd leave these bananas for another day. There are not .....yet.  
*Note: you can also say that meat, fish, fruit or milk is off or has gone off .*

**Exercise 2. Match up the food on the left with the most suitable negative comments:**

- |                   |                             |
|-------------------|-----------------------------|
| 1. Coffee or tea  | a. too strong/weak/sweet    |
| 2. Steak          | b. too many bones           |
| 3. An Indian dish | c. too rich/ thick/ bland   |
| 4. A sauce        | d. a bit overdone/underdone |
| 5. Fish           | e. too hot/ spicy           |
| 6. A cake         | f. a bit dry/ stale         |

**Conclusion.**

Material: Handout 4

Objective: to use correct phrasal verb.

Procedure: Students match the phrasal verbs with the definition.

**Handout 4.**

**Exercise 1. Match the phrasal verbs with the definition as in example.**

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<b>Go off</b>	<b>continue doing</b>
<b>Keep on</b>	<b>be no longer fresh</b>
<b>Run out off</b>	<b>experiment with</b>
<b>Try out</b>	<b>not have any left</b>
<b>Take to</b>	<b>meet by chance</b>
<b>Run into</b>	<b>begin to like; begin to do smth regularly</b>

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**Homework.**

Describe how to make any traditional dish. Use phrasal verb, collocations and you have learnt.

**Glossary**

Bean – any plant of several genera that produces large edible seeds.

Herb – any green, leafy plant, or parts thereof, used to flavor or season food.

Snack food – a food traditionally or commonly consumed between meals.

Spice – plant matter used to season or flavor food.

Yeast- an often humid, yellowish froth produced by fermenting malt worsts.

## Lesson plan 10

**Course title: Vocabulary**

**Topic:** Fast food and healthy food

**Level:** Intermediate

**Aim :**to raise their awareness of healthy and junk food.Be able to talk about food.**Materials:** English vocabulary in use. Cambridge University Press 2012,Enterprise 4. Virginia Evans- Jenny Dooley, 2013,Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.wikipedia.com](http://www.wikipedia.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> Teacher shows the picture and asks Ss to answer the questions.	10 min	Whole group	Warm up Handout.
<b>Pre-activity</b>	Preparation of students for	To choose correct word, guess the meaning of the words.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Teacher divides students into the pairs and distributes the copies of the vocabulary activities	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Ss perceive vocabulary	Teacher gives to students' activities related ways of cooking.	20 min	Pair work	Handout 3
<b>Conclusion</b>	Students give reflection of the lesson	T gives to Ss quiz. <b>Homework:</b> Compare and contrast the fast food cafes and restaurants.	15 min	Whole group	Handout 4

## Detailed process of the lesson

**Warm up:** Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students look at the pictures and answer the questions below.

**Warm up handout.**

**Which of these foods are healthy and which are unhealthy? Can you think of any other healthy or unhealthy kinds of food? What is your favorite dish? Why?**



**Have you ever tasted ethnic food (e.g. Chinese. Indian, etc.)? Did you enjoy it? What is junk food? Why do people eat so much junk food nowadays?**

## Activity 1

Materials: Handout 1

Objective: introduction to the topic of the lesson

Procedure: Ss read the following summary and guess the correct items. Then look at the words in bold and try to explain them.

### Handout 1.

**Exercise 1. Read the following summary and guess the correct items. Then look at the words in bold and try to explain them.**

In today's world, people have less time for eating, let alone 1) *shopping/ cooking*. That's why junk food is so popular. In fact, one 2) *hotel/ restaurant* group has announced that its 3) *guests/staff* can order 4) *junk/ fast* food through room service. Junk food is 5) *high/ low* in saturated fat. Which is linked with a higher risk of 6) *diabetes/cancer*. Our eating habits have changed due to lack of 7) *money/ time*. Also, the amount of exercise we do has 8) *decreased/ increased*. Researchers suggest that the new generation will be more likely to suffer from heart and 9) *kidney/ liver* disease. But if we improve our eating habits, we will be better equipped to deal with our 10) *stressful/boring* lifestyles.

## Activity 2

Materials: Handout 2

Objective: Using synonyms

Procedure: Teacher asks students fill in the correct word(s) from the list below:

### Handout 2.

**Exercise 1. Fill in the correct word(s) from the list below:**

**let alone, rejecting, predicting, adolescence, signify, gain, glowing, skin, consume, nutrients, limit, research, tend to.**

1. Vegetables are an essential part of our diet as they contain a lot of .....  
(*healthy substances*).

2. *I don't even know what a breadfruit looks like ..... what it tastes like (not mentioned).*
3. *You should ..... the amount of chocolate you eat if you want to lose weight (restrict).*
4. *The stars on the label ..... that the brandy is of the best quality (mean).*
5. *Scientific ..... has shown that saturated fats are a major cause of cancer. (investigation)*
6. *People who eat lots of sweets ..... have dental problems. (are likely to)*
7. *Jamila is overweight because she eat so much junk food during her ..... (teenage years)*
8. *Her ..... is a result of all the fruit and vegetables she eats. (health-looking complexion)*
9. *More and more people are ..... meat in favour of more fruit and vegetables. (not accepting)*
10. *Unless you cut down on junk food and sweets you will ..... weight. (put on)*
11. *Nutritionists are .....that junk food consumption will increase in the near future. (foreseeing)*
12. *Young people .....large amount of carbonated drinks with their meals. (take in)*

**Exercise 2. Choose the correct item.**

1. As he didn't want to cook, he decided to .....a pizza instead.  
a. ask for b. demand c. order d. command
2. She had no time to go out for lunch so she ..... a snack instead.  
a. grabbed b. snatched c. took d. bit
3. I hope I won't ..... weight while I'm on holiday.  
a. earn b. win c. put d. gain
4. After Navruz holidays I am going on a ..... because some of my favourite clothes don't fit me anymore.  
a. diet b. fast c. nutrition d. health

### Activity 3

Materials: Handout 3

Objective: Using verbs relating ways of cooking.

Procedure: Students do the task and make up sentences.

### Handout 3.

#### Exercise 1. Match the methods of cooking with their definitions

Bake

Boil

Fry

Grill

Roast

Cook in very hot oil

Cook over hot water

Cook under/over a flame

Cook meat, etc, in an oven

Cook in hot water

**Exercise 2. Match the foods with the items you would need to cook them, then write sentences as in the example. Remember there may be more than one way to cook certain food.**

*sausages, fish, bacon, potatoes, rice, carrots, broccoli, chicken, spaghetti.*

*e.g. I would **grill** sausages on the **barbeque**, or **fry** them in the **frying pan**.*



### **Conclusion.**

Materials: Handout 4

Objective: Summarize the lesson.

Procedure: Students answer the Yes/No questions and discuss.

### **Handout 4. Quiz.**

Answer the following yes no question concerning eating habits. Then, check your score to find out what kind of diet you have.

1. Do you eat at fast-food restaurant more than once a week?
2. Do you often eat fresh fruit?
3. Do you eat red meat more than twice a week?
4. Do you usually eat a large meal before you go to bed?
5. Do you eat salted snacks (crisps, nuts,...) at least once a day?
6. Do you have fresh vegetables with your meals less than three times a week?
7. Do you have fizzy beverages more than once a day?
8. Would you rather eat out instead of at home?
9. Do you always add salt to your food at the table?
10. Do you prefer butter to olive oil?

### **SCORE**

- 8-10; Yes- very unhealthy diet – be careful!
- 5-7; Yes- fairly healthy diet
- 3-4; Yes- quite healthy diet
- 1-2; Yes- very healthy diet

## Homework .

**Compare and contrast the fast food cafes and restaurants in your district or country.**

	Fast food café	Restaurant
quality of food		
Service		
atmosphere		
Price		

## Glossary

Anorexia – a prolonged disorder of eating due to loss of appetite.

Balance – harmonious arrangement or relation of parts within a whole.

Booze – an alcoholic beverage that is distilled rather fermented.

Calorie – unit of heat raising 1 gram of water by 1 degree centigrade.

Culinary – of or relating to or used in cooking.

Disease – an impairment of health.

Fast food – inexpensive food prepared and served quickly.

## Lesson plan 11

**Course title: Vocabulary**

**Topic:** Eating places/ containers and contents

**Level:** Intermediate

**Aim:** to raise their awareness of the topics eating places, containers and contents

**.Materials:** English vocabulary in use. Cambridge University Press 2012,Enterprise 4. Virginia Evans- Jenny Dooley, 2013,Macmillan essential Dictionary. Macmillan Publishers Limited 2013, www.wikipedia.com

**Time:**80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> T asks Ss to look at the picture and compare and contrast them.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	Students do the task	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	Students guess the meaning of the words in the box then make their own sentences.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the vocabulary	Teacher gives to students activities related texture, brightness and density.	20 min	Pair work	Handout 3
<b>Conclusion</b>	To allow students to face an opportunity for the reflection of the lesson	Students do the puzzle. <b>Homework:</b> To find around your house something sleek, rough, furry and smooth.	15 min	Whole group	Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout

Objective: to focus on the topic

Procedure: Students look at the picture and give comments about similarities and differences of eating places.

Warm up handout. Compare and contrast the pictures. Think of what each place look like.



Where would you see the following examples of language? Match the extracts with the sources: *a. in a pizza restaurant b. in a café c. in a Chinese takeaway d. outside a pub e. in a sandwich bar*

1. **THE NELSON ARMS**  
HOT AND COLD  
BAR MEALS & SNACKS  
TRADITIONAL ALES

2. **Menu for two**  
**£14.00**  
*pancake roll*  
*sweet and sour pork*  
*spare ribs*  
*special fried rice*  
*prawn crackers*

3. *Bacon, lettuce, tomato* £2.50  
*Cheese and tomato* £2.30  
*Ham and cream cheese* £2.55  
*Ham and salad* £2.40  
*Egg mayonnaise* £2.30

4. **Full breakfast** £4.50  
**Bacon, egg & chips** £3.75  
**Omelette & chips** £3.25  
**Beans on toast** £2.60

5. **15. Al Tonno** - Mozzarella cheese, tomato, tuna, onion, capers, olives, oregano.

## Activity 1

Materials: Handout 1

Objective: Preparation of students for vocabulary practice, enlarge students' vocabulary on the containers and their content.

Procedure: Students match the words with the picture, then fill in the correct word.

### Handout 1.

**Exercise 1. Match the words with the picture, then fill in the correct word.**

**What other types of food or drink can be put in these containers?**



*Box      jar      carton      bottle      packet      bowl*

1. a..... of chocolate
2. a .....of crisps
3. a .....of jam
4. a.....of soap
5. a .....of milk
6. a.....of ketchup

**Exercise 2. There are a number of special words in English which are used to describe different kinds of containers. Look at the following picture.**



Here some more additional information about each of these types of containers.

Container	usually made of	typical content
Bag	cloth, paper, plastic	sweets, shopping, letters
Barrel	wood and metal	wine, beer
Basin	pottery, metal	ingredients for making a cake
Basket	canes, rushes	shopping, clothes, waste
paper		
Bucket	metal, plastic	sand, water
Crate	wood, plastic	bottles
Jug	pottery	milk, cream, water
Mug	pottery	tea, coffee, cocoa
Pan	metal	food that is being cooked
Sack	cloth, plastic	coal, rubbish
Tin	tin	peas, baked beans, fruit
Tub	wood, zinc, card	flower, rainwater, ice-cream

### Activity 2

Materials: Handout 2

Objective: to explore the material

Procedure: Students read the passage then put the given phrasal verb in gaps.

### Handout 2.

**Exercise 1.** Read the text and fill in the gaps with necessary phrasal verbs.

*Drop in(on), get on for, go off, go on, go/come round, keep on, leave out, put off, run into, run out off, take to, try out, turn out, turn up.*

Restaurant review: ANOR

I've .....(begin to do smth regularly) not booking a table in my real name for these restaurant reviews, as there's always the fear that I'll receive special attention if they know I'm a food critic. For Adam Carter's new restaurant, ANOR, on Jurjoniystreet, I took this one stage further by not booking a table at all.

Earlier in the evening, some friends had .....(come to sb's hose to visit them )for a chat and mentioned ANOR. We decided just to .....

( *visit unexpectedly* ) to see if there was a free table. There wasn't – always a risk if you .....( *appear unexpectedly* ) without booking, of course – but we decided to wait. And wait we did. Having arrived at about 9.30, it was ..... ( *be almost a particular(time)* ) for eleven before we were finally seated. Incidentally, while we were having a drink at the bar, we .....( *meet by chance* ) the food critic of a rival newspaper. She said this was one of her favourite restaurants at the moment. I'd like to be able to report that I know agree, but unfortunately our meal ... .....( *have particular result* ) to be far from wonderful.

I ordered mushroom troubadour as a starter. The sauce tasted like the cream had ..... ( *be no longer fresh* ). It was practically inedible. My friend Jasur ordered salmon sentinel. Fifteen minutes after my mushrooms had arrived, the waiter came over to say that they had ..... ( *not have any left* ) salmon. He .....( *continue doing smth* ) to say that they would be closing at midnight. It was already 11:30. The head chef of ANOR likes to .... .....( *experiment with* ) one new dish every day. This is called the Chef's Special. I decided to have this – a not – particularly – exiting pasta dish- for the main course. It wasn't bad, but the waite ..... ( *continue doing smth* ) coming over to see if we had finished. We hadn't.

I'll .....( *not include* ) a description of the dessert. We had to it so quickly I can't even remember what it tasted like.

I don't want to..... ( *make smb not want to do smth* ) anyone off trying ANOR- all restaurants have problems at the start – but I shan't be going back any time soon.

### **Activity 3**

Materials: Handout 3

Objective: Students perceive the vocabulary they have learned.

Procedure: Students match the words to make sentences.

### **Handout 3.**

#### **Exercise 1. Match the fragments to make a sentence.**

I think this milk has gone ..... out a new recipe tonight!

I run ..... of bread so could you go and get some?  
 We've run out ..... on for dinner time.  
 Mum's trying ..... off so let's throw it away.  
 It must be getting off ..... out quite how I expected.  
 We'd love you to come ..... into Botir in the supermarket yesterday.  
 This lasagna hasn't turned ..... Round for dinner sometime.

**Exercise 2. Here are the commonest British weights with their metric equivalents. Try and answer the questions that follow.**

Weight	written as	approximate metric equivalent	
Ounce	oz	28 grams	} used for goods in shops, etc
Pounds	lb	454 grams	
Stone	st	6.3 kilos	} used for personal weight

1. A friend tells you her new baby weighed seven pounds at birth. Is this a huge, tiny or more or less average baby?
2. Someone tells you their cousin weights 20 stone. What would you expect the cousin to look like?
3. You ask someone to get you a piece of cheese at the market, enough for you personally for a week. They ask if 8 ounces will do. What would you say?
4. Make a note of your approximate weight in British terms.

**Conclusion.**

Materials: PUZZLE

Objective: Give a reflection of the lesson

Procedure: Students fill in the letters, as in the example.

P		D	S	C	D
O	SHADY	E	H	O	A
OUNCE	U	N	VI_ _ _	A	Z
N	_	S_ _ _ SE	N	RO_ _ _	Z
D	_	E	Y	S	GL_ _ _
				E	E

## **Homework.**

### **Look around your own hose/flat and find:**

1. Something sleek to touch
2. Something rough underfoot
3. Something with polished surface
4. Something furry
5. Something smooth

## **Glossary**

Bill (n) – a written note of goods sold an invoice.

Book (v) – to reserve for future use.

Eat out (v) – to dine at a restaurant or such public place.

Pub (n) – a public house, where beverages, primarily alcoholic, may be bought

Takeaway (n) – restaurant that sells food to be eaten elsewhere.

## Lesson plan 12

**Course title:** Vocabulary

**Topic:** Making uncountable nouns countable/Healthy food, vegetarian food

**Level:** Intermediate

**Aim:** to raise Ss awareness about making uncountable nouns countable. Be able to talk about healthy food and junk food.

**Materials:** English vocabulary in use. Cambridge University Press 2012, Enterprise 4. Virginia Evans- Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.wikipedia.com](http://www.wikipedia.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u>Brainstorming.</u> Teacher shows the diagram and asks Ss to answer the questions .	10 min	Whole group	Warm up Handout
<b>Pre-activity</b>	Preparation of students for vocabulary practice	T distributes cards to Ss and asks to match the expressions and filling the gaps.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Students do the vocabulary activities.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the vocabulary	Teacher gives to students activities related idioms.	20 min	Pair group	Handout 3
<b>Conclusion</b>	To allow students to give reflection of the lesson.	<b>Homework:</b> describe table manner.	15 min	Whole group	Homework

## Detailed process of the lesson

### Warm up

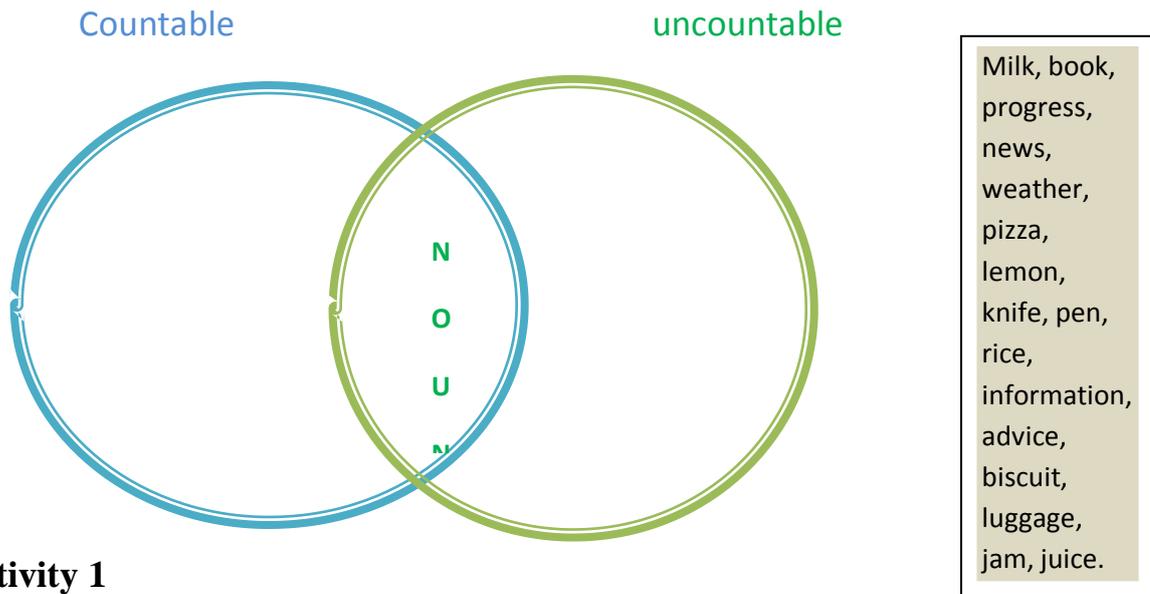
Materials: Warm up activity.

Objective: Focus on the topic

Procedure: Teacher asks students divide given nouns into countable and uncountable nouns.

### Warm up handout.

**Which of the following nouns are countable and which uncountable?**



### Activity 1

Materials: Handout 1

Objective: Preparation of students for vocabulary practice.

Procedure: Students match the words.

### Handout 1.

**Exercise 1. Match the words in the list.**

- |               |            |
|---------------|------------|
| 1. a stroke   | lightening |
| 2. a shower   | coal       |
| 3. an article | grass      |
| 4. a lump     | rain       |
| 5. a flash    | news       |
| 6. a blade    | clothing   |
| 7. an item    | thunder    |
| 8. a rumble   | luck       |
- of

You can make many uncountable nouns singular by adding *a bit of* or *a piece of*. Similarly you can make such nouns plural with **bits of** or **pieces of**. (Bit is less formal than piece).

Although **bit** and **piece** can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific uncountable noun.

*Slice* can also be used with toast, bread, meat and cheese.

The phrase a state of can serve to make uncountable nouns singular. The nouns used with state are usually abstract and include chaos, emergency, tension, confusion, health, disorder, uncertainty, poverty, agitation, despair and flux, e.g. a state of emergency.

## **Exercise 2. Change the uncountable nouns to countable nouns in the following sentences by using a bit/piece of.**

*Example: Could you buy me some bread, please? Could you buy me a load of bread, please.*

1. My mother gave me some advice which I have always remembered.
2. Suddenly the wind almost blew him off his feet.
3. We had some terribly windy weather last winter.
4. Would you like some more toast?
5. He never does any work at all in the house.
6. Let's go into the garden – I need some fresh air.
7. I can give you some important information about that.
8. We could see smoke hovering over the city from a long way away.
9. There is some interesting new equipment in that catalogue.
10. I need to get some furniture for my flat.

## **Activity 2**

Materials: Handout 2

Objective: Prepare students for vocabulary task

Procedure: Teacher asks students use the words from the list to fill in the dialogue among three people who are organizing a dinner party.

### Handout 3.

#### Exercise 1. Fill in correct word from the list.

*Vast, side, balanced, take, junk, the pressures to make, fast moving, heart.*

In a 1)..... world, the 2).....majority of people suffer from the 3).....effects of stress. Nutritionist and doctors 4)..... this problem seriously. They say that we should fight 5).....of modern life by maintaining a 6).....diet and getting plenty of exercise. Unfortunately, a lot of people eat 7).....food instead of healthy food and, 8) . . . . matters worse, they don't take the time to exercise at all. This can lead to 9) . . . .disease and other serious health problems.

#### Exercise 2. Use the words from the list to fill in the dialogue among three people who are organizing a dinner party.

*Kilo, carton, bag, box, tub, loaves, bars, slices, packets.*

*Patxulla: What shall I get from the supermarket, then ?*

*Farida: Well, I need a 1) . . . . of carrots for the soup. I am going to make and a couple of 2) . . . . of bread.*

*Robia: You'd better get about ten 3) . . . . of ham and a 4) . . . . of milk because I'm making spaghetti carbora for the main course. Oh, and two 5) . . . . of spaghetti. Get a 6) . . . . of margarine as well.*

*Patxulla: Do you want me to get anything for dessert?*

*Farux: Yes- we'll need two 7) . . . . of chocolate and a 8) . . . . of sugar. I'm going to make a chocolate cake. You'd better get a big 9) . . . . of chocolates as well. I'll serve them with coffee afterwards.*

*Patxulla: Alright. Is that it? I'll see you later, then.*

### Activity 3

Materials: Handout 3

Objective: Students perceive the vocabulary they have learned

Procedure: Students match the idioms with their definitions.

### Handout 3

## Exercise 1. Match the idioms with their definitions.

### *Idioms.*

1. *Bring home the bacon*
2. *One man's meat is another man's poison*
3. *To bite off more than one can chew*
4. *Full of beans*
5. *To take sth with a pinch of salt*
6. *Man cannot live by bread alone*

### *Definitions.*

- a. *With lots of energy*
- b. *To earn enough money to support one's family*
- c. *To try to do too much of sth that is too difficult*
- d. *Not to believe that sth is completely true*
- e. *People need spiritual fulfillment as well as food*
- f. *Sth that one person likes may not be liked by another*

## Exercise 2. Fill in the gaps with the correct word(s) from the list below.

### *Hangover, starving, full, food, poisoning, indigestion*

1. *I was . . . . . when I got home as I hadn't eaten all day.*
2. *Craig got . . . . . because the meat he had eaten was under-cooked.*
3. *Gillian got . . . . . because she ate her food too quickly.*
4. *I'm . . . . . ; I couldn't eat another bite.*
5. *He had a . . . . . from all the alcohol he had drunk the previous night.*

## Homework.

Look at the sentences below describing table manners. Write c (correct) the ones describing good manners and write i (incorrect) next to the ones describing bad manners.

1. *Smoking at the table . . .*
2. *Using a napkin . . .*
3. *Reaching across the table . . .*
4. *Chewing with your mouth closed . . .*

5. *Putting your knife in your mouth . . .*
6. *Putting your elbows on the table . . .*
7. *Not starting to eat before everybody is served . . .*
8. *Wiping your plate with bread . . .*
9. *Blowing your nose . . .*

## **Glossary**

Ferment – cause to undergo the breakdown of sugar into alcohol

Fragrant – pleasant smell

Grip – hold fast or firmly

Infancy – the early stage of growth or development

Opt – select as an alternative over another

Recreation – an activity that diverts or amuses or stimulates.

## Lesson plan 13

**Course title:** Vocabulary

**Topic:** Illnesses and medicine/Aches and pains.

**Level:** Intermediate

**Aim:** to provide students with the new information and new words related to illness and medicine

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use.

Upper-intermediate and advanced. Cambridge: CUP

www.englishclub.com

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> Do warm up activity	10 min	Whole group	Warm up handout.
<b>Pre-activity</b>	Preparation of students for listening	Students do the task.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	T explains it in the form of mini-lecture	20 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary	Students do the task	20 min	Whole group	Handout3
<b>Conclusion</b>	To help how to choose correct words.	Choose the correct words <b>Homework:</b> Choose the correct words phrases.	10 min	Whole group	Handout 4

## **Detailed process of the lesson.**

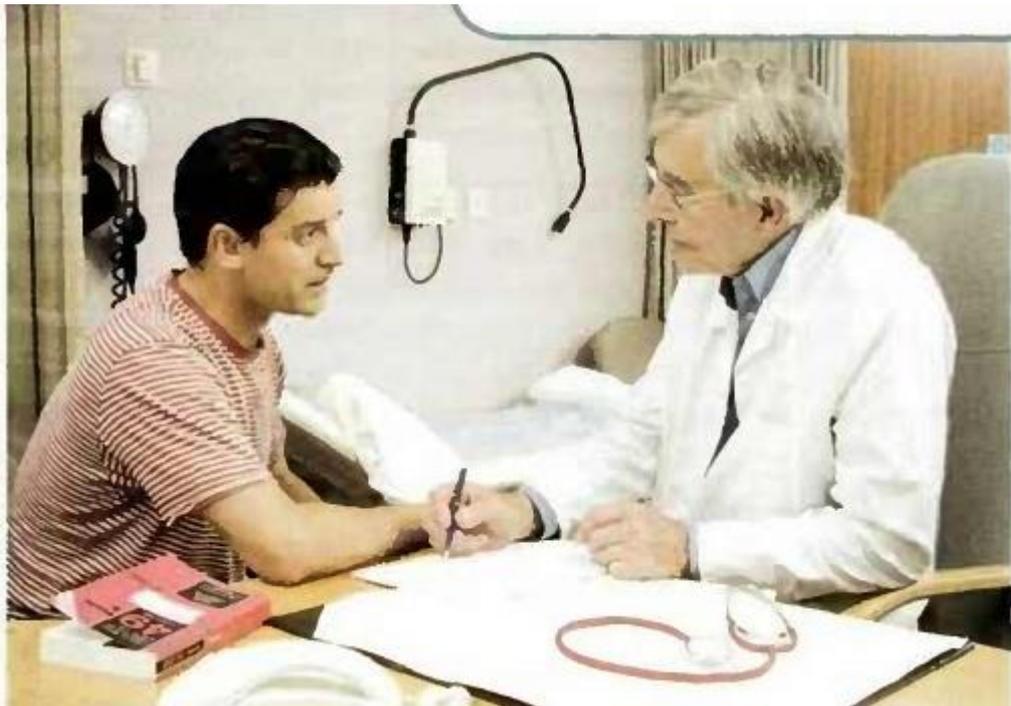
### **Warm up**

Materials: Warm up handout.

Objective: Introduction of the topic

Procedure: Students look at the photo and try to make up situation using words related to the medicine and illness.

**Warm up handout. Look at the photo and try to make up situation using words related to the medicine and illness.**



### **Activity 1**

Materials: Handout 1

Objective: to introduce new words to students and help them to work with group

Procedure: Students tick the words/phrases they know

### **Handout 1**

**Exercises 1 Tick the words/phrases you know then make up sentences.**

**Asthma runny nose antibiotics allergy rash wheezy hay fever**

painkillers    flu pills    a sore throat    migraine    sneeze    Virus  
 temperature    penicillin    throw-up    stomach    ache  
 food poisoning    paracetamol    infection

**Exercises 2. Work in pairs put the words/phrases above into three groups.**

a) health problems	b) symptoms	c) treatment
Asthma	runny nose	antibiotics

**Activity 2.**

Materials : Handout 2

Objective : to help completion of the new words,

Procedure: Teacher asks students match the beginnings and the ends of these sentences

**Handout 2.**

**Exercises 1. Match the beginnings and the ends of these sentences.**

- |                    |                                 |
|--------------------|---------------------------------|
| 1. I'm not feeling | a) feeling very well recently   |
| 2. I haven't been  | b) getting really bad headaches |
| 3. I've got        | c) very well                    |
| 4. My chest        | d) a terrible stomach ache      |
| 5. I keep          | e) hurts                        |

**Exercises 2 Complete the sentences with these words/phrases.**

*Despite    although    in spite of    even though    however*

- 1 .....feeling ill, I went to work.
- 2 ..... I wasn't hungry I ate pizza
- 3 She was angry.....

4 He went out ..... being tired

5 I was late for work.....

### **Activity 3**

Materials: Handout 3.

Objective: To help correct the words

Procedure: Write the words connected to health

### **Handout 3**

#### **Exercise 1. Write the words connected to health.**

- a) S..... surgery
- b) P.....
- c) A.....
- d) d.....
- e) A.....
- f) M.....

key words: pain, antibiotics, diarrhea, analgin.

#### **Exercises 2.**

1. I've been feeling terrible/great virus lately.
2. I'm allergic to cats/antibiotics/hay fever .
3. I have got asthma/ a rash/ throw up.
4. I keep waking up at night/a temperature/getting colds.
5. I've got sneeze/ runny nose/ a blocked up nose.

#### **Conclusion.**

Materials : **Handout 4**

Objectives : To help how to choose the correct words

Procedure :students choose the correct words/ phrases

## **Handout 4.**

### **Exercise 1. Choose the correct words/ phrases**

1. Protest/reject against something
2. Take part / carry out in a demonstration
3. Suffer/reject an offer
4. Meet/take a target
5. Call off/publish a strike

### **Hometask.**

#### **Tick the true sentences. Correct the false ones.**

- 1) Mr Philips isn't allergic to anything.
- 2) His children cooked him for a meal for his birthday.
- 3) The doctor says he shouldn't eat for a day.
- 4) Mr Philips has to come back and see the doctor again.

### **Glossary**

Asthma- chronic respiratory disease

Antibiotics – any substance that can destroy or inhibit bacteria

Flu – Common cold, grip

Bacteria- A type species or strain of bacterium

Painkiller- a drug that numbs the pain in the body.

## Lesson plan 14

**Course title:** Vocabulary

**Topic:** Discourse markers /Injuries, hospital treatment

**Level:** Upper Intermediate

**Aim:** Be able to talk about injures and wounds, hospital treatment and to make up sentences using “look” expressions.

**Materials:** English vocabulary in use. Cambridge University Press 2013; Enterprise4. Virginia Evans- Jenny Dooley, 2012; Macmillan essential Dictionary. Macmillan

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Warm-up</b></u> Ss answer the questions.	15 minute	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	T introduces the items	20 minute	Group work	Handout 1
<b>While activity</b>	Students explore the material	T explains how to use collocations referring injuries	10 minute	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary.	T teaches Ss how to make word-formation	20 minute	Whole group	Handout 3
<b>Conclusion</b>	Students give reflection of the lesson.	The teacher gives home tasks.	15 minute	Whole group	Handout 4

## Detailed process of the lesson

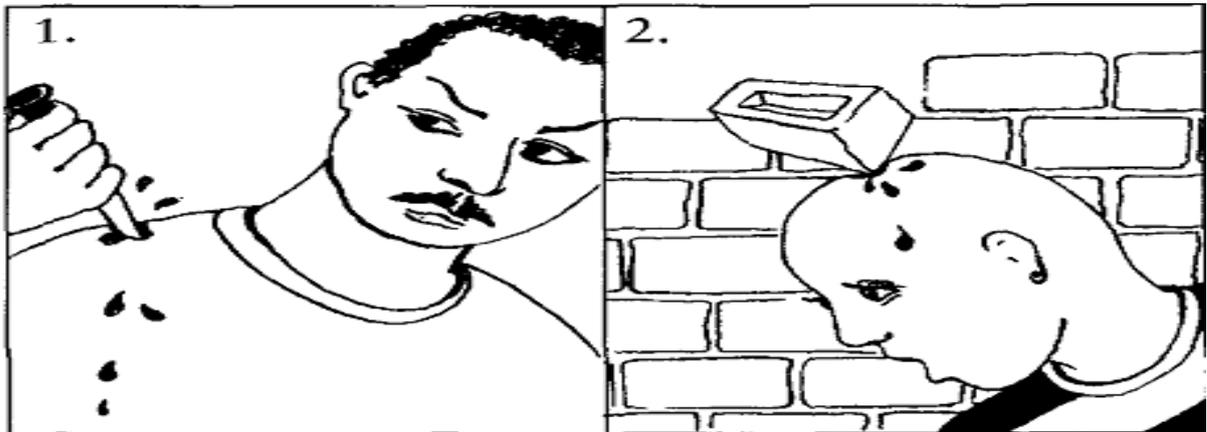
### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Students look at the photo and tell the differences between wound and injuries.

**Warm up handout. Tell the differences between wound an injuries.**



### Activity 1

Materials: Handout 1

Objective: Introduce the focus of the lesson

Procedure: Students find which of these words go with injury and which go with wound?

### Handout 1

**Exercises 1. Which of these words go with injury and which go with wound?**

Slight knife internal deep bullet back sports stab

INJURIES _____	WAUNDS _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Exercises 2. Match the following expressions with the pictures below:**

1. I've broken my arm.
2. I've sprained my wrist
3. I've cut my thumb
4. I've burnt my hand
5. I've got a nosebleed
6. I hit my head

**Activity 2**

Materials: Handout 2

Objective: Introduce the focus of the lesson

Procedure: Students complete the sentences using these words

**Handout 2**

**Exercises 1. Complete the sentences using these words**

Agony      blood      black

Pain      scratch      blisters

- a. She's in a lot of.....
- b. I'm..... and blue all over
- c. There was .....everywhere
- d. My feet are covered in.....

**Exercises 2. Complete the following dialogues with the phrases below**

- a) Burnt myself
- b) Cut myself
- c) Scratched myself
- d) Injured myself

- You've got blood on your face.- I know I just ....

- I..... taking something out oven last night.- I don't think it's too serious

- What' s the matter? I've just ..... - On the bushes.

### Activity 3

Materials: Handout 3

Objective: To teach students how to put the words in a correct order

Procedure: Match the phrases with the picture

#### Handout3

#### Exercises 1. Match the phrases with the picture

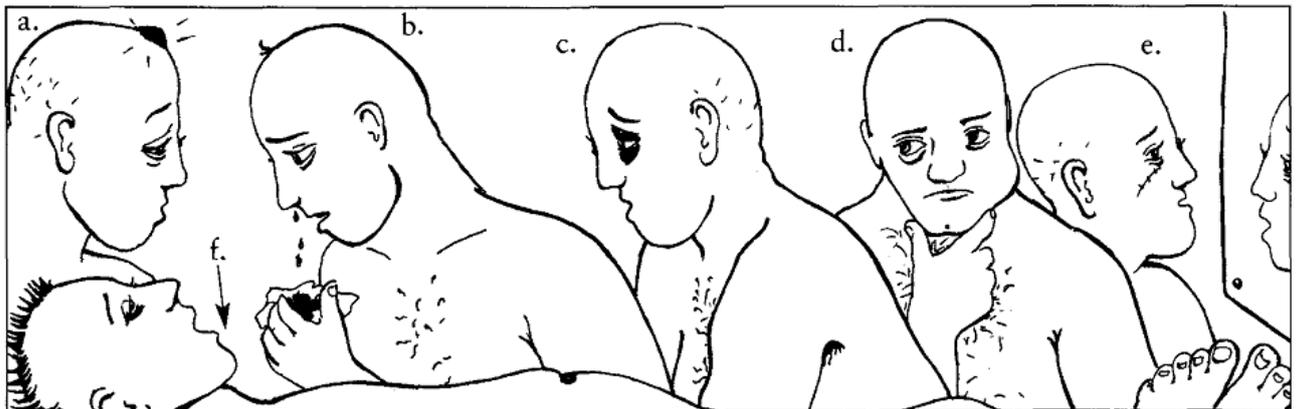
He is unconscious

It's bleeding

It's bruised

It's swollen

He has got black eye



#### Exercises 2. Make up situation using sentences below.

1. There was blood all over the place
2. Do you bleed easily
3. The operation only left small car
4. The bruise will disappear in a few days
5. Be careful or the wasp will sting you

## **Conclusion.**

Materials: Handout 4

Objective: To teach students how to put the words in a correct order

Procedure: Now use the language above to complete the following sentences

### **Handout 4**

**Exercises 1. Now use the language above to complete the following sentences**

I ran in the London Marathon on Sunday. My.....

Don't worry ..... I will get you a plaster.

I think we'd better call an ambulance. She is ....

My brother cut the top off his finger with a kitchen knife last night.....

I shut my fingers in the car door this morning. I was in.....

### **Homework.**

**Hay fever food poisoning flu an allergy bronchitis measles**

Make up sentences by using these words.

### **Glossary**

Bruise- a purple or brown mark.

Pain- the feeling when you have when part of your body hurts.

Injuries- a wound or damage to part of your body.

Wounded- injured by a weapon such as gun.

Scratch- To rub your skin with your nails.

## Lesson plan 15

**Course title:** Vocabulary

**Topic:** At the doctor's/ in the hospital

**Level:** Intermediate

**Aim:** to raise their awareness of the topics eating places, containers and contents

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. [www.englishclub.com/](http://www.englishclub.com/) , <http://dictionary.cambridge.org/dictionary/english>

**Time:**80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Warm-up</b></u> Ss answer the questions.	15 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for	T do vocabulary activities.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material	Students make some phrasal verbs	10 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary	T teaches some rules	20 min	Whole group	Handout 3
<b>Conclusion</b>	Students give reflection of the lesson.	The teacher gives home tasks.	15 min	Whole group	Handout 4

## Detailed process of the lesson.

### Warm up

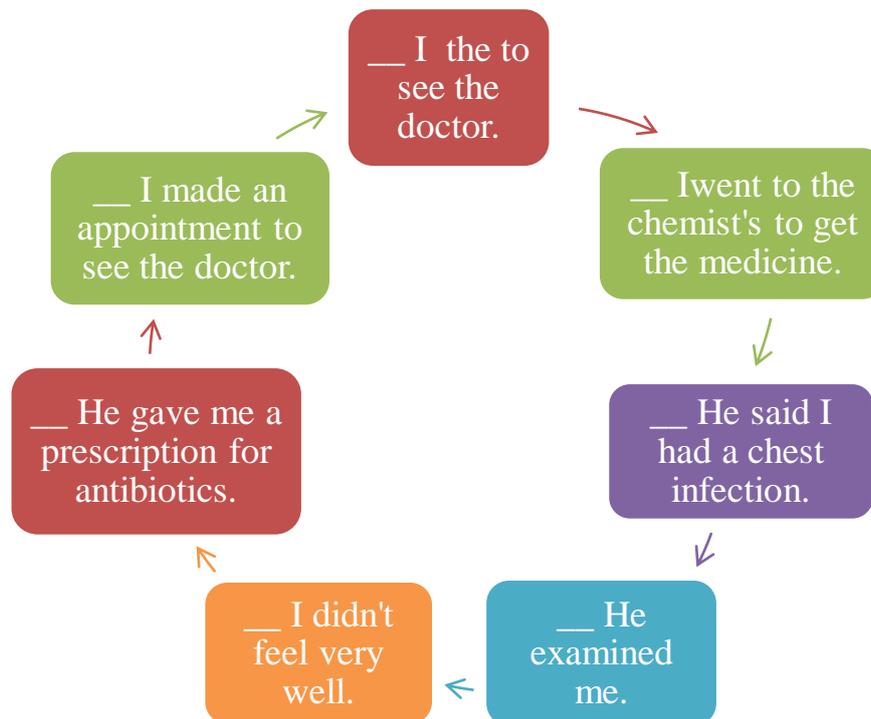
**Materials:** Warm up handout.

**Objective:** Introduce the focus of the lesson

**Procedure:** Teacher asks students these events in logical order.

### Warm up hand out.

**Look at the graph and put the events in order.**



### Activity 1

**Materials:** Handout 1

**Objective:** to use correct verb collocations.

**Procedure:** Students complete the phrases then match them with the pictures.

### Handout 1.

**Exercise 1. Use the verbs below to complete the following phrases.**

Give	}	_____you an injection	
		_____your blood pressure	_____you a prescription
Listen to	}	_____ your chest	_____a blood sample
		_____your temperature	_____ you a check-up
Take	}	_____ your pulse	

**Activity 2**

Materials: Handout 2

Objective: Learning new words and how to use

Procedure: To find the meaning of phrasal verbs through sentences.

**Handout 2**

**Exercise 1 Guess the meaning of the phrasal verbs in the bold.**

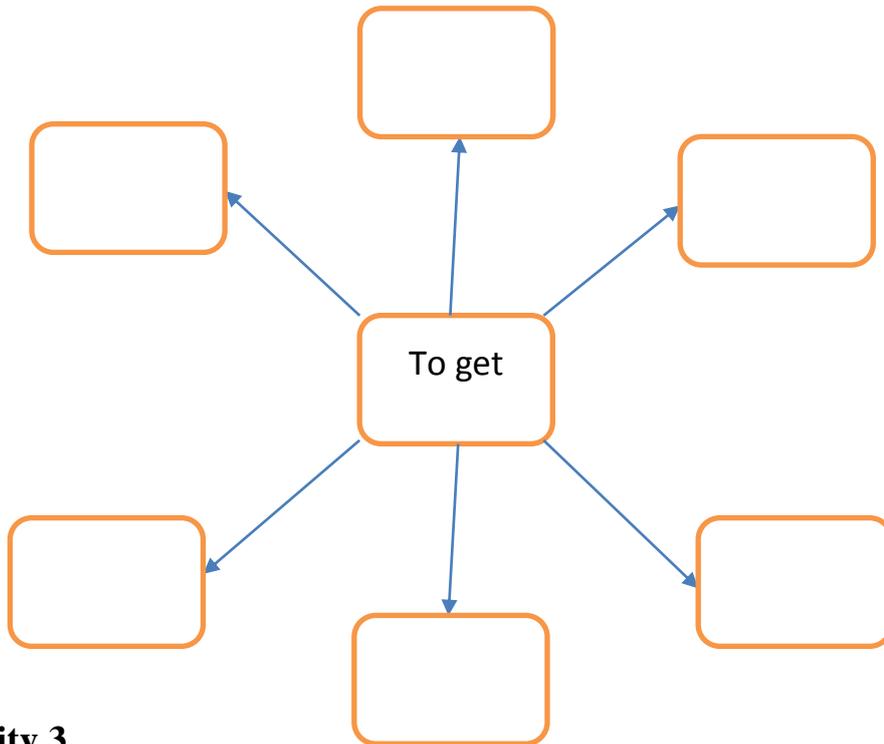
1. How long does it usually take you to **get over a cold**?
2. When you are bitten by insect. Does area around the bite usually **swell up**?
3. Have you ever **picked up** a stomach bug when travelling?
4. Have you ever tried steam when your nose **blocked up**?
5. If you **go down** with flu, do you usually still go to work?
6. Do you usually catch bugs that are **going around**?
7. Does your doctor usually **put** people **on** antibiotics?

**Answer key**

1. Get better after illness or feel good after something
2. When your parts of body become larger and rounder than usual often because of illness or injury
3. Catch an illness from somebody or something
4. When your nose is filled with something that prevents anything getting past

5. Become ill usually with a disease that is not serious?
6. A lot of people get an illness in the same time because it pass from person to person
7. Give somebody a particular type of medical treatment or food

**Exercise 2. Making some phrasal verbs related to theme with GET.**



**Activity 3**

Materials: Handout 3

Objective: To learning new words and as ... as structure

Procedure: Learning some grammar rules belonging to the theme.

**Handout 3**

We use **as adjective as** to show that two people or things are similar in some way.

In negative sentences, we use **not so ... as**

**Exercise 1. Rewrite sentences with as...as**

1. I saw Jane yesterday she was so white like ghost.

---

2. I was so upset last month,I felt days as black like night for me.

---

3. when he was child he was so fat like hippopotamus.

---

Answer key

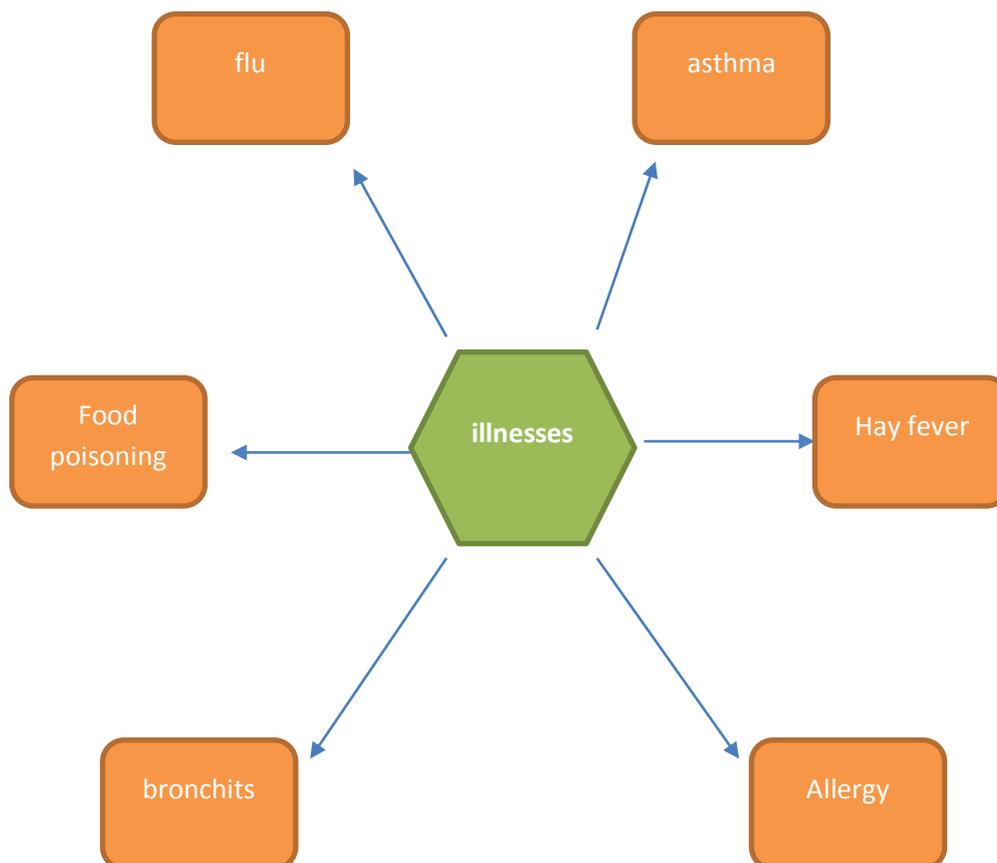
1. I saw Jane yesterday she was as white as ghost
2. I was so upset last month I felt days as black as night
3. When he was child he was as fat as hippopotamus.

**Conclusion.**

Materials: Handout 4

Objective: Summery of the lesson.

Procedure: Revise the definitions of illnesses and some information about them



**Homework:** Learning new words by heart and find new information on topic.

## **Glossary**

Suffer-to experience physical or mental pain

Seasick – feeling ill when you travel in a boat, because of the movement of the boat in the water

Recover – to get better after an illness, accident, shock etc.

Flu – a common illness that makes you feel very tired and weak, gives you a sore throat, and makes you cough and have to clear your nose a lot.

Cancer – a very serious disease in which cells in one part of the body start to grow in a way that is not normal.

Obesity – when someone is very fat in way that is unhealthy.

Spot – a particular place or area, especially a pleasant place where you spend time.

## Lesson plan 16

**Course title:** Vocabulary

**Topic:** Healthy lifestyle /Text - referring words, Onomatopoeic words

**Level:** Intermediate

**Aim:** to provide students with the new information Healthy lifestyle and new words related to text referring words - onomatopoeic.

**Materials:** English vocabulary in use. Cambridge University Press 2013; Enterprise 4. Virginia Evans- Jenny Dooley, 2012; Macmillan essential Dictionary. Macmillan

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><i>Warm-up</i></u> Teacher asks the meaning of words and their synonyms?	10min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary.	T introduces items of equipments that are necessary in health lifestyle	20 min	Group work	Handout 2
<b>While activity</b>	Students explore the material.	T explains how to use collocations referring healthy lifestyle and Onomatopoeic words	10 min	Individual pair work	Handout 3
<b>Post – Activity</b>	Students perceive the vocabulary.	T teaches Ss how to make word-formation using new word/.	20 min	Whole group	Handout4
<b>Conclusion</b>	To allow students to give a feedback	The teacher gives home tasks. Make up situational cases by using new words.	15 min	Whole group	

## Detailed process of the lesson.

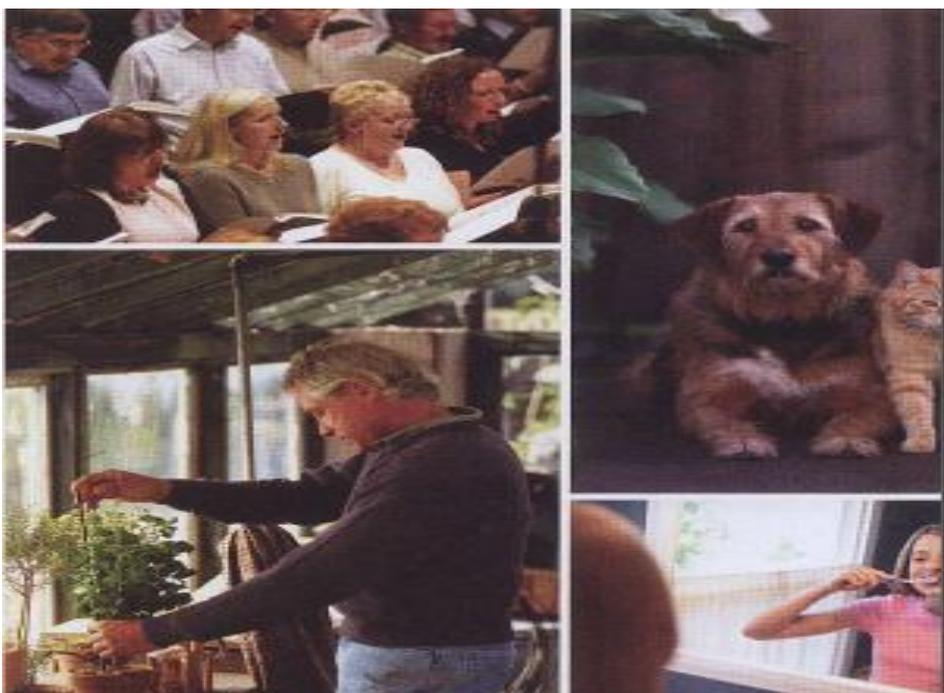
### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students to make exercise and discuss it

**Warm up handout. Look at the picture and discuss it.**



### Activity 1

Materials: Handout 1

Objective: Prepare students for vocabulary task.

Procedure: Put the following phrases into the correct box.

#### Handout 1

**Exercises 1. Put the following phrases into the correct box below**

Fresh fruit	a lot of stress at work
Smoking	regular exercise
Plenty of fresh air	too much alcohol
Lots of sugar	salad
Fish	too much salad

_____	IS HEALTHFULL FOR YOU
_____	
_____	
_____	IS BAD FOR YOU
_____	
_____	

**Exercises 2 . Which two nouns go with each of these verbs?**

- |            |                  |
|------------|------------------|
| 1. on      | a. Weight        |
| 2. Lose    | b. a gym         |
| 3. Put on  | c. a diet        |
| 4. Go on   | d. a few kilos   |
| 5. Resist  | e. chocolates    |
| 6. Cut out | f. a health club |

**Activity 2**

Materials: Handout 2

Objective: Practice the vocabulary

Procedure: Teacher asks students to make exercise and discuss it

**Handout 2**

**Exercises 1. Complete the following newspaper report with the correct form of these verbs:**

*Rush treat injure fight*

**Serious incident**

A zoo keeper was very seriously ..... today when he was attacked by a tiger at Whitened zoo in Yorkshire. Martin Kelly was attacked as he fed the animal in front

of several visitors. He was ..... to hospital in New York where doctors are....to save his life. Two elderly women who witness the whole attack were for shock.

**Exercises 2. Use the correct form of these verbs below. You will need to use some of them more than once.**

Put            need            do

Have        leave            give

1. I am going into hospital next month. I've got to....an operation on my knee.
2. I couldn't feel a thing. They.... me an injection first.
3. It's quite a long operation so we'llhave to ....a general anaesthetic.

### Activity 3

Materials: Handout 3

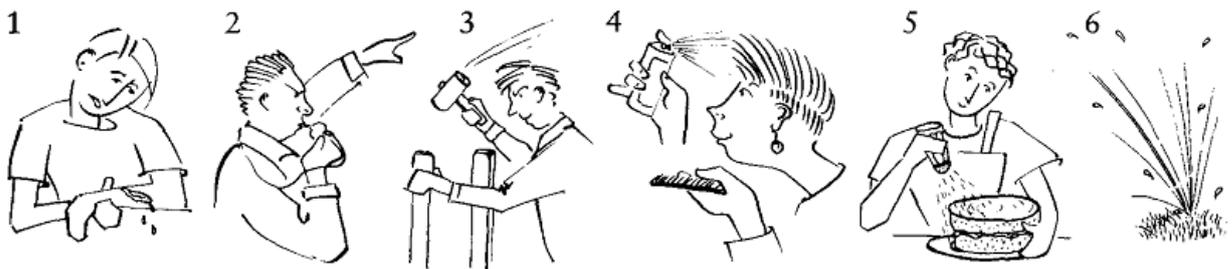
Objectives: To teach students how to use new words

Procedure: Students identify what words do these pictures represent?

### Handout 3. Onomatopoeic words

#### Exercises 1.

What words do these pictures represent?



*Key: 1. a gash in someone's arm 2. A referee whistling 3. Smb bashing something 4. Smb spraying their hair 5 smb sprinkling sugar on a cake 6. Water spurting out of the ground.*

**Onomatopoeic words** are those which seem to sound like their meaning. The most obvious examples are verbs relating to the noises which animals make, e.g. cows **moo** and cats **mew** or **meow**. More examples: **groan** [ make a deep sound forced out by pain], **grumble** [ complain in a bad-tempered way], **grunt** [ make a low, rough sound like pig do or people expressing disagreement or boredom], **growl** [ make a low, threatening sound], **spray** [liquid send through the air ], **gash** [a long deep cut or wound], **whistle** [ a high pitched noise made by forcing air], **bash**[ strike heavily so as to break or injure].

**Exercises 2. Which words fit best in the sentences below:**

1. She heard his key ..... as it turned in the lock.
2. The blades of the propeller ..... noisily.
3. I love to hear sausages.....in the pan.
4. They ..... glasses and drank to each others health.
5. There was a terrible car .....on the motorway today .
6. Everyone .....with disappointment at the news.

Key:1. Click 2. Whirred 3. Sizzling 4. Clinked 5. Crash 6. Groaned.

**Conclusion.**

Materials: Handout 4

Objectives: To sum up the lesson

Procedure: Students guess the meanings.

**Handout 4**

**Exercises 1 Can you guess the meanings of the underlined words from their sounds?**

1. The child splashed through the puddles
2. If you have a sore throat, try gargling with some salt water
3. If you couldn't concentrate on the play because of the rustle of sweet papers behind me.

**Homework. Pair the words below so that each case there is a noun and a matching verb**

Schoolchildren crackles tinkles a bad tempered person or dog

The bell on a cat's collar a boed child clanks whistles a fire giggle growls

a churchbell a steam train

### **Glossary**

Gargling- To clean the inside of your mouth and throat by blowing air through water or medicine

Resist-To stop yourself from having something that you like very much

Cut out-Remove something

Whistles- make a high or musical sound by blowing air out

Churchbell- a building where Christians go to worship.

## Lesson plan 17

**Course title:** Vocabulary

**Topic:** Binomials, idioms and fixed expressions.

**Level:** Intermediate

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP.

[www.learnersdictionary.com](http://www.learnersdictionary.com)

**Objectives:** to provide students with the opportunity to practice the vocabulary

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Material
<b>Warm up activity</b>	Introduce the focus of the lesson	<b><u>Brainstorming.</u></b> T distributes quiz cards and students answer the questions .	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary task	T distributes handout to Ss and asks to use words in the box according to the situations.	20 min	Group work	Handout 1
<b>While activity</b>	Students have a great opportunity to explore the material	Teacher divides students into the pairs and distributes the copies handout.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive vocabulary.	Ss to fill in the gaps	20 min	Whole group	Handout 3
<b>Conclusion</b>	Summary of the lesson	Teacher asks Ss fill in the gaps. <b>Homework.</b>	15 min	Whole group	Handout 4

## Detailed process of the lesson.

### Warm up

Materials: Warm up handout

Objective: Focus on the topic

Procedure: Teacher distributes cards and students answer the questions and discuss it.

### Warm up handout.

How much do you know about smoking?

- 1 •what proportion of the male adult global population smokes? a) a quarter b) almost half 3)over half
- 2 •which region of the world has the highest smoking rate? a) USA b) East Asia c) Europe
- 3 •In what year was smoking linked to lung cancer? a)1851 b)1901 c)1951
- 4 •How many toxic chemicals are there in cigarette smoke?a)50 b)1,000 c)4,000
- 5 •How many smokers in the UK want to quit?a)one in ten b)one in three c)two in three
- 6 •Which substance in cigarettes causes addiction? a)nicotine b)tar c)carbon monoxide
- 7 •The tobacco industry in the USA spend about \$5 million on advertising.a) a day b) a month c)a year
- 8 •How many yong teens (13-15) smoke worldwide? a) one in ten b) one in five c) one in three
- 9 •Of 1.000 young Australians who smoke, one will be murdered and fifteen will be killed on the road. how many will die from smoking? a) 50 b) 150 c) 250
- 10 •how many people could be fed by food crops grown instead of tobacco? a) 1-2 million b) 5-10 million c) 10-20 million

### Discuss the following questions in pair.

- What is the best way to stop smoking/ drinking?
- Should smoking/ alcohol drinking be banned in public places like trains, buses and restaurants? Why?/ Why not?
- How can young people be discouraged from taking up smoking?

### Activity 1

Materials: Handout 1

Object: Preparation of students for vocabulary task, to raise student awareness of idioms and fixed expressions.

Procedure: Teacher asks students complete the sentences with suitable idioms.

### Handout 1.

**Exercise 1. Complete the idioms in these sentences with one of key words given, as in example.**

*Calendar   shot   ocean   plate   block   handle   pie*

1. All the promises these politicians make! It is just pie in the sky. ( big promises that will never materialize)
2. The small amount of money donated is just a drop in the \_\_\_\_\_ compared with the vast sum we need. ( tiny contribution compared with what is needed )
3. You really dropped a \_\_\_\_\_ when you criticized the Americans last night; that man opposite you was from New York! (said something inappropriate/ embarrassing).
4. I can't do that job as well; I've got enough on my \_\_\_\_\_ as it is. ( have more than enough work)
5. When I told her she just flew off the \_\_\_\_\_. ( lost her temperature )
6. His father was a gambler too. He's a real chip of the old \_\_\_\_\_.( just like one's parents/ grandparents)
7. I wasn't really sure; I guessed it; it was just a \_\_\_\_\_ in the dark. ( a wild guess)

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

#### **TIPS FOR DEALING WITH IDIOMS.**

Think of idioms as being just like single words; always record the whole phrase in your notebook, along with information on grammar and collocation.

Idioms are usually rather informal and include an element of personal comment on the situation. They are sometimes humorous or ironic.

Idioms can be grouped in a variety of ways. Use whichever way you find most useful to help you remember them. Here are some possible types of grouping: grammatical, by meaning, by verb or other key word.

## Activity 2

Materials: Handout 2

Objective: to explain students binomials

Procedure: students find a word which can form a binomial, as in the example.

### Handout 2

**Exercise 1.** In the left-hand box below are the first words of binomials. On the right are one of words, some of which you will need, and some you will not. Your task is to find a word on the right which can form a binomial with left-hand word, as in example *law and order*.

Law		Money tidy	drop	
Now		tired	soon	snow
Hit		pay	bounds	terrible
Clean		clocks	after	whisper
Pick		order	then	dogs
sick		scratch	heart	
leaps		choose	flowers	miss
		chase		

and

### Exercise 2.

Now use them to make informal sentences by re-writing these.

1. There are a lot of courses. You can make your own selection.
2. The flat looks all neat and spotless now for our visitors.
3. I have had enough of traffic jams. I'm going to start using the train.
4. Finding the right people was rather difficult; sometimes we succeeded, sometimes we failed.
5. My knowledge of English has progressed rapidly since I've been using this book.
6. The new prime minister promised that efficient policing would be the most important priority.
7. I've seen her occasionally, taking her dog for a walk.

### Activity 3

Materials: Handout 3

Objective: Students perceive the vocabulary they have learned.

Procedure: Students fill in the gaps, match the words with their definitions.

#### Handout 3

##### Exercise 1. Fill in the gaps.

*Consumption, affects, stimulates, causing, harmful alcohol, beneficial.*

Short-term effects of alcohol consumption include intoxication and dehydration. Long-term effects of alcohol \_\_\_\_\_ include changes in the metabolism of the liver and brain and alcoholism. Alcohol intoxication \_\_\_\_\_ the brain, causing slurred speech, clumsiness, and delayed reflexes. Alcohol \_\_\_\_\_ insulin production, which speeds up glucose metabolism and can result in low blood sugar, \_\_\_\_\_ irritability and possibly death for diabetics. A 2014 World Health Organization report found that \_\_\_\_\_ consumption caused about 3.3 million deaths annually worldwide.

However, some effects of alcohol consumption are \_\_\_\_\_. Although even moderate alcohol consumption increased the risk of death in younger people, it has been shown to decrease the risk of death for individuals ages 55+ (due to decreased risk of ischemic heart disease).

##### Exercise 2. Match the words with their definitions.

- 
- |   |  |
|---|--|
| <b>a. Alcohol poisoning</b>                 | <b>1. the damage to physical health caused by drinking too much alcohol</b>                                |
| <b>b. blood alcohol concentration (BAC)</b> | <b>2. the amount of alcohol in the bloodstream</b>   |
| <b>c. alcoholism</b>                        | <b>3. disease in which a person is physically or psychologically dependent on alcohol</b>                  |
| <b>d. flashback</b>                         | <b>4. an event in which a hallucinogen's effects happen again long after the drug was originally taken</b> |
| <b>e. intoxication</b>                      | <b>5. the physical and mental changes produced by drinking alcohol</b>                                     |
-

## Conclusion.

Materials: Handout 4

Objective: Summary of the lesson.

Procedure: Students fill in the gaps

## Handout 4

**Exercise 1.** These binomials don't have *and* in the middle. What do they have?

1. Sooner \_\_\_\_\_ later    3. Back \_\_\_\_\_ front    5. Slowly \_\_\_\_\_ surely  
2. All \_\_\_\_\_ nothing    4. Sink \_\_\_\_\_ swim    6. Make \_\_\_\_\_ break.

## Exercise 2.

**Without using a dictionary, try to guess the meaning of these idioms from the context.**

1. It's midnight. Time to hit the sack!
2. This is just kid's stuff. I want something challenging!
3. He was down and out for two years, but then he got a job and found a home for himself.

## Homework.

**How would you organize this selection of idioms into different groups? Use some of the ways suggested above, plus any other ways you can think of.**

Be in a fix      child's play      rough and ready      be up to it  
hold your tongue      be out of sorts      hold your horses  
a fool's errand      odds and ends      stay mum      give or take.

## Glossary

alcohol poisoning - the damage to physical health caused by drinking too much alcohol

alcoholism - a disease in which a person is physically or psychologically dependent on alcohol

blood alcohol concentration (BAC) - the amount of alcohol in the bloodstream

central nervous system (CNS) - consists of the brain and spinal cord

cirrhosis - a deadly disease that replaces healthy liver tissue with useless scar tissue

depressant - a drug that decreases body activity

designer drug - a drug that is produced by making a small chemical change to a drug that already exists

drug - any chemical substance that causes a change in a person's physical or psychological state

drug addiction - the uncontrollable use of a drug

fetal alcohol syndrome (FAS) - birth defects that affect an unborn baby that has been exposed to alcohol

flashback - an event in which a hallucinogen's effects happen again long after the drug was originally taken

hallucinogen - any drug that causes a person to hallucinate

## Lesson plan 18

**Course title: Vocabulary**

**Topic:** Family values / Likes, dislikes, and desires. Speaking.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher offers to brainstorm "Values".	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	To get information about <i>likes, dislikes</i> .	Teacher explains the correct usage of the words & expressions of the topic.	20 min	Whole group	Activity-1. Handout 1
<b>While activity</b>	To get information about <i>desires</i> , and <i>speaking</i> .	Teacher distributes handouts with the activities to every expression.	20 min	Individual work	Activity-2. Handout 2
<b>Post activity</b>	To estimate Ss' thinking ability on the topic.	Teacher asks Ss to edit as much information about the topic as possible.	20 min	Pair work / Individual work	Activity-3. Handout 3
<b>Conclusion</b>	To allow to create a story on the topic.	<u>Homework:</u> Teacher summarizes the lesson and gives home task.	10 min	Individual work	Activity-4. Handout 4



## Words and expressions relating to liking

I **quite liked** Tom when we first met. However, although lots of my friends said they found him attractive, I didn't **fancy** him at all. He invited me out and I must admit that I was more **tempted** by his sports car than by him at first. However, I really enjoyed spending time with him. He **fascinated** me with his stories of his travels around the world and something mysterious about his past also **attracted** me. Moreover, we were both very **keen on** sailing. Soon I realized I had **fallen in love** with him. His sense of humor really appealed to me and I was also **captivated by** his gift for poetry. Now, three years later I absolutely **adore** him and I cannot understand why I didn't **fall for** him the moment we first set eyes on each other. He is a very **caring** person, **fond of** animals and small children. He is always **affectionate** and **loving** towards me and **passionate about** the causes he believes in and the people he **cares for**. I hope we shall always **worship** each other as much and be as **devoted to** our life together as we are now.

## Words and expressions relating to disliking

**Loathe, detest, hate, cannot stand** and **cannot bear** are all stronger ways of saying dislike and they are all followed by a noun or an -ing form.

*ex: I loathe / detest / hate / cannot stand / cannot bear bad-mannered people.*

**Repel, revolt** and **disgust** are all strong words used to describe the effect which something detested has on the person affected.

*ex: His paintings disgust me. I was revolted by the way he spoke. His behavior repels me.*

### Exercise 1.

Look at the words and expressions in the box and decide if they have a positive connotation (for example, they tell us that somebody *likes* something) or a negative connotation (for example, they tell us that somebody *dislikes* something).

loathe • yearn for • passionate about • fond of • captivated by • fancy • keen on  
look forward to • dread • long for • appeal to • detest • cannot stand • repel  
attracted to • fascinated by • tempted by • disgust • revolt • cannot bear

## Exercise 2.

Now look at these pairs of sentences. Sometimes, both sentences are correct, sometimes one of them is wrong (for example, the construction is wrong) or it does not sound natural. Decide which ones.

1. A. It was well-known that he was loathed by the other teachers.  
B. It was well-known that the other teachers loathed him.
2. A. His sense of humor is appealed to by watching other people suffer.  
B. Watching other people suffer appeals to his sense of humor.
3. A. Sport is passionate about by a lot of people.  
B. A lot of people are passionate about sport.
4. A. Animals are quite fond of by British people.  
B. British people are quite fond of animals.
5. A. The first time I visited Venice, I was captivated by the city.  
B. The first time I visited Venice, the city captivated me.
6. A. Going to the cinema tonight is fancied by me.  
B. I fancy going to the cinema tonight.
7. A. From a young age, the idea of travelling was keen on me.  
B. From a young age I was keen on the idea of travelling.
8. A. She was attracted to the tall, handsome man who had helped her.  
B. The tall, handsome man who had helped her attracted her.
9. A. It is a well-known fact that students dread exams.  
B. It is a well-known fact that exams are dreaded by students.
10. A. Most children long for the long summer holiday to arrive.  
B. The long summer holiday is longed for by most children.

## Activity 2.

Materials: Handout 2.

Objective: To get information about *desire*.

Procedure: Teacher distributes handouts with the activities to the expression.

Students analyze them.

## Handout 2.

### Words and expressions relating to desiring

**Desire** is used either as a formal verb to express a sexual wish for someone or else it is quite a formal word for wish.

*ex: He **desired** her the moment he saw her.*

*I have a **strong desire** to see the Himalayas before I die.*

**Looking forward to** means thinking about something in the future with pleasant anticipation. The opposite of **look forward to** is **dread**.

*ex: I am **looking forward to** going to Fiji but I'm **dreading** the flight.*

**Note:** 'to' is a preposition here and not part of the infinitive and is followed by a noun or an -ing form.

**Long for** means to wish for something very much.

*ex: As soon as I get back from one holiday, I'm **longing for** the next.*

**Yearn for** is a more poetic way of saying **long for**.

*ex: He will never stop **yearning for** his country although he knows he can never return.*

### Exercise 1.

Complete the following sentences.

- 1 Misogynists hate .....
- 2 Ornithologists are fascinated by .....
- 3 People who suffer from arachnophobia find .....
- 4 Kleptomaniacs are constantly tempted to .....
- 5 Masochists enjoy .....
- 6 Optimists look forward to .....

### Exercise 2.

Reword the sentences without changing the meaning. Use the words in brackets.

**Example:** I very much enjoy his novels. (love)

I love his novels.

1. I strongly dislike jazz. (stand)
2. Beer makes me feel sick. (revolt)
3. I don't really care for tea. (keen)

4. His art attracts me. (appeal)
5. She has totally charmed him. (captivate)
6. Do you fancy a pizza tonight? (like)
7. She likes rowing and golf. (keen)
8. I'm dreading the exam. (look)

### Activity 3.

Materials: Handout 3.

Objective: To get information about *speaking*.

Procedure: Teacher distributes handouts with the activities to the expression.

Students analyze them.

### Handout 3.

#### Words and expressions relating to speaking

It is possible to give an idea of the way someone speaks by using a speaking verb, plus an adverb. *For example, 'He said proudly'. 'She spoke angrily'.*

This is most common in written style.

Some useful adverbs describing the way someone is feeling while they are **speaking**.

**If someone feels angry:** angrily crossly furiously bitterly

**If someone feels unhappy:** unhappily gloomily miserably uneasily sadly

**If someone feels happy:** happily cheerfully gladly hopefully eagerly

**If someone feels worried:** anxiously nervously desperately hopelessly

Other useful adverbs are boldly, excitedly, gratefully, impatiently, passionately, reluctantly, shyly, and sincerely.

### Exercise 1.

Add the appropriate adjectives and nouns to the table below.

Adverb	Adjective	Noun
--------	-----------	------

Angrily  
Furiously  
Bitterly  
Miserably  
Cheerfully  
Gratefully  
Anxiously

**Exercise 2.**

**Choose the verb which best fits the meaning of the sentences.**

*Example:* 'I love you,' he *murmured*.

- 1 'It was I who broke the vase,' he .....
- 2 'I am the cleverest person in the class,' the little boy .....
- 3 'Look, there's a mouse over there!' he .....
- 4 'I'll stop your pocket money if you don't behave,' she .....
- 5 'I d-d-d-did it,' he .....
- 6 'Please, please, help me,' he .....
- 7 'This hotel is filthy,' she .....
- 8 'Go on, Jim, try harder,' he .....

**Conclusion**

Materials: Handout 4.

Objective: To analyze the words to the topic.

Procedure: Teacher places the list of words devoting to the topic. Students analyze them.

**Handout 4.**

Give as much information about the following words as possible.

Family Values	
LOVE	TRUST
VALUES	RESPECT
PRAYERS	FRIENDSHIP
SACRIFICE	COMMITMENTS
HELPFULNESS	RELATIONSHIPS
RESPONSIBILITY	LOVE FOR GOD
COMMUNICATIO	THANKS GIVING

### Homework

To create a story using the list of Handout 4.

### Glossary

**Accomplishment (n)** – the successful completing of something.

**Argue (v)** – to speak angrily to somebody because you disagree with them.

**Desire (n)** – successful completing of something.

**Fulfillment (n)** – an impressive thing that is done or achieved after a lot of work.

**Like (v)** – a feeling to find somebody/something pleasant, attractive or satisfactory; to enjoy something.

**Speak (v)** – to talk to somebody; to have a conversation.

**Success (n)** – a person or thing that has achieved a good result and been successful.

## Lesson plan 19

**Course title: Vocabulary**

**Topic:** Family values / Idioms describing feeling and mood. Idioms connected with problematic situations.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new idiomatic expressions related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher offers Ss to analyze the topic using the words of the new vocabulary.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	To learn vocabulary references of the topic	Teacher distributes handout and asks Ss to differentiate the vocabulary references and do the ex-s.	20 min	Pair work / Individual work	Activity-1. Handout 1
<b>While activity</b>	To study the kinds of idioms related to the topic.	To get acquainted with the Idioms describing <i>feeling</i> and <i>mood</i> .	20 min	Group work	Activity-2. Handout 2
<b>Post activity</b>	To achieve the usage of the idioms in speech.	Working with idioms connected with <i>problematic situations</i> .	20 min	Individual work	Activity-3. Handout 3
<b>Conclusion</b>	To create a short story based on idioms.	<u>Homework:</u> Teacher summarizes the key points of the lesson and gives home task.	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students analyze the given picture and brainstorm it.

### Warm up handout.

Analyze the topic using words from *Vocabulary reference*.

#### Positive characteristics, feelings and attitudes

appreciative cheerful co-operative enthusiastic generous even-tempered industrious kind optimistic respectful sensible sympathetic

#### Negative characteristics, feelings and attitudes

rebellious moody insensitive cruel ungrateful selfish pessimistic idle miserable passive impulsive stubborn



**Activity 1.**

Materials: Handout 1.

Objective: To learn Vocabulary references of the topic.

Procedure: Teacher explains the differences between groups of words & expressions of the topic and asks to work with Handout 1.

**Handout 1.**

**Exercise 1.**

**Complete the definitions using words from *Vocabulary reference: Positive characteristics, feelings and attitudes.***

1. Behaving in a way that shows you care about other people.....
2. A person who does not behave too emotionally.....
3. Being able to understand how others feel.....
4. Being grateful for things others do for you.....
5. Always hoping for the best.....
6. Not doing silly things.....
7. Able to share with others.....
8. Someone who often seems happy or positive.....
9. Being good at working with other people.....
10. Someone who works hard.....
11. A person who is full of energy and interested in things.....
12. Feeling that someone or something is important.....

**Exercise 2.**

**Decide which words from *Vocabulary reference: Positive characteristics, feelings and attitudes* can be made negative using a prefix *un-* or *dis-*.**

- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

## Activity 2.

Materials: Handout 2.

Objective: To study the kinds of idioms related to the topic.

Procedure: To get acquainted with the Idioms describing *feeling* and *mood*.

## Handout 2.

### Idioms describing feeling and mood.

An idiom is a special kind of phrase. It is a group of words which have a different meaning when used together from the one it would have if the meaning of each word were taken individually. If you do not know that the words have a special meaning together, you may well misinterpret what someone is saying, or be puzzled by why they are saying something that is untrue or irrelevant.

Idiomatic expressions or idioms and phrasal verbs are, in a very broad sense, metaphorical, rather than literal. They are also in a way that makes them different from literal expressions. Because they are metaphorical, one cannot usually discover their meanings by looking up the individual words in an ordinary dictionary. Because they are more or less invariable, both in wording and in certain grammatical ways, they cannot be changed or varied in the way literal expressions are normally varied, either in speech or writing. Idioms tend to have other characteristics in common, although these do not apply generally to every case. Most, but not all, of these expressions are phrases of two or more words. Moreover, these expressions belong to informal spoken English rather than to formal written English.

#### A. Positive feelings, moods and states

Jo's as happy as the day is long, [extremely content]

Mary seems to be on cloud nine these days, [extremely pleased / happy]

Everyone seemed to be in high spirits, [lively, enjoying things]

She seems to be keeping her chin up. [happy despite bad things]

#### B. Negative feelings, moods and states

He had a face as long as a fiddle, [looked very depressed / sad]

She certainly looked down in the dumps, [looked depressed / sad]

Gerry is in a (black) mood, [a bad mood / temper]

Mark was like a bear with a sore head, [extremely irritable]

#### C. Physical feelings and states

I could eat a horse! [very hungry]

I'm feeling all in. [exhausted]

You're looking a bit under the weather, [not very well / ill]

She looked, and felt, on top form, [in good physical condition]  
I suddenly felt as if my head was going round, [dizzy]  
I was almost at death's door last week! [very sick or ill]  
Old Nora's as fit as a fiddle, [very fit indeed]

#### **D. Fear/fright**

She was scared stiff. [very scared]  
She frightened the life out of him. [frightened him a lot]  
We were all shaking in our shoes. [trembling with fear]  
The poor lad was scared out of his wits. [very scared indeed]  
I jumped out of my skin when I heard the bang. [gave a big jump]

#### **Exercise 1.**

##### **Complete the idioms in these sentences.**

1. Don't creep up behind me like that! You frightened the...
2. I don't need a doctor, I just feel a bit under...
3. As long as he has his car to work on, he's as happy...
4. Last year, when I won that medal, I really was on...
5. I wasn't expecting such a loud bang; I nearly jumped...
6. I've had nothing since lunch; I could...
7. I feel a bit down this week; last week I felt on top...

#### **Exercise 2.**

##### **Now use the idioms to rewrite these sentences.**

1. I can't decide about that job in Paris.
2. I've been in suspense all day. What's happened? Tell me!
3. Her son became restless to travel and went off to Uruguay.
4. Everyone protested loudly when they cancelled the outing.

#### **Activity 3.**

Materials: Handout 3.

Objective: To achieve the usage of the idioms in speech.

Procedure: Working with idioms connected with *problematic situations*.

#### **Handout 3.**

## Idioms connected with problematic situations.

To take a back seat [not do anything; let others act instead]

To stir things up [do/say things that make matters worse]

To keep one's cards close / to one's chest [hold back information]

To take the bull by the horns [act positively to face and attack the problem]

To pour oil on troubled waters [do/say things that calm the situation down]

To lay one's cards on the table [be very open, state exactly what your position is]

### Exercise 1.

Here are some more idioms connected with situations. From the context, can you paraphrase their meaning, as in the example?

1. It's not working; we'll have to go back to square one, *go back to the beginning again*
2. The teachers want one thing; the students want the exact opposite. I'm sure we can find a happy medium.
3. We were on tenterhooks all night waiting for news from the hospital. They finally rang us at 6.30 a.m.
4. Poverty and crime go hand in hand in this part of town.
5. You've been in a lot of trouble lately; you'd better toe the line from now on.

### Idioms related to situations based on *get*

This has to be done by next week; we must **get our act together** before it's too late. [organize ourselves to respond; informal]

We need a proper investigation **to get to the bottom** of things. [find the true explanation for the state of affairs]

It's quite difficult **to get people to sit up** and take notice. [make them pay attention]

I'm trying **to get a grasp** of what's happening; it's not easy. [find out / understand]

## Conclusion

Materials: Handout 4.

Objective: To review the idioms of the lesson.

Procedure: Students do the task of Handout 4.

## **Handout 4.**

### **What questions could be asked to get these answers?**

1. Well, we've buried the hatchet for the moment, but I'm sure it's not for good.
2. Yes, it's been a real turning-point in my career.
3. Yes, I think it would go a long way. You know how sensitive he is, and how he appreciates little gestures.

## **Homework.**

**Make a short story using idiomatic expressions of the lesson.**

## **Glossary**

**Characteristics (n)** – a typical feature or quality that smb/smth has.

**Children (n)** – young human beings who are not yet adults.

**Family (n)** – a group consisting of one or two parents, their children and close relations.

**Fear (n)** – the bad feeling that one has when he/she is in danger, when smth bad might happen, when particular thing frightens someone.

**Feeling (n)** – smth that you feel through the mind or through the senses.

**Idiom (n)** – a group of words which have a different meaning when used together from the one.

**Mood (n)** – the way when smb feels at a particular time.

**Relationship (n)** – the way when people, groups, countries behave towards each other or deal with each other.

## Lesson plan 20

**Course title: Vocabulary**

**Topic:** Time / Family, marriage, divorce.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher gives instructions about idioms related to <i>Relationship</i> .	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	To get acquainted with new vocabulary of the topic.	Teacher explains values of the family through pictures and materials in distributed handout.	20 min	Whole group	Activity-1. Handout 1
<b>While activity</b>	Ss have an opportunity to explore the materials of the topic.	Teacher distributes Handout 2 and asks to work with it.	20 min	Individual work	Activity-2. Handout 2
<b>Post activity</b>	To estimate Ss' thinking ability on the topic.	Description of one of the family members according to the questioner.	20 min	Individual work	Activity-3. Handout 3
<b>Conclusion</b>	To make a story based on the picture.	Homework: Teacher summarizes the lesson and gives home task	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Teacher gives instructions about idioms related to *Relationship*.

### Warm up handout.

### Phrases and idioms for relationships

Jo and I **get on well with** each other, [have a good relationship]

Adrian and Liz **don't see eye to eye**. [often argue/disagree]

I've **fallen out** with my parents again, [had arguments]

Tony and Jane have **broken up / split up**. [ended their relationship]

George is **having an affair** with his boss, [a sexual relationship, usually secret]

Children should respect their **elders**, [adults/parents, etc.]

Let's try and **make it up**. [be friends again after a row]

She's my junior / I'm her senior / I'm senior to her, so she **does what she's told**,  
[refers to position/length of service at work]

### Activity 1.

Materials: Handout 1.

Objective: To get acquainted with new vocabulary of the topic.

Procedure: Teacher explains values of the family through pictures and materials and asks to work with Handout 1.

### Handout 1.

**Exercise 1. The person who typed this book has got some of the phrases and idioms opposite mixed up with one another. Correct them.**

1. Jo and Phil don't get on eye to eye with each other.
2. I fell up with my parents last night. It wasn't my fault.
3. We had a quarrel but now we've made it well.
4. Do you think Jim and Nora are making an affair? I do.
5. I see very well with all my colleagues at work.
6. She should learn to respect her elders.

**Exercise 2.**

**How many relationships can you find between the people in column “A” and column “B”, using words from the left-hand page?**

*Example: John Silver and Lorna Fit were once colleagues.*

<b>A</b>	<b>B</b>
<i>John Silver:</i> owns a language school for business people in Bath. Worked at the Sun School, Oxford, 1984-5.	<i>Nora Costa:</i> was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.
<i>Josh Yates:</i> politician, was married to Eve Cobb 1973-1980. Met Bill Nash a couple of times.	<i>Bill Nash:</i> works every day with John Silver. Shared flat years ago with Eve Cobb.
<i>Ada Brigg:</i> was married to Bill Nash 1981-4. Swam for Britain in 1982 Olympics.	<i>Fred Parks:</i> politician. Knew Ada Brigg years ago, but not very well.
<i>Ana Wood:</i> has lived as a couple (unmarried) with Bill Nash for the last five years.	<i>Lorna Fit:</i> taught at Sun School Oxford 1980-7. Lives with Josh Yates.

**Actiivity 2.**

Materials: Handout 2.

Objective: To explore the materials of the topic.

Procedure: Working with handout.

**Handout 2.**

**Family values**, sometimes referred to as **familial values**, are traditional or cultural values (that is, values passed on from generation to generation within families) that pertain to the family's structure, function, roles, beliefs, attitudes, and ideals. In the social sciences, sociologists may use the term "traditional family" in order to refer specifically to the child-rearing environment that sociologists formerly called the norm. This "traditional family" involves a middle-class family with a breadwinner father and a homemaker mother, raising their biological children. Any deviation from this family model is considered a "nontraditional family". Nontraditional families, nevertheless, make up the majority of American households, as of now.

**We value families.** The family is society's primary institution for raising children, caring for the elderly, and passing on and developing the values of society. It is usually the source of both our greatest loves and our greatest sorrows. It is the main mediating institution between the individual and the state – the basic social unit of our culture. For these reasons, most of us see the family as our central and most enduring commitment beyond the self.



**Exercise 1.**

**Match these words with their opposites.**

- |               |              |
|---------------|--------------|
| 1 Clever      | Introverted  |
| 2 Extroverted | tight-fisted |
| 3 Rude        | Courteous    |
| 4 Cruel       | Gregarious   |
| 5 Generous    | kind-hearted |
| 6 Unsociable  | half-witted  |

**Exercise 2.**

Look at the words and expressions in *bold* in the following sentences and decide if we generally consider them to have a positive connotation or a negative connotation.

1. At the interview, the manager was impressed by her **astute** comments.
2. **In the power struggle** between men and women, neither side will win.
3. After the takeover, the staff hoped that things would improve, but the new manager was just as **ruthless** as the man he replaced.
4. Some men believe that women are the **weaker sex** and should leave real work to men.
5. Our boss is a **male chauvinist** and believes that women should get less money than men for the same job.
6. John doesn't consider women to be very intelligent. To him, they are just **sex objects**.
7. Our company is **male-dominated**; all the top management positions are occupied by men.
8. Maureen is a **multi-faceted** worker. She is able to do a number of different jobs, often at the same time.
9. He holds **egalitarian** views and believes that everybody should be treated equally.
10. The new management has taken steps to ensure **equality** in the office; from now on, everyone will receive the same money regardless of their sex or age.
11. **Militant feminists** have thrown paint at a well-known television personality in order to stress their views.

POSITIVE	NEGATIVE

**Activity 3.**

Materials: Handout 3.

Objective: To estimate students' thinking ability on the topic.

Procedure: Description of one of the family values.

**Handout 3.**

**We value marriage.** The marital commitment is a foundation of strong families. While divorce may be the least bad alternative for a damaged marriage, today's high divorce rate is a troubling sign for families. We value marriage as an equal partnership, based on shared commitment, compromise and responsibility, not domination or inequality.



**Divorce** (or *dissolution of marriage*) is the termination of a marriage or marital union, the canceling and/or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country and/or state. Divorce laws vary considerably around the world, but in most countries divorce requires the sanction of a court or other authority in a legal process, which may involve issues of alimony, child custody, child visitation/ access, parenting time, child support, distribution of property, and division of debt. In most countries, monogamy is required by law, so divorce allows each former partner to marry another person; where polygamy is legal but polyandry is not, divorce allows the woman to marry a new husband.



Divorce should not be confused with annulment, which declares the marriage null and void; with legal separation or de jure separation ( a legal process by which a married couple may formalize a de facto separation while remaining legally

married) or with de facto separation ( a process where the spouses informally stop cohabiting ). Reasons for divorce vary, from sexual incompatibility or lack of independence for one or both spouses to a personality clash.

## Exercise 1.

### Vocabulary reference

#### Describing relationships

take after someone look like someone be close to someone get on (well) with someone have something in common with someone get together with someone see someone

**Match the phrases from *Vocabulary reference: Describing relationships* with the sentences. There is more than one possible answer for one sentence.**

- 1 What a cute baby, he's got your nose and eyes - he really..... you.
- 2 Don't you think that Muna..... Julia Roberts? They've got the same hair and she wears similar clothes.
- 3 Our family is always together - we're very ..... to each other.
- 4 Sara isn't single any more, she's..... Roberto, they .....at a party last week.
- 5 I think my boss is great; we ..... together and I enjoy working for her.
- 6 We both like rap music and we both support Manchester United - we've got a lot.....

## Exercise 2.

### Vocabulary reference

#### Positive characteristics, feelings and attitudes

Appreciative cheerful co-operative enthusiastic generous even-tempered industrious kind optimistic respectful sensible sympathetic

**Decide which words from *Vocabulary reference: Positive characteristics, feelings and attitudes* can be made negative using a prefix *un-* or *dis-*.**

- |         |        |
|---------|--------|
| 1 ..... | 4..... |
| 2.....  | 5..... |
| 3.....  | 6..... |

### Conclusion

Materials: Handout 4.

Objective: To summarize opinions about topic..

Procedure: Students do the task of Handout 4.

#### **Handout 4.**

**Describe someone from your family. Tell the followings:**

- How this person is related to you
- What's your opinion of his/her family status?
- Reasons of describing this very person

#### **Homework.**

**Make a story based on this picture.**



#### **Glossary**

**Divorce (n)** – the legal ending of marriage.

**Marriage (n)** – the legal relationship between a husband and wife.

**Monogamy (n)** – the fact or custom of being married to only one person at a particular time.

**Personality (n)** – the various aspects of a person's character that combine to make them different from other people.

**Society (n)** – people in general, living together in communities.

**Timing (n)** – a particular point or period of time when something happens or planned.

**Value (n)** – the quality of being useful or important.

**Wedding (n)** – a marriage ceremony, and the meal or party that follows it.

## Lesson plan 21

**Course title: Vocabulary**

**Topic:** Obligation, need possibility and probability / Love and romance, feelings and emotions.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher offers Ss to analyze the diagram of <i>feelings &amp; emotions</i> .	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation students for vocabulary practice	Students work with Handout 1.	20 min	Individual work	Activity-1. Handout 1
<b>While activity</b>	To perceive obligation rules	Teacher explains obligation rules and offers to do the exercise.	20 min	Individual / group work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive the vocabulary they've learned	Teacher offers to obtain information and do tasks of Handout 3.	20 min	Pair work	Activity-3. Handout 3
<b>Conclusion</b>	To create a love story.	Homework: Teacher summarizes the lesson and gives home task	10 min	Whole group	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

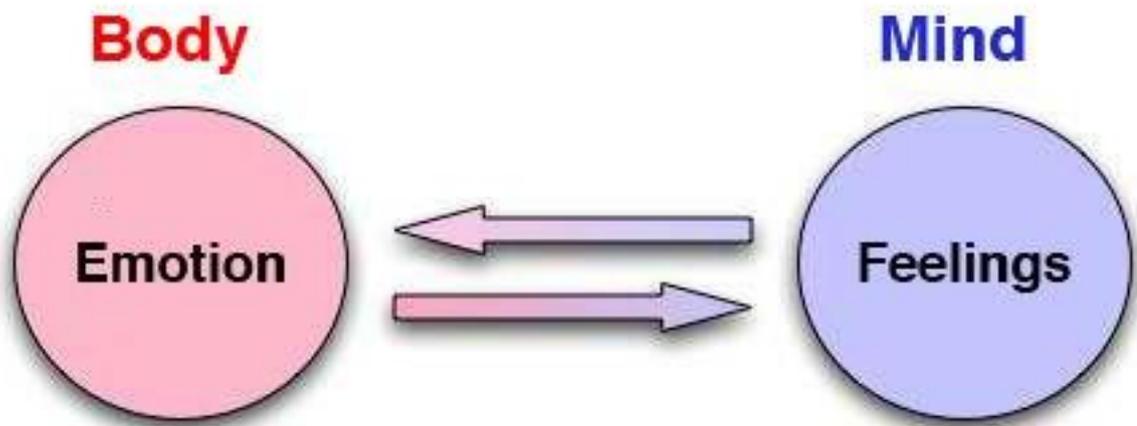
Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Teacher offers to analyze the diagram of *feelings & emotions*.

### Warm up handout.

What can you declare about this “Body-Mind” diagram?



### Activity 1.

Materials: Handout 1.

Objective: Preparation students for vocabulary practice.

Procedure: Students work with Handout 1.

### Handout 1.

### Exercise 1.

Investigate the rules and compare with the similar ones in your native language.



### Exercise 2.

Complete the sentences using *must be* or *can't be*.

- 1 Achieving a 9.0 at IELTS .....easy.
- 2 Are you asking me to do your homework for you? You..... joking!
- 3 There's a light on in his office - h e ..... working late.
- 4 There aren't any cars outside the house, so it ..... the one where they're having the party.
- 5 Susan's on holiday in Spain, so that..... her.
- 6 He's wearing a white coat and carrying a clipboard; he ..... a doctor.
- 7 There are three expensive cars in the drive, so they.....making a lot of money.
- 8 This phone bill.....right. It's over £100 and I've only made a few calls!
- 9 I've got a sore throat and a headache. I.....catching a cold.
- 10 That..... the right answer. It doesn't fit the question.

## Activity 2.

Materials: Handout 2.

Objective: To perceive obligation rules.

Procedure: Teacher explains obligation rules and offers to do the exercise.

## Handout 2.

### Exercise 1.

Read the obligation rules and give your own examples.

<b>OBLIGATION: must / have to</b>	
<p><b>MUST:</b> the order comes from the speaker itself. Only <u>present or future events</u>.</p> <p><i>You must be back soon this evening.</i> <i>We've got guesses for dinner.</i></p> <p>- Moral obligation. The duty comes from the speaker.</p> <p><i>I must study more for the next term. I don't want to fail this year.</i></p>	<p><b>HAVE TO:</b> the order comes from an external authority. <u>All tenses and times</u>.</p> <p><i>I can't stay longer. I have to come back home. We've got some guesses today.</i></p> <p>- Imposed obligation. We are obliged to do it.</p> <p><i>I have to study more or my parents won't let me go to a journey next summer.</i> <i>I have to pay my road taxes today.</i></p>
<p><b>HAVE TO</b> can be used in the rest of tenses. <b>HAD TO</b> is the <u>past form of MUST</u>.</p> <p><i>They will have to stay here longer if they don't finish their work in time.</i> <i>We have had to delay the appointment for the next day.</i> <i>I had to study harder to pass my exams in the last term.</i></p>	

### Exercise 2.

Complete the sentences with a word or phrase from the box.

Probably not   definitely may be   probably go   might not   might have might   could make   might wait
--

1. Selling home-made soup at the college fair..... a lot of money for charity.
2. I've almost decided - I'll .....to Greece for my next holiday.
3. Laptops are getting cheaper all the time, so I .....until next year before I buy one.
4. Revising before taking an examination is .....a good idea.
5. I haven't made up my mind. I .....go to the party, but then again I.....

6. Eating raw chilies is ..... a sensible thing to do, unless you are used to them.
7. I'm not sure if any food will be provided, so I ..... something to eat before I go.
8. There .....something wrong with her car - perhaps that's why she's late.

### Activity 3.

Materials: Handout 3.

Objective: Ss perceive the vocabulary they've learned.

Procedure: Obtaining information and doing tasks of handout.

### Handout 3.

**Love** is an intense feeling of affection and care towards another person or a deep or abiding liking for something. In other words, love is the object of one's romantic feelings; a darling or sweetheart. It is used as the closing, before the signature, of a letter, especially between good friends or family members, or by the young.

**Romance** is the expressive and pleasurable feeling from an emotional attraction towards another person often associated with [sexual attraction](#).

**In the context of romantic love** relationships, romance usually implies an expression of one's strong romantic love, or one's deep and strong emotional desires to connect with another person [intimately](#) or romantically. Historically, the term "romance" originates with the [medieval](#) ideal of [chivalry](#) as set out in its [chivalric romance](#) literature.

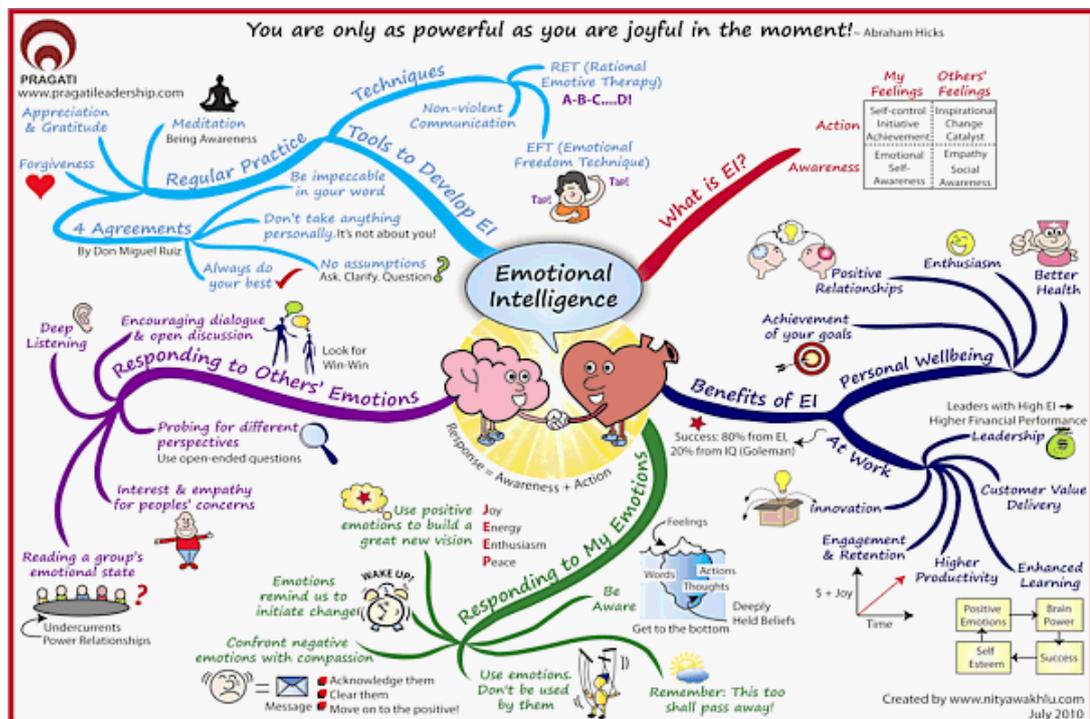
### Exercise 1.

**Look at sentences 1-10 and decide if the explanation which follows each one is true or false. Use the words and expressions in *bold* to help you decide.**

1. During the exam, a pencil and eraser are *required*.  
*The people organizing the exam will provide you with a pencil and an eraser.*
2. Parents can be made *liable* for their children's debts.  
*Parents may be legally responsible for the money their children owe.*
3. He was *obliged* to pay back the money that he had won.  
*He had the choice whether or not to pay back the money that he had won.*

4. Students doing holiday jobs are *exempt* from paying income tax.  
*Students doing holiday jobs pay a smaller amount of income tax than other people.*
5. The United Nations voted to impose *mandatory* sanctions on the country.  
*The United Nations imposed legally-binding sanctions which had to be obeyed by everyone, without exception.*
6. The doctors *forced* him to stop smoking.  
*The doctors asked him to stop smoking,*
7. It was an emergency and she pressed the red button; there was no *alternative*.  
*There was nothing else she could do; she had to set off the alarm by pressing the red button.*
8. Classes on Wednesday afternoons are *optional*.  
*It is necessary to attend classes on Wednesday afternoons.*
9. It is *compulsory* to wear a crash helmet on a motorcycle.  
*It is your choice whether or not to wear a crash helmet when you ride a motorcycle.*
10. The museum is asking visitors for a *voluntary* donation of \$2.  
*You don't need to pay \$2 to visit the museum.*

**Exercise 2. Explain the picture of “love and emotions”**



## Conclusion

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

## Handout 4.

**Give the definitions to the following emotions & feelings and make up sentences with them.**

*Example: anxious I felt anxious until we heard the results of my mother's medical tests.*

Anxious	Apprehensive	Grateful	In a rage
Miserable	Inspired	Enthusiastic	

## Homework.

**To create a love story.**

## Glossary

**Anxious (adj)** – feeling worried or nervous.

**Body (n)** – the whole physical structure of a human being.

**Emotion (n)** – the part of a person's character that consists of feelings.

**Love (n)** – a strong feeling of deep affection for smb/smth especially a member of the family or a friend.

**Mind (n)** – the part of a person that makes them able to be aware of things, to think and to feel.

**Obligation (n)** – the state of being forced to do smth because of promise, law.

**Romance (adj)** – love or the feelings of being in love.

## Lesson plan 22

**Course title: Vocabulary**

**Topic:** Believe and Opinion / Friends, babies, children.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher proposes to brainstorm people's emotions and characters.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Ss have an opportunity to explore the material	Teacher offers to introduce with information about <i>parents and children value</i> ; to work with vocabulary reference	20 min	Individual / pair work	Activity-1. Handout 1
<b>While activity</b>	Ss discover the material and do the tasks	Teacher suggests to describe variations of emotion from the diagram	20 min	Pair work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive vocabulary they have learned	Teacher observes Ss' obtained knowledge on the topic.	20 min	Group work	Activity-3. Handout 3
<b>Conclusion</b>	To answer the given questions	Homework: Teacher summarizes the lesson and gives home task	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Teacher offers to brainstorm people's emotions & characters.

### Warm up handout.

### Brainstorming people's emotions and characters.



### Activity 1.

Materials: Handout 1.

Objective: Exploring material with picture.

Procedure: Students get information about *parents and children value*. To work with vocabulary reference

### Handout 1.

### Exercise 1. Referring to information, describe the picture.

We value children. We see in children our hopes for the future. While recognizing the primary responsibility of parents in child rearing, we also affirm that raising children is more than a series of private choices – it is also a social imperative that should be supported by other social institutions, by the workplace, and by public policy.



We value parents. Parents are a child's first and most influential teachers, and a child's major providers of love, guidance and protection. The parental role is socially invaluable and irreplaceable; it should be honored and supported by society. Parenthood is a serious responsibility that should not be entered into lightly or casually. While many divorced or widowed parents are admirably successful ones, few would deny that the duties of parenthood are best met by two parents working together in marriage. Bringing a child into the world outside of marriage, or when parents are too young or unprepared to be real parents, is almost always personally and socially harmful.

We value our elders. Caring for our elders is one of the family's most important functions – one that should be facilitated and encouraged by other social institutions and by public policy. Moreover, we recognize the unique contributions elders can make: to the economy, in child care and teaching, and to our broader cultural life.

## **Exercise 2.**

### **Vocabulary reference**

#### **Relationships**

Acquaintance classmate girlfriend / boyfriend friend of a friend partner workmate / colleague

#### **Family relationships**

immediate family extended family brother sister father mother son daughter grandfather grandmother uncle aunt brother-in-law cousin niece nephew

#### **Describing relationships**

take after someone look like someone be close to someone get on (well) with someone have something in common with someone get together with someone see someone

**Match the words from *Vocabulary reference: Relationships* with the definitions.**

- 1 I go to school and college with her. She's my.....
- 2 We know James very well. In fact, we work in the same building; he's our.....
- 3 My ..... and I have lived together for five years, and we're not married.
- 4 Lucy's my new..... I only asked her to go out with me last week.
- 5 I don't know Richard very well. In fact, he's a.....
- 6 She met Edward only once, very briefly. They see each other sometimes, but they are just.

**Activity 2.**

Materials: Handout 2.

Objective: Discovering materials.

Procedure: Students describe variations of emotion from the diagram and do tasks.

**Handout 2.**

**Exercise 1. Use words with the suffix –mate to rewrite these sentences.**

1. This is Jack. He and I share a flat.
2. My granddad still writes to his old friends he was at sea with.
3. We were in the same class together in 1978, weren't we?
4. She's not really a friend; she's just someone I work with.

**Exercise 2. Describe each variation of emotion using active vocabulary.**



### **Activity 3.**

Materials: Handout 3.

Objective: Ss perceive the vocabulary they've learned.

Procedure: Obtaining information and doing tasks of handout.

### **Handout 3.**

#### **Exercise 1.**

**How many relationships can you find between the people in column A and column B, using words from the left-hand page?**

*Example:* John Silver and Lorna Fit were once colleagues.

#### **A**

1. John Silver: owns a language school for business people in Bath. Worked at the Sun School, Oxford, 1984-1985.
2. Josh Yates: politician was married to Eve Cobb 1973-1980. Met Bill Nash a couple of times.
3. Ada Brigg: was married to Bill Nash 1981-1984. Swam for Britain in 1982 Olympics.
4. Ana Wood: has lived as a couple (unmarried) with Bill Nash for the last five years.

#### **B**

1. Nora Costa: was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.
2. Bill Nash: works every day with John Silver. Shared a flat year ago with Eve Cobb.
3. Fred Parks: politician. Knew Ada Brigg years ago, but not very well.
4. Lorna Fit: taught at Sun School Oxford 1980-1987. Lives with Josh Yates.

#### **Exercise 2.**

**Give your opinion about the friendship between children.**



**Friend** is a person than a family member, spouse or lover whose company one enjoys and towards whom one feels affection or it is a boyfriend or girlfriend. **Friendship** is a friendly relationship or a relationship as friends.



## Conclusion

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

## Handout 4.

**Match the words with their definitions.**

1. Someone you have known for a long time.
  2. A good friend; someone you like and trust
  3. The one friend you feel closest to.
- 
- a) A **close** friend
  - b) Your **best** friend
  - c) An **old** friend

## **Homework.**

### **Answer the questions about yourself.**

- 1) What do you understand about international friendship?
- 2) Who is your oldest friend? Describe him/her.
- 3) Do you work? If so, how many of your work colleagues are also your friends?
- 4) What are the differences between close friend and old friend?

## **Glossary**

**An old friend (n)** – someone you have known for a long time.

**Baby (n)** – a very young human, particularly from birth to a couple of years old or until walking is fully mastered.

**Child (n)** – a daughter or son; an offspring.

**Close friend (n)** – a friend you feel closest to.

**Colleague (n)** – a fellow member of a profession staff, academic faculty or other organization; an associate.

**Difference (n)** - the quality of being different.

**Friend (n)** – a person other than a family member, spouse or lover whose company one enjoys and towards whom one feels affection.

**Friendship (n)** - the condition of being friends.

## Lesson plan 23

**Course title: Vocabulary**

**Topic:** Education/ School

**Level:** Upper Intermediate

**Aim:** to raise their awareness of the topics person's education stages, exams and qualification. Be able to talk about education.

**Materials:** English vocabulary in use. Cambridge University Press 2012, Enterprise 4. Virginia Evans- Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.wikipedia.com](http://www.wikipedia.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> Students answer the question and do warm up activity.	10 min	Whole group	Warm up hand out
<b>Pre-activity</b>	Preparation of students for vocabulary	Students make the exercises.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Students make vocabulary activities	20 min	Individual	Handout 2
<b>Post - Activity</b>	Students perceive the vocabulary	Teacher gives to students activities related to prepositions	20 min	Pair group	Handout 3
<b>Conclusion</b>	To allow students give reflection of the lesson	Teacher gives to students pictures on different topics and discuss <b>Homework:</b> to make a table for the various types of education..	15 min	Whole group	Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Teacher asks students to look at the pictures and answer the questions

### Warm-up handout

Answer the following questions.



**Lead-in**

- Look at the pictures. What do you think the people in the pictures might be studying?
- What are your favourite subjects?
- Are any of the students in the pictures wearing uniforms? Are the groups mixed or single-sex? Do you think schools were like this fifty years ago?
- How has technology helped to improve the educational system?
- Do you prefer to study alone or with other people? Why?



## Activity 1

Materials: Handout 1

Objective: to raise students awareness of the topics person's education stages.

Procedure: Students fill the table.

### Handout 1.

**Exercise 1. Look at the table then fill it with the age of pupil.**

Play-school Nursery school		Pre-school
Infant school Junior school		Primary
Comprehensive school Grammar school		Secondary
College Polytechnic university		Further/higher

**Exercise 2. Look at the words below and try to explain them**

.Alien (adj)	traditional ( adj)	Creative(adj)	Consultant (n)	Response(n)
Layout (n)	Work in pairs (v)	Master (n)	Process (n)	Coach (n)

## Activity 2

Materials: Handout 2

Objective: Prepare for vocabulary task

Procedure: Students make exercise.

### Handout 2.

**Exercise 1. Fill the gaps in this life story of a British woman**

At 5, Nodira Davronova went straight to.....(1) school, because there were very few .....(2) schools for younger children in those days. When she was ready to go on to secondary school, she

passed an exam and so got into her local .....(3) school. Nowadays her own children don't do that exam, since most children go to a .....(4) school. She left school at 16 and didn't go on to .....(5) education, but she goes to .....(6) once a week to learn French. She would like to take up her education again more seriously, if she could get a .....(7) or scholarship from the government. Her ambition is to go to a .....(8) and become a school-teacher.

**Exercise 2. Fill in the correct word(s) from the list below:**

<i>concentrate on</i>	<i>tolerance</i>	<i>participate</i>	<i>approach</i>
<i>issue</i>	<i>abandon</i>	<i>merely</i>	<i>motivation</i>
<i>concept</i>	<i>skills</i>		

1. Reading and writing are two of the ..... which are considered to be most important in life. (*learning ability*)
2. The Parent-Teacher Association meets monthly to discuss ..... concerning the school. (*topics*)
3. A very complex subject is best taught using simple ..... (*method*)
4. When reading a text, language learners need to ..... the sentence structure and prepositions, as well as the vocabulary. (*pay full attention to*)
5. Teaching a subject in a lively, interesting way increases a student's ..... to learn. (*willingness*)
6. Miss Dean has so much ..... that she can handle even the most difficult students. (*patience*)
7. Many teachers want to ..... continual testing and concentrate more on teaching. (*stop doing*)
8. If you want to ..... in this game, you must listen to the instruction first. (*take part*)
9. Arithmetic is ..... the introduction to the advanced mathematics, but it must be learnt thoroughly. (*just*)
10. The ..... of formal examinations dates back to ancient China. (*idea*)

### **Activity 3**

Materials: Handout 3

Objective: Practice the vocabulary.

Procedure: Students make exercises.

#### **Handout 3.**

**Exercise 1. Fill in the correct preposition, then choose any five items and make sentences.**

1) alien ..... sb; 2) to concentrate ..... sth; 3) to feed sb ..... sth; 4) to be responsible ..... sth/sb; 5) to share sth ..... sb; 6) to be the key ..... sth; 7) to participate ..... sth; 8) to discuss sth ..... sb; 9) to be important .....sb/sth; 10) detail; 11) all ..... all; 12) ..... my own; 13) to be suitable .....sb/sth.

**Exercise 2.Fill in the gaps with the correct preposition.**

1. Only one pupil put ..... her hand to answer the question. 2. I wasn't paying attention ..... what the teacher was saying so I couldn't answer her question. 3. She studied for three years to get a degree ..... biology. 4. Students should not be punished ..... making mistakes. 5. You have to be good ..... science and math if you want to be an astronomer. 6. " You have to multiply the number ..... ten to get the answer," the teacher said. 7. John wrote an essay ..... the effects of air pollution. 8. He bent down to pick ..... the books he had dropped. 9. We had to learn the definitions of the words ..... heart for the exam. 10. He looked at the information ..... the computer screen to find the answer.

#### **Conclusion.**

Materials: Handout 4

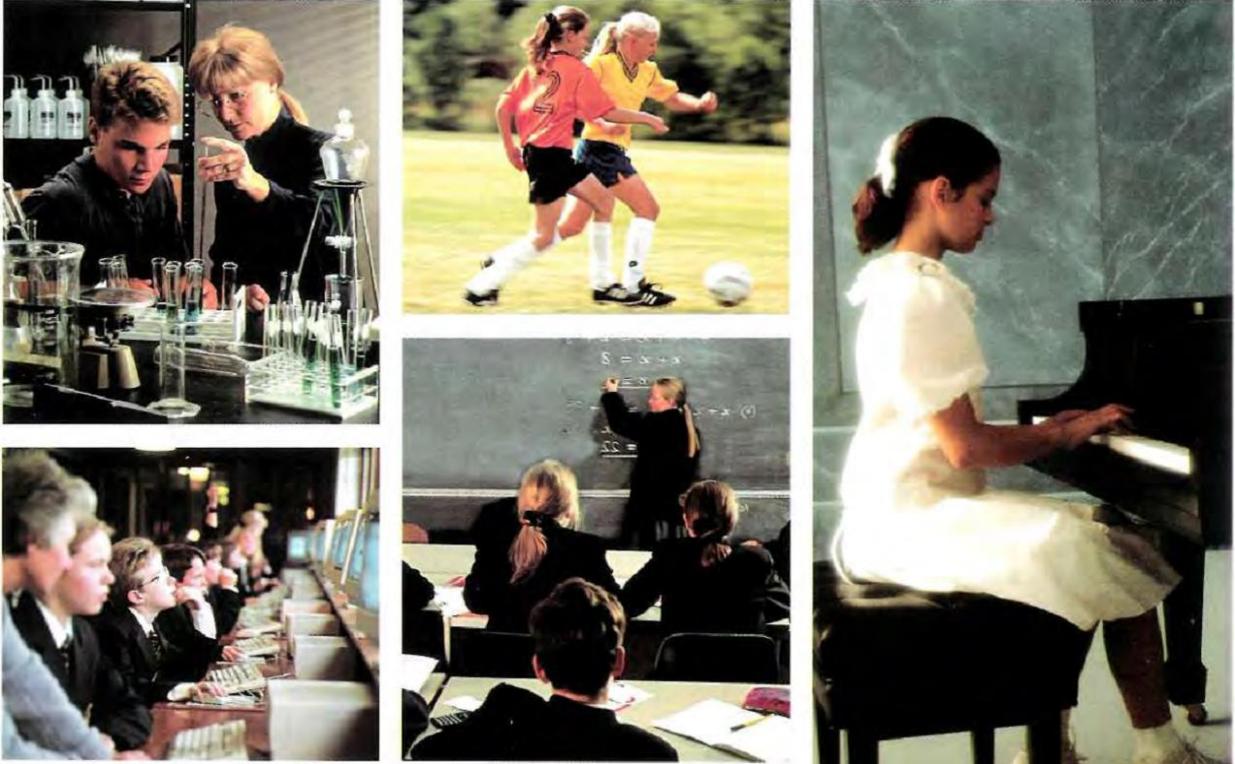
Objective: Summarize the lesson

Procedure: Students give feedback, make the tasks and teacher gives **home task**

#### **Handout 4**

**Exercise 1.**

Look at the following picture which show school subjects and decide which is the most important subject and least important. What other subjects would you like to see on a school curriculum? Why?



**Exercise 2. Match the idioms with their definitions.**

Idioms	Definitions
1 learn by heart	a there's always sth you haven't experienced before
2 learn one's lesson	b learn sth after making a mistake
3 learn the hard way	c memorise sth
4 you are never too old to learn	d learn sth (unpleasant) by experiencing it
5 read sb like a book	e read with great concentration
6 have one's nose in a book	f understand sb's thoughts, ideas clearly

## Homework.

Make a table for the various stages and types of education in your country. How does it compare with the UK system? Is it possible to find satisfactory English translations for all the different aspects of education in your country?

### Case study

#### Pyramid discussion

Discuss options and make a decision

<p>Dear Parents,</p> <p>As I am sure you know, the Government has given us J1 million to spend on improving our school and we will be holding a meeting to discuss how we should spend that money. The meeting will take place in the school hall on Monday 15th and we would like to invite you along to ask you for your opinions about which projects you think are the most important. Attached is some information about our school and the projects. We look forward to seeing you at the meeting.</p> <p>Yours sincerely, Jack Williams Head teacher</p>	<p><b>Options</b></p> <ul style="list-style-type: none"><li>• Put a computer and projector in each classroom – £100,000</li><li>• Give a laptop to every student in the school – £500,000</li><li>• Building improvements – £250,000</li><li>• A new sports field for football and athletics – £100,000</li><li>• A computer room with an I.T. manager – £200,000</li><li>• Employ ten new teachers to reduce class sizes – £300,000</li><li>• Update all course books for all subjects – £300,000</li><li>• Create an art, dance and drama studio – £250,000</li><li>• Give one-to-one lessons to pupils who need extra help – £250,000</li><li>• Take all first year students on a free school trip each year – £50,000</li><li>• Provide cooking facilities so all pupils can learn how to cook – £100,000</li><li>• Put a small cinema in the hall for use by local people to provide a yearly income of J100,000 – £300,000</li></ul>
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### **About the school**

The school has 1,000 pupils, with around 30 pupils in each class. Some of the pupils at the school are finding academic life difficult and do not have high grades but many pupils are successful. The school has a very good football team and the players are the area champions. They play regularly on the school field where dangerous holes are starting to appear. There is no athletics track. The school building is in quite good condition but there are some unused classrooms because rain comes through the ceiling and the carpets need changing. There is little technology in the school and no opportunity for students to learn how to cook or study art, drama or dance, although there is a good music department and school orchestra. Many of the school course books are about fifteen years old but they are in quite good condition. Each year, the first year students are taken on a school geography trip but it must be paid for by parents and some cannot afford it so their children stay at school.

Give each student a copy of the worksheet and tell them that they are parents with children at a local secondary school and they have received this letter from the head teacher. Ask students to read the letter and ask if they have any questions. Tell students to tick the projects that they think the money should be spent on. Role-play the situation as a whole class, with you as the head teacher welcoming ‘the parents’ to the meeting. Tell parents to get into pairs and discuss the options before deciding (and agreeing) on how they would like to spend the money. Next, put two pairs together to form small groups and ask them to discuss their preferences before agreeing on how their group would like to spend the money. Ask each group to present their ideas. Encourage cross group discussion and finally ask the whole class to agree on how the money should be spent.

## Glossary

ambition (n) - eager or inordinate desire for some object that confers distinction.

assessment (n) – the act of assessing.

comprehensive school (n) - a normal secondary school, accepting pupils of all abilities.

conference (n) - the act of consulting together formally; interchange of views.

degree (n) - a stage of proficiency or qualification in a course of study.

merely (adv) – just, only and nothing more

succeed (v) - to obtain the object desired; to be successful.

tutor (n) – one who teaches student, learner in a small group interaction.

## Lesson plan 24

**Course title:** Vocabulary

**Topic:** University life

**Level:** Intermediate

**Aim:** to provide students with the opportunity to practice reading for specific information

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP [www.learnersdictionary.com](http://www.learnersdictionary.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming</b></u> Students answer the questions.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for	Ss use words in the box according to the situations.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Students do the task.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the	Students to fill in the gaps .	20 min	Whole group	Handout 3
<b>Conclusion</b>	reflection of the lesson	<b>Homework:</b> Fill in the gaps with DO , MAKE or TAKE.	15 min	Whole group	Handout 4

## Detailed process of the lesson.

### Warm up

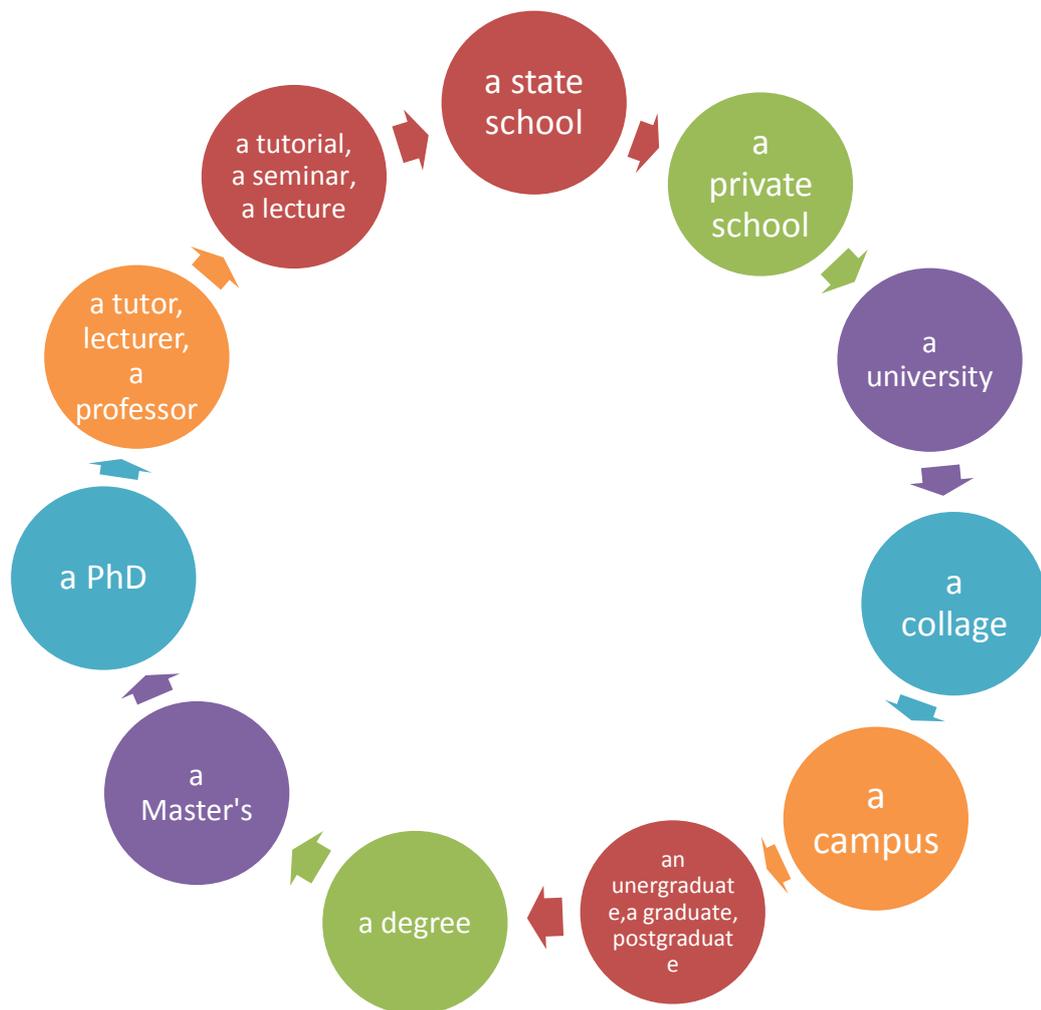
Materials: Warm up handout.

Objective: Focus on the topic

Procedure: Teacher asks students answer the question and discuss.

### Warm up handout.

What is the difference between these words/phrases?



Choose four words/phrases that are connected to you or people you know.

*In Britain students' first ( **undergraduate** ) degree is a **BA** ( **arts and humanities** ) or a **BSc** ( **science** ). If students **do post-graduate study**, you may get **an MA** or **an***

*MSc. After several years' original research and publishing a thesis, students may get a PhD ( Doctor of Philosophy). Undergraduates usually write essays; a long essay is called a dissertation. A thesis is longer still and contains original research. In American English semester is used instead of term.*

### **Activity 1**

**Materials:** Handout 1

**Objective:** Prepare students for vocabulary activity.

**Procedure:** Teacher asks students use the given words in the situations below.

### **Handout 1**

**Exercise 1. Use these words in the situations below:**

*Finals, paper, deadline, results, revising, graduation, graduate, coursework, term.*

1. It is your last .....at university, isn't it? –Yes, I've already done my oral, so now I've to submit four pieces of ..... . The ..... is next Friday. Then I've got to do a 100,000-word ..... and hand it in by the end of May. Then I can relax.

2. Hi Sanam, I haven't seen you around much recently. –No, I've been at home ..... most nights. I've got my ..... next month. Can you believe it, we don't get our ..... until the end of July?

3. Overall, the exams weren't too bad but American history ..... was really difficult.

4. It's my ..... ceremony next week. I think my parents are looking forward to it more than I am. I don't think they realize being a ..... doesn't guarantee you a job like it used to.

**Exercise 2. Match the words with the appropriate sentences.**

placement	The ..... year begins in September and runs to the end of June
Qualifications	So, what are you doing this weekend?- I'll probably be at home finishing the ..... I have to hand in on Monday.
specialize	Hi Marat, where have you been? I haven't seen you for ages. – No, I've been away doing a work ..... in an insurance company for the last four months.
Academic	The more ..... you have, the more chance you have of finding a better job.
assignment	I wish I had done something more useful than philosophy – something more ..... like nursing or hotel management.
Vocational	Next year I have to decide which area of medicine I want to ..... in.
drop out	Dr Hursan seems very remote in his lectures but when you have a ..... with him, he's really friendly and helpful.
Tutorial	Madi doesn't seem very happy at the moment. Is she finding the course difficult? – Yes, I think she's going to ..... and get a job.
Qualify	What will these course .....you to do?

## Activity 2

Materials: Handout 2

Objective: Practice the vocabulary students have learnt.

Procedure: Students match the words with their meanings.

## Handout 2

**Exercise 1.** Look at the words in the table from the text. Write the part of the speech. Match the words with their meanings.

Word	part of speech	Meaning
a crucial	Adj	1 producing a successful result
b effective		2 awake/able to concentrate
c vague		3 find (information) again
d incentive		4 frightening or worrying
e alert		5 smth that encourages you
f put off		6 study hard in a short time
g daunting		7 extremely important
h worth while		8 delay doing smth
i retrieve		9 not clear or definite
j cram		10 useful

**Exercise 2.** Read the text and answer the questions below.

### Becoming an effective student.

Learning how to study effectively is an essential skill for students in any discipline. There are six areas which are **crucial** to developing study habits. Work on these and you will become an **effective** student. Always set a realistic work target. Don't try to do too much. For example, plan to read one chapter of a book each evening rather than think about reading the whole book over the weekend. This kind of detailed, planned target is more effective than a **vague** commitment. It is sometimes helpful to tell your friends about your plan. This a good **incentive** to keep you on target because they will know if you fail!

Develop a system of small rewards for your work. For example, stop for a cup of

coffee or tea, or listen to a favourite piece of music after one hour's study. Rewarding yourself for keeping to your work plan will make you feel good about yourself.

Make sure you choose a suitable time to study, i.e. when it's quiet and when you are most **alert**. Try to make this regular, time-tabled part of your day. If you plan to start work at a certain time, say 7 p.m. don't find reasons to put off getting started. You can watch a DVD later, and your emails are not urgent!

A large task such as researching a new topic for an essay can be **daunting** – so daunting, in fact, that it can be difficult to sit down and make a start. Break the larger task down into several small ones.

The books you are studying won't always present information in a way that suits in a way that suits your learning style. It is, therefore, **worthwhile** spending time making notes and organizing them in a way that suits you best. It is also a good idea to keep your notebooks neat and well organized. This will make it much easier to **retrieve** information later.

Don't leave revision until the last moment. When you set your study targets, allow regular revision time. This is much more effective than trying to **cram** before an exam.

1. How does the writer think you can develop good study habits?
2. Why is it good idea to tell other people about your work plans?
3. How can a large or complicated piece of work be made easier?
4. What is the main benefit of keeping good class or lecture notes?
5. How does the writer suggest you could improve your revision?

### **Activity 3**

Materials: Handout 3

Objective: Compare Education system of different countries.

Procedure: Students look at the notes then write a heading for each group of facts.

### Handout 3

**Exercise 1.** Look at the notes. Write a heading for each group of facts.

ENGLAND	JAPAN	UZBEKISTAN
<b>1. General information</b> <b>1.1</b> Compulsory for 5-16 year old <b>1.2</b> 90% go to state schools	<b>1. _____</b> <b>1.1</b> Compulsory for 6-15 year olds <b>1.2</b> majority – state schools but some private	
<b>2. _____</b> <b>2.1</b> September-July <b>2.2</b> 3 terms- about 13 weeks each <b>2.3</b> Mon-Fri 9.00-3.30 <b>2.4</b> lunch break- cafeteria, packed lunches	<b>2. _____</b> <b>2.1</b> April to March <b>2.2</b> 3 terms – about 35 week a year <b>2.3</b> Mon-Fri 8.30-3.50 <b>2.4</b> lunch break- most eat school food	
<b>3 _____</b> <b>3.1</b> ages 5-11 <b>3.2</b> co-educational <b>3.3</b> English, maths, science + others	<b>3. Elementary school</b> <b>3.1</b> ages 6-12 <b>3.2</b> co- educational <b>3.3</b> Japanese, maths, science + others	

### Conclusion.

**Materials:** Handout 4

**Objective:** Make a conclusion

**Procedure:** Students fill in the gaps with do, make or take.

**Exercise 1.** Fill in the gaps with do, make or take.

<b>Make</b>       <b>Do</b>	}	..... <i>an exercise</i>
		..... <i>an exam</i>
		..... <i>an effort</i>
		..... <i>an one's best</i>
		..... <i>notes</i>
		..... <i>mistakes</i>
		..... <i>an assignment</i>

## Homework:

Complete the following text with the correct derivatives of the words in bold. The first one has been done as an example.

Maria Montessori

Maria Montessori is not (o) *primarily* (**primary**) remembered for being Italy's first woman to graduate in medicine, although this was the first of her many significant (1)..... (**accomplish**). Montessori went on to become one of the leading (2) ..... (**educate**) of the twentieth century. She worked with (3) .....(**mental**) disabled children and in 1907 opened her first school for children of "normal" (4) ..... (**intelligent**). What made her approach unique was her (5) ..... (**believe**) that children learn more if their (6)..... (**create**) talents are encouraged to develop. Individual, rather than cooperative, learning was stressed. Montessori used (7).....(**interest**) objects to capture the (8) ..... (**attend**) of her pupils. They were allowed to work on their own, exploring and discovering new ideas at their own pace. (9) .....(**surprise**), Montessori's schoolchildren did not become (10) ..... (**bore**) very easily, and undisciplined children became much better behaved. Today, there are schools all over the world which bear Maria Montessori's name and use her methods.

## Glossary

boarding school – school which provides board and lodging as well as tuition.

nursery school – where pre-school children play and learn at the same time.

primary school – the first formal, obligatory school.

sixth-form – the final two years of secondary schooling

vocational college – a school that provides vocational education.

## Lesson plan 25

**Course title:** Vocabulary

**Topic:** Further education/Miscellaneous expressions

**Level:** Upper Intermediate

**Aim:** to raise Ss awareness of the topics person's education stages, exams and qualification. Be able to talk about education.

**Materials:** English vocabulary in use. Cambridge University Press 2012, Enterprise 4. Virginia Evans- Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.wikipedia.com](http://www.wikipedia.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> Students do the warming up activity.	10 min	Whole group	Warm up handout.
<b>Pre-activity</b>	Preparation of students for	Students match the expressions.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Students complete the dialogue with these words and expressions.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the	Students do activities related to adjectives.	20 min	Pair group	Handout 3
<b>Conclusion</b>	To allow share the reflection of the lesson	<b>Homework:</b> Describe your nationality, country, ethnic group, language(s), etc.	15 min	Whole group	Handout 4

## Detailed process of the lesson.

### WARM UP

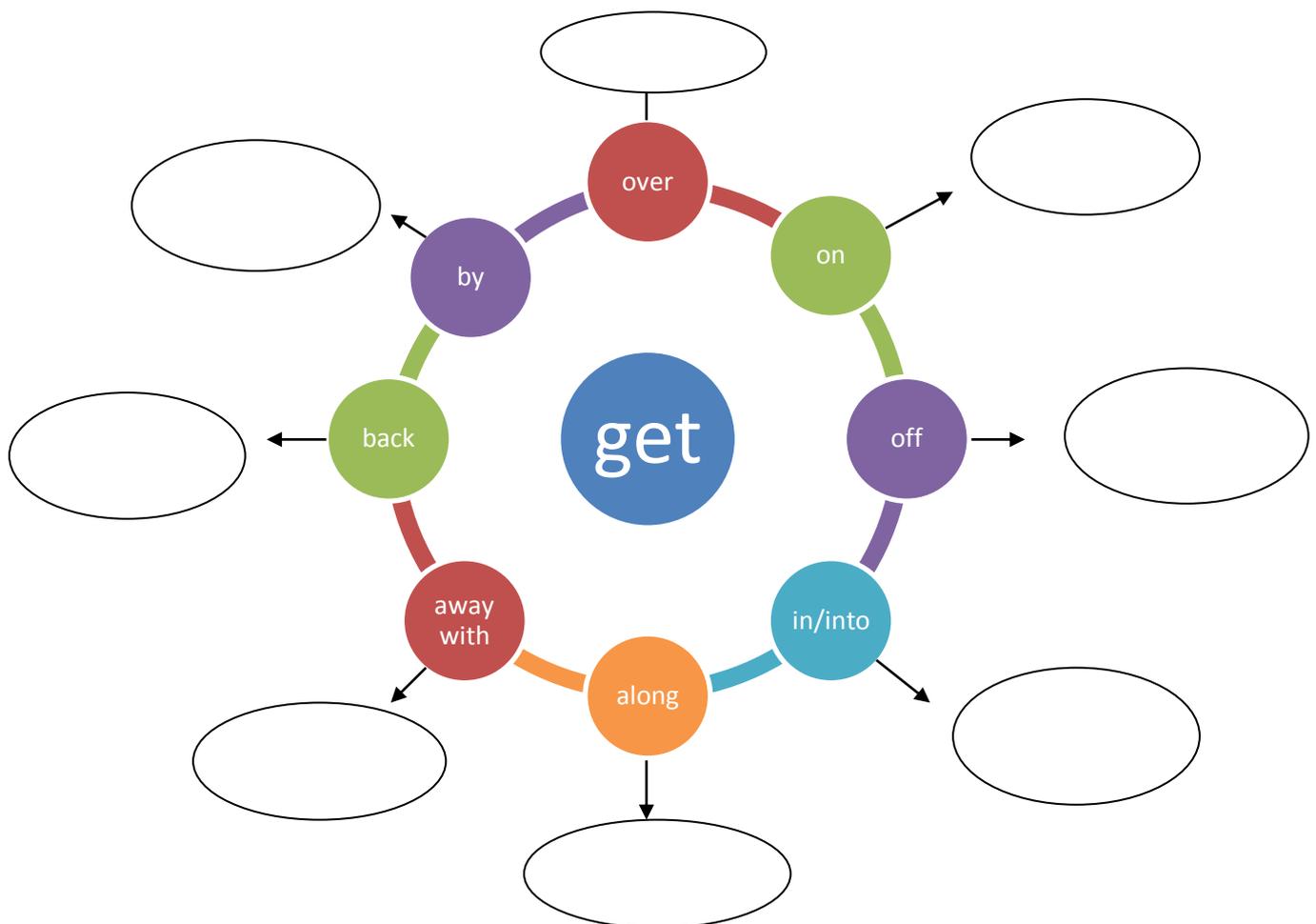
Materials: Warm up handout.

Objective: Introducing the topic.

Procedure: Students discuss the diagram and answer the questions.

### Warm up handout.

- 1) What do these expressions have in common? 2) What does the miscellaneous mean? GUESS the meanings of these expressions



Something miscellaneous is made up of an odd bunch of things — things you might not expect to go together. A breakfast bar, a DVD, and a credit card bill are miscellaneous items that may be in your backpack.

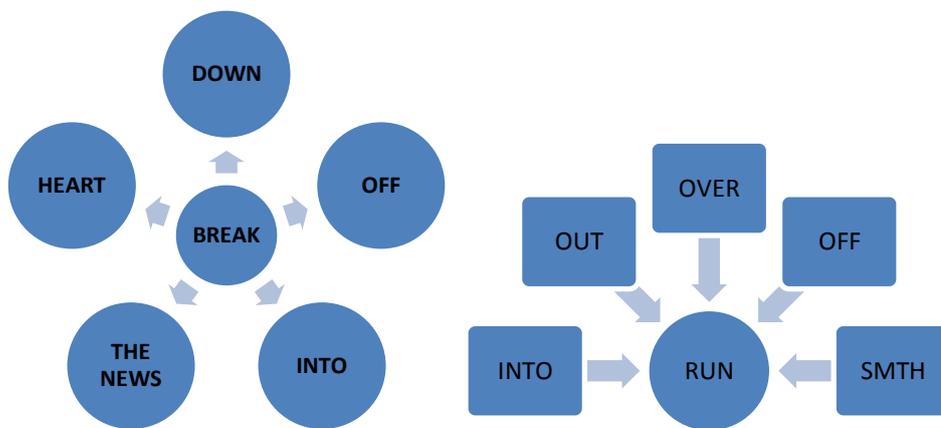
The word miscellaneous comes from the Latin word ‘miscere’, meaning “to mix.” You might have heard the expression “a mixed bag,” which applies when you

don't quite know what you're going to get. That's true of a bag of miscellaneous objects, too. You might pull out socks and a stick of butter — two things that don't seem to go together. Similarly, miscellaneous can describe something with many variations, like a person who expresses herself in many different ways.

Miscellaneous means :

- dominating
- accommodating
- judicious
- consisting of elements that are not of the same kind or nature

Here is more miscellaneous expressions:



### Activity 1

Materials: Handout 1

Objective: Prepare for vocabulary task

Procedure: Students match the expressions with their meaning.

### Handout 1

**Exercise 1. Match the expressions with their meaning. Use dictionary if necessary.**

See about/to	[deal with]
see off	[go with someone about to set off on a journey]
see through	[ not be deceived by]
see the wood for the trees	[get a clear view of the whole of smth because of distracting details]
seeing things	[ having hallucinations]

**Exercise 2. Fill in the gaps with appropriate expressions below:**

*run into, turn out, see about, let down, turn over, break down, let up*

1. I ..... an old friend yesterday. (*met unexpectedly*)
2. There was a very large ..... at the concert. (*number of people*)
3. I must ..... the arrangement for the conference. (*deal with*)
4. He has been ..... so many times in the past. (*disappointed*)
5. I am going to ..... a new leaf this year. (*make a fresh start*)
6. The car ..... again this morning. (*stopped working*)
7. I hope the rain ..... soon. (*becomes less strong*)

**Activity 2**

Materials: Handout 2

Objective: Prepare the students for vocabulary task.

Procedure: Students complete the dialogue with the given words and expressions.

**Handout 2**

**Exercise 1. Complete the dialogue with these words and expressions:**

Second language, mother-tongue, bilingual, native speaker

1. So, Samira, what language do you speak in Uzbekistan? – Well, of course, Uzbek is my ....., but for almost everyone, English is spoken as a .....
2. So, Sobr, you have been learning English for ten years. That's a long time. – I suppose it is, but I want to keep learning until I can hold a conversation like a .....
3. Where did you learn to speak such good Spanish, Moxira? – Well, my dad's Spanish and I went to school in Madrid until I was nine so I'm basically .....

4. I find it very difficult to understand Jumagul when she speaks quickly. – Well, she comes from Khorazm and she’s got quite a ..... . I’m sure you will get used to.

People belong to **ethnic groups** and **regional groups** such as Afro-Caribbians, Asian, Oriental and Latin Americans.

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

### **Exercise 2. World quiz. Answer the questions.**

- 1        What are the main ethnic groups in Uzbekistan?
- 2        Which countries, strictly speaking, are in Scandinavia?
- 3        What are the five countries with the highest population?
- 4        How many languages are there in the world?
- 5        Where is Samarkand?
- 6        Where do people speak Inuit?
- 7        What are the five most widely spoken language.

### **Activity 3**

Materials: Handout 3

Objective: Using phrasal verbs in correct way.

Procedure: Students write one sentence in each gap.

### **Handout 3**

**Exercise 1. Write one sentence in each gap.**

1. Just get ..... with Exercise 5 and I'll be back in a minute.
2. My teacher says that I should sail ..... the exam, but I'm not so sure.
3. Diyor didn't understand what Miss Smith was getting ..... so he asked her to explain again.
4. We all tried to convince our teacher to change his mind about the school trip and he finally came .....
5. If you make a mistake, just cross it ..... with a single line.
6. Barno missed a few months of school because of illness and found it difficult to keep .. with ..... her classmates.
7. The other kids were making fun of me, but I didn't catch.....until I heard them laughing

**Exercise 2. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap.**

1. The ideas in your essay need to be organised better, **set**  
You need to ..... in your essay better.
- 2 Why don't you consider the college's offer for a few days and then call them? **over**  
Why don't you .....for a few days and then call them?
- 3 You'll never pass the exam if you just stop trying like that, **in**  
You'll never pass the exam if you just.....like that.
- 4 When he was at university, Nick just couldn't handle all the work, **deal**  
Nick just couldn't.....at university.
- 5 I suddenly realized that I had left my homework at home, **dawned**  
It .....that I had left my homework at home.
- 6 Ed was very lonely at university and he left after only one month, **out**  
Ed .....after only one month because he was very lonely.

## **Conclusion.**

Materials: Handout 4

Objective: Summary of the activities.

Procedure: Students complete the sentences by changing the form of the word in capitals when this is necessary.

## **Handout 4**

**Exercise 1. Complete the sentences by changing the form of the word in capitals when this is necessary.**

1. I wonder if you could tell me who was awarded the.....(SCHOLAR)?
2. Do you think that you pay enough ....(ATTEND) in class?
3. Could you tell me what the.....(SOLVE) to number seven is?
4. My dad said I'd better spend more time on my.....(STUDY).
5. I would like to know what qualifications ..... (TEACH) require in your country.
6. Jovlon was suspended from school for a week for bad.....(BEHAVE).
7. I did six hours of ..... (REVISE) for the test, and I still failed!
8. Please send photocopies of all your ..... (CERTIFY) to us at the address.

## **Homework:**

**Describe your nationality, country, region, ethnic group, language(s), etc. in English.**

## **Glossary**

Applicant – ( n ) one who applies for something; a petitioner.

Assignment – ( n ) a task given to students, homework or coursework.

Loan – ( n ) a sum of money that an individual borrows from another individual with the condition that it be returned.

Prospectus – (n) a document which describes a proposed endeavor such as a literary work.

Vocational –(adj) that provides a special skill rather than academic knowledge

## Lesson plan 26

**Course title:** Vocabulary

**Topic:** Vocation/ Studying abroad.

**Level:** Intermediate

**Aim:** To raise Ss awareness of the topics vocation and studying abroad.

**Materials:** English vocabulary in use. Cambridge University Press 2012, Enterprise 4. Virginia Evans- Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.wikipedia.com](http://www.wikipedia.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> Teacher shows the pictures and asks Ss to answer the questions.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	Students fill in the gaps.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Students practice the vocabulary activities.	20 min	Individual pair work	Handout 2
<b>Post - Activity</b>	Students perceive the vocabulary	Students make activities related to adjectives.	20 min	Pair group	Handout 3
<b>Conclusion</b>	The revision of the topic	<b>Home task:</b> to prepare a discussion	15 min	Whole group	Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Focus on the topic

Procedure: teacher asks students look at the picture and answer the questions.

### Warm up handout.

**Describe these pictures with a group. Would you like to study in another country? Where would you choose to go?**



I'm on a language course in Italy.



I'm in China for the summer on an exchange program.



I'm doing my degree in the UK

**Think about it. Why would you study abroad? Check your answer.**

- A. \_\_\_ to see the world and have new experiences
- B. \_\_\_to learn about a different culture
- C. \_\_\_to teach other people about my culture
- D. \_\_\_to meet different people
- E. \_\_\_to make my resume more attractive to employers
- F. \_\_\_I don't want to study abroad.

Compare answer with a partner.

### Activity 1

Materials: Handout 1

Objective: Preparation of students for vocabulary practice

Procedure: Teacher asks students read the sentences, students choose the correct meaning of each word.

### Handout 1

**Exercise 1. Read these sentences then choose the correct meaning of each word in *italics*.**

Tips for studying abroad

1. It won't always be easy. Be patient. Don't get *annoyed* when things go wrong.  
 A tired                      b hungry                      c angry
2. Not everyone thinks the same way. You will meet people with different *values*.  
 A beliefs                      b manners                      c experiences
3. Before you go, *investigate* the country and find out about the people. The information will be useful when you are there.  
 A visit                      b study                      c search
4. Don't believe everything you read in guidebooks. They can be *misleading*.  
 A incorrect                      b informative                      c inefficient
5. See a doctor before you go. Get everything you need to *prevent* yourself from becoming sick when you are there.

- A stop                      b check                      c avoid
6. Decide how much money you will need. Find out the price of food, books, and other things. Have a ***budget*** so you don't spend too much.
- A credit card              b bank account              c financial plan
7. Find a convenient and ***economical*** way to call home before you leave. You don't want to spend all your money on phone calls!
- A safe                      b easy                      c cheap
8. Try to ***socialize*** with local people. It's the best way to learn the language and culture.
- A get organized              b spend time              c spend money

**Exercise 2. What do you call a person who is a specialist in these subject?**

**Complete the list then mark the stress.**

- |                       |                       |
|-----------------------|-----------------------|
| 1. physics .....      | 6. history .....      |
| 2. philosophy .....   | 7. mathematics.....   |
| 3. psychology .....   | 8. chemistry .....    |
| 4. sociology .....    | 9. astronomy .....    |
| 5. architecture ..... | 10. engineering ..... |

We say “ He’s studying engineering.” “ He’s got a degree in engineering.”

**Activity 2**

Materials: Handout 2

Objective: Students have a great opportunity to explore the material and do the task

Procedure: Students learn the given words and complete the sentences.

**Handout 2.**

**Exercise 1. Use these words to complete the sentences:**

primary, numeracy, graduate, evening class, course,  
 discipline, literacy, day release, kindergarten, enrol,  
 secondary, skills, pass, correspondence, qualification,  
 degree.

1. When Malik was three, he started going to a \_\_\_\_\_. 2. At the age of five, he entered \_\_\_\_\_ education. 3. He learned basic \_\_\_\_\_ such as \_\_\_\_\_ and \_\_\_\_\_. 4. After he turned eleven he began to attend \_\_\_\_\_ school. 5. Although he was lazy and lacked sufficient \_\_\_\_\_, he was able to \_\_\_\_\_ his exams. 6. When he was eighteen he found a college which offered a \_\_\_\_\_ in Art and Design. 7. He was able to \_\_\_\_\_ for the course a few days before his nineteenth birthday. 8. He worked hard and three years later was able to \_\_\_\_\_ with a \_\_\_\_\_ in Art and Design. 9. After that he followed a \_\_\_\_\_ course in photography from college in the USA using the Internet. 10. The \_\_\_\_\_ he gained impressed and advertising company he wanted to work for. 11. Although he is now working, he has decided to attend an \_\_\_\_\_ after work, although he was disappointed that his boss didn't offer him \_\_\_\_\_.

*Key: 1. kindergarten 2. primary 3. skills/ literacy/ numeracy 4. secondary 5. discipline 6. course 7. enrol 8. graduate/ degree 9. correspondence 10. qualifications 11. evening classes/ day release.*

**Exercise 2. Now read this essay and complete the gaps with one of the words or expressions from exercise 1. You may need to change the form of some words.**

Education is a long process that not only provides us with basic 1) \_\_\_\_\_ such as 2) \_\_\_\_\_ and 3) \_\_\_\_\_, but is also essential in shaping our future lives. From the moment we enter 4) \_\_\_\_\_ as small children, and as we progress through 5) \_\_\_\_\_

and 6) \_\_\_\_\_ education, we are laying the foundations for the life ahead of us. We must 7) \_\_\_\_\_ ourselves to work hard so that we can 8) \_\_\_\_\_ exams and gain the 9) \_\_\_\_\_ we will need to secure a good job. We must also 10) \_\_\_\_\_ valuable life skills so that we can fit in and work with those around us. And of course 11) \_\_\_\_\_ education helps us to understand how we can stay fit and healthy.

For most people, this process ends when they are in their mid-to-late teens. For others, however, it is beginning of a lifetime of learning. After they finish school, many progress to 12) \_\_\_\_\_ education where they will learn more useful skills such as computer literacy or basic business management. Others will 13) \_\_\_\_\_ on a programme of 14) \_\_\_\_\_ education at a university where, with hard work, they will have the opportunity to 15) \_\_\_\_\_ after three or four years with a well – earned 16) \_\_\_\_\_. After that, they may work for a while before opting to study for a 17) \_\_\_\_\_ degree – an MA, for example, or a PhD, Alternatively, they may choose to attend an 18) \_\_\_\_\_ after work or, if they have a sympathetic employer, obtain 19) \_\_\_\_\_ so that they can study during the week. And if they live a long way from college or university, they might follow a 20) \_\_\_\_\_ course using mail and the Internet. In fact, it is largely due to the proliferation of computers that many people, who have not been near a school for many years, have started to study again and can proudly class themselves as 21) \_\_\_\_\_ students.

We live in a fascinating and constantly changing world, and we must continually learn and acquire new knowledge if we are to adapt and keep up with changing events. Our schooldays are just the beginning of this process, and we should make the best of every 22) \_\_\_\_\_ to develop ourselves, whether we are eighteen or eighty. You are indeed, never too old to learn.

*Key: 1. skills 2 + 3. literacy/ numeracy 4. kindergarten 5. primary 6. secondary 7. discipline 8. pass 9. qualifications 10. acquire 11. health 12. further 13. enrol 14. higher 15. graduate 16. degree 17. higher 18. evening class 19. day release 20. correspondence 21. mature 22. opportunity*

### **Activity 3**

Materials: Handout 3

Objective: Talking about expenses

Procedure: Students complete the text and make up own sentences.

#### **Handout 3.**

**Exercise 1. Complete this text about paying for higher education with these words:**

*Part-time, fees, loan, expenses, grant, accommodation.*

Going to university is expensive. First, there's the tuition \_\_\_\_\_. Then there are all the books you need. Then, if you live away from home, you have to pay for your \_\_\_\_\_. The university halls of residence are not cheap. Then you have all your other living \_\_\_\_\_. A few students get a \_\_\_\_\_, but most have to take out a student \_\_\_\_\_ from the bank, which can take years to pay off. Most students have to do a \_\_\_\_\_ job in order to survive.

**Exercise 2. Make up situation using new words above.**

#### **Conclusion.**

Materials: Board, markers.

Objective: The revision of the lesson

Procedure: Teacher asks students to make the feedback on the lesson (oral or written) and gives **homework:** Prepare a discussion between a person who is in favor of studying abroad and a person who is against them. Then make a round table discussion.

## **Glossary**

**Catalyst**- a person or thing that causes a change

**Convention**- behavior that is considered normal in a given group

**Impact** -the powerful effect that sth has on sb or sth

**Inadequacy**- the state of not being able or confident to deal with a situation

**self-esteem**- a feeling of being happy with your own personality or abilities

**biased**- making unfair judgments

**detrimental**- harmful

**disruptive** -causing problems so that sth cannot continue normally

**overwhelming**- so powerful that you cannot resist it or decide how to react

**renowned** -famous and respected

**boost**- make sth increase

**budget**- plan how to spend money

**cover** -provide enough money for

**entail** -involve sth that cannot be avoided

**expose**- give sb the experience of sth

**fall short of**- fail to reach the standard that you expected

**kindle**- make an interest, emotion, etc start to grow in sb

**outweigh**- be more important than.

## Lesson plan 27

**Course title: Vocabulary**

**Topic:** Towns / City life (problems of big cities, famous cities in the world).

**Level:** Intermediate/Upper Intermediate.

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher presents some pictures of big cities and asks to share opinions.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Students explore the material	Teacher distributes handouts with vocabulary about cities and asks to do tasks.	20 min	Individual / pair work	Activity-1. Handout 1
<b>While activity</b>	Ss have an occasion to discover the material and do tasks	Teacher divides students into the pairs and suggests depicting famous cities in handouts.	20 min	Pair work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive vocabulary they have learned at the lesson	Teacher distributes handouts to observe students' obtained information and idioms on the topic.	20 min	Group work	Activity-3. Handout 3
<b>Conclusion</b>	To create a description of big cities in the East.	Homework: Teacher summarizes the lesson and gives home task	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students share opinions about big cities according to the topic.

### Warm up handout.

### Share background knowledge about big cities.



### London

London is a world unto itself. The eclectic neighborhoods — which house a blend of historical landmarks and modern-day attractions — can keep you occupied for days. Visit the Tower of London and the British Museum or explore Portobello Road and Borough Market.



### Paris

Year after year, the magnetic City of Light draws travelers looking to cross the Eiffel Tower and Notre Dame off their bucket lists. But what visitors really fall in love with are Paris' quaint cafes, vibrant markets, trendy shopping districts and unmistakable *je ne sais quoi* charm.

### Activity 1.

Materials: Handout 1.

Objective: Students explore the material.

Procedure: Working with vocabulary about cities.

## Handout 1.

### Exercise 1.

#### Underline the most suitable word.

- a) As you can see, the garden has two ornamental iron *doors/gates* and there is a stone *path/pavement* leading to the house.
- b) This is the front *entry/entrance*, but there is another door at the *edge/side* of the house.
- c) All the rooms have *covered/fitted* carpets.
- d) All the *cupboards/wardrobes* in the kitchen and the *bookshelves/library* in the living room are included in the price.
- e) There is a beautiful stone *chimney/fireplace* in the living room, and there are *sinks/washbasins* in all the bedrooms.
- f) At the top of the *stairs/steps* there is a *colored/stained* glass window.
- g) The bathroom has a *shower/washer* and modern mixer *pipes/taps*.
- h) At the top of the house there is a/an *attic/cellar* and the garden contains a *glasshouse/greenhouse* and a garden *hut/shed*.
- i) There is a wooden *fence/wall* on one side of the garden, and a *bush/hedge* on the other.
- j) This is a fine *single/detached* house in a quiet *neighborhood/suburb*.

#### Exercise 2. Choose the correct geo-political word in A, B or C to complete each of these sentences.

- 1. Japan, Korea and the Philippines are all in the \_\_\_\_\_.  
A. *Near East* B. *Middle East* C. *Far East*
- 2. The South Pole is situated in the \_\_\_\_\_.  
A. *Arctic* B. *Antarctic* C. *Antarctica*
- 3. New Zealand is part of \_\_\_\_\_.  
A. *Australia* B. *Australasia* C. *Austria*
- 4. Bangladesh is part of \_\_\_\_\_.  
A. *the Indian Subcontinent* B. *India* C. *Indiana*
- 5. Nicaragua is a country in \_\_\_\_\_.  
A. *North America* B. *South America* C. *Central America*
- 6. Argentina, Brazil, Colombia, Panama and Honduras all form part of \_\_\_\_\_.  
A. *Latin America* B. *Spanish America* C. *South America*
- 7. Apartheid was abolished in \_\_\_\_\_ in the 1990s.  
A. *southern Africa* B. *North Africa* C. *South Africa*
- 8. The United Kingdom and the Republic of Ireland form a group of islands known as \_\_\_\_\_.  
A. *Great Britain* B. *England* C. *The British Isles*
- 9. The United Kingdom and the Republic of Ireland form part of \_\_\_\_\_.  
A. *Continental Europe* B. *Mainland Europe* C. *Europe*

10. Kuwait, Oman and the United Arab Emirates form part of what is known as \_\_\_\_\_.  
*A. the West Indies    B. the Gulf States    C. the European Union*

**Activity 2.**

Materials: Handout 2.

Objective: Discovering materials.

Procedure: Students depict famous cities.

**Handout 2.**

**Exercise 1. Give additional material about these cities.**



**Sydney**

This metropolis offers more than just a dizzying array of landmarks (e.g., the Opera House and the Sydney Harbor Bridge). Sydney boasts a warm, sunny climate ideal for enjoying the city's beaches. The sands at Coo gee and Bondi draw locals and tourists alike.



**New York**

New York City hosts infinite urban adventures: Wander through Central Park, tour the exhibits at the Met, catch a Broadway show or peruse SoHo's stylish boutiques. And at night, admire Manhattan's glittering skyscrapers from the top of the Empire State Building

**Exercise 2.**

**Match the sentences in the left hand column with the most appropriate sentence in the right-hand column. Use the words in bold to help you.**

1. I enjoy a <i>rural</i> lifestyle.	A. Really? So why are we seeing so much <i>construction</i> in the countryside around London?
2. There isn't much <i>pollution</i> if you live outside a town.	B. I'm not so sure. All those <i>pesticides</i> and <i>chemical fertilizers</i> that farmers use nowadays can't be good for the <i>environment</i> .
3. There is a lot of <i>productive land</i> in this area.	C That's probably because we import more food from abroad.
4. In recent years, there has been a lot of <i>migration</i> from the towns to the cities.	D. Mostly wheat oats and <i>barley</i> .
5. The government has promised to leave the green belt alone.	E. Really? How much is that in <i>acres</i> ?
6. There has been a huge reduction in the amount of <i>arable land</i> over the last twenty years.	F. I'm not surprised. With such terrible <i>prospects</i> within towns, <i>depopulation</i> is inevitable.
7. My uncle's farm covers almost 800 <i>hectares</i> .	G. Well I can't see much evidence of <i>cultivation</i> .
8. What are the main crops grown in this area?	H. Really? I always find there's nothing to do in the countryside.

### Activity 3.

Materials: Handout 3.

Objective: Ss perceive the vocabulary of the lesson.

Procedure: Observing obtained information and idioms on the topic.

### Handout 3.

#### Vocabulary reference

#### Location

west(ern) east(ern) north(ern) south(ern) inland

#### Type of city

capital city provincial city district / regional / provincial capital port administrative / commercial capital

#### Describing cities

**physical** - suburb inner city sector harbor bay waterfront zone / area / quarter / district coastal

**character** - fascinating vibrant ancient tourist modern major world-famous cosmopolitan multicultural metropolitan historic industrial

**climate** - temperate humid changeable tropical

**Exercise 1.**

**Match some of the words from *Vocabulary reference: Describing cities - character and climate* with their definitions.**

1. Full of energy, lively and exciting.....
2. Great, important or main.....
3. Including people from many different countries.....
4. A very large, industrial and commercial city.....
5. Weather which is very hot, wet and uncomfortable.....
6. Showing the influence of many different countries and cultures.....
7. Very interesting.....
8. Weather in or from the warmer parts of the world.....
9. Very old.....
10. A mild climate.....
11. New.....
12. Something that everyone knows about in many countries.....

**Exercise 2.**

**Match the idioms with their definitions.**

<b>Idioms</b>	<b>Definitions</b>
1. It's a small world.	a. One can run into somebody they know almost anywhere.
2. An Englishman's home is his castle.	b. When visiting a place always respect its customs and traditions.
3. There's no place like home.	c. Whatever methods you use will have the same result.
4. All roads lead to Rome.	d. An Englishman feels safest and does as he wishes in his home.
5. When in Rome do as the Romans do.	e. One's home is the best place to be.

## **Conclusion**

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

## **Handout 4.**

### **Choose the correct item.**

1. Cannes is a famous European holiday.....  
A) camp B) resort C) hotel D) accommodation
2. One of the most popular. ....sports is squash.  
A) indoor B) inside C) interior D) internal
3. After work, I usually .....with a cup of tea.  
A) rest B) calm C) relax D) lie
4. The museum is .....next to the planetarium.  
A) situated B) placed C) out D) stood
5. This restaurant .....for people of all ages.  
A) covers B) caters C) cares D) supplies
6. There is a wide ..... of events at this year's festival.  
A) amount B) sum C) variety D) collection

## **Homework.**

**Make a description of one of the big cities among eastern countries using *Vocabulary reference*.**

## **Glossary**

**City (n)** – a large and important town.

**Climate (n)** – the regular pattern of weather conditions of a particular place.

**District (n)** – an area of a country or town, one that has particular features.

**Landmark (n)** – a large building that is very important because of its history.

**Magnetic (adj)** – people find very powerful and attractive.

**Metropolis (n)** – a large important city (often the capital city).

**Problem (n)** – a thing that is difficult to deal with or to understand.

**Region (n)** – all of a country except the capital city.

## Lesson plan 28

**Course title:** Vocabulary

**Topic:** Travel / Towns and cities.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher presents Warm up handout with big cities of Uzbekistan and asks to share opinions.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Ss have an opportunity to discover the material	Teacher distributes handouts with vocabulary about cities and asks to do tasks.	20 min	Individual / pair work	Activity-1. Handout 1
<b>While activity</b>	Students discover the material and do tasks	Teacher offers depicting famous cities which are given in handouts.	20 min	Pair work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive the vocabulary of the lesson	Teacher distributes handouts to observe Ss' obtained information and writing skills on the topic.	20 min	Group work	Activity-3. Handout 3
<b>Conclusion</b>	To create a descriptive story of homeland.	Homework: Teacher summarizes the lesson and gives home task	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students share opinions about cities of Uzbekistan.

### Warm up handout.

**Share background knowledge about big cities of Uzbekistan.**



### Tashkent

Tashkent is one of the oldest cities in Central Asia. Chach-Shash-Binkent-Tashkent. Each of these names is the city's history. Tashkent city was founded more than 2000 years ago. The city was situated on the crossroad of the Great Silk Road, which helped...



### Samarkand

Samarkand is one of the ancient cities of the world with its 2750 year history; it is the contemporary of Rome, Athens and Babylon. The city is located on the left bank of the middle course of the Zarafshan River, in the center of the Republic of

Uzbekistan.

### **Activity 1.**

Materials: Handout 1.

Objective: Students discover the material.

Procedure: Working with vocabulary about cities.

### **Handout 1.**

#### **Exercise 1.**

**Fill in the gaps with either “gone to”, “been to” or been in”.**

1. “Where is Sally?” “She's not in, she's.....the bank”.
2. Stan has only .....the Metropolitan Opera once.
3. The Boy Scouts have.....the mountain camp; they will be back next Thursday.
4. She hasn't .....the cinema for ages.
5. Oliver has.....Vienna for fifteen years.

#### **Exercise 2.**

**Read the text describing places, and fill in the gaps with the suitable given prepositions: *through, outside, from, opposite, on, near, in.***

### **MY NEIGHBOURHOOD**

My flat is (1) ... the fifth floor of a high-rise block which is (2) ... a busy road. During the day we can hear the traffic passing (3) ... which can be quite disturbing, but fortunately there is a park just (4) ... our building, so we have a pleasant view of grass and trees (5)... our living-room windows. I often walk (6)... the park to get to the bus stop on the other side. The centre of town is quite (7)... my flat, so it's convenient for both shopping and entertainment.

### **Activity 2.**

Materials: Handout 2.

Objective: Discovering materials.

Procedure: Depicting famous cities.

### **Handout 2.**

**Exercise 1. Give additional material about these cities.**



**Bukhara**

"Bukhara-and-Sharif" - "noble and sacred" - is one of the numerous epithets, which was awarded to this ancient city. The great poets of the East of the IX-X centuries Rudaki Dakiki, Firdausi devoted kasids to it.



**Khiva**

One of the oldest cities of Central Asia is Khiva. It is located on the north-western part of Uzbekistan, in a large agricultural oasis of Khorezm. Khiva was firstly mentioned in the X century.

**Exercise 2. Fill in the correct relative pronouns (*who, which, whose, when, where, why, whom*).**

1. The lady.....is speaking to the airport officials is the one .....luggage mysteriously disappeared.
2. It was 1990..... I traveled to Italy, as I had always wanted to visit the place ..... my parents were born.
3. Her brothers, both of .....are university students, enjoy going surfing at weekends.
4. In the café .....I go for my lunch break; I often see a man .....looks like Paul Newman.
5. The old building .....is now being restored, once belonged to a wealthy merchant ..... ghost is said to haunt the place.
6. Kenya is the place ..... they have chosen to spend their summer holidays this year, ..... is the reason .....they are having vaccinations.
7. The TV Programme ..... I saw last night was about old people .....go hiking every weekend.

### Activity 3.

Materials: Handout 3.

Objective: Ss perceive the vocabulary of the lesson.

Procedure: Obtain information and writing skills on the topic.

### Handout 3.

**Uzbekistan** has an area of 447,400 square kilometres (172,700 sq mi). It is the 56<sup>th</sup> largest country in the world by area and the 42<sup>nd</sup> by population. Uzbekistan is a dry, landlocked country. It is one of two doubly landlocked countries in the world (that is, a country completely surrounded by landlocked countries), Less than 10% of its territory is intensively cultivated irrigated land in river valleys and oases. The rest is vast desert (Kyzyl Kum) and mountains.



### Exercise 1.

Match the words in the box with a suitable explanation (a-l). Not all words given are possible.

Curtains drive parking shelf central heating dishwasher furniture  
radiator stool cook doormat landing rug door knocker  
letterbox settee/sofa

- a) Rectangular hole in the front door ... *letterbox*...
- b) Long narrow rectangular piece of wood or metal fixed to the wall.....
- c) Short road between the street and a house or its garage.....
- d) Use this if you want someone to open the front door.....
- e) Put the dirty dishes in this.....
- f) This system makes the house warm.....
- g) A small carpet.....
- h) More than one person can sit on this.....
- i) An area at the top of some stairs.....
- j) Wipe your feet on this before you enter the house.....
- k) Pull these to cover the windows.....
- l) Small seat without back or arms.....

**Exercise 2.**

**Complete this part of a letter about an unpleasant flight.**

*Dear Tom*

*I've just arrived in Rome but I'm still recovering from a really terrible flight. We (1) \_\_\_\_\_ two hours late because of bad weather, and then over the channel we hit more bad weather. The (2) \_\_\_\_\_ announced that we had to (3) \_\_\_\_\_ our seat belts, which was a bit morning, and for half an hour we (4) \_\_\_\_\_ through a terrible storm. It was still raining and very windy when we (5) \_\_\_\_\_ in Rome and I was really glad to (6) \_\_\_\_\_ the plane and get into the airport building.*

*Fortunately things have improved since then but I really hope the return (7) \_\_\_\_\_ is a lot better.*

**Conclusion**

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

**Handout 4.**

**What do you call?**

1. The place where you go when you arrive at the airport with your luggage?
2. The card they give you with the seat number on it?

3. The money you have to pay if your luggage is very heavy?
4. The place where you sit and have a drink when you are waiting for your flight to be called?
5. The bags you carry on to the plane with you?
6. The place above your head where you can put your hand luggage?
7. The part of the airport where the plane accelerates and takes off?
8. The people who look after you on the plane?
9. The part of the airport you walk through when you arrive or depart?
10. The place where you collect your luggage after you land?

### **Homework.**

**Write a descriptive story of homeland.**

### **Glossary**

**Ancient (adj)** – belonging to a period of history, thousands of years in the past.

**Landlocked (adj)** – almost or completely surrounded by land.

**Monument (n)** – a statue built to remind people of a famous person or event.

**Noble (adj)** – very impressive in size or quality.

**Oasis (n)** – an area in the desert where there is water and where plants grow.

**Sacred (adj)** – very important and treated with great respect.

**Sightseeing (v)** – visiting interesting buildings and places as a tourist.

**Valley (n)** – an area of low land between hills or mountains.

## Lesson plan 29

**Course title: Vocabulary**

**Topic:** The language of signs and notices / Roads and transportation.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher presents Warm up handout and asks Ss to share facts about it.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Students have a great opportunity to explore the material	Teacher distributes handouts with vocabulary about roads and transport and asks to do tasks.	20 min	Individual / pair work	Activity-1. Handout 1
<b>While activity</b>	Ss discover material of the lesson	Teacher divides students into pairs and distributes Handout 2. Ss do the tasks.	20 min	Pair work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive vocabulary of the lesson	Teacher observes Ss' obtained information on the topic.	20 min	Group work	Activity-3. Handout 3
<b>Conclusion</b>	To create a reflective writing to the topic	Homework: Teacher summarizes the lesson and gives home task	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

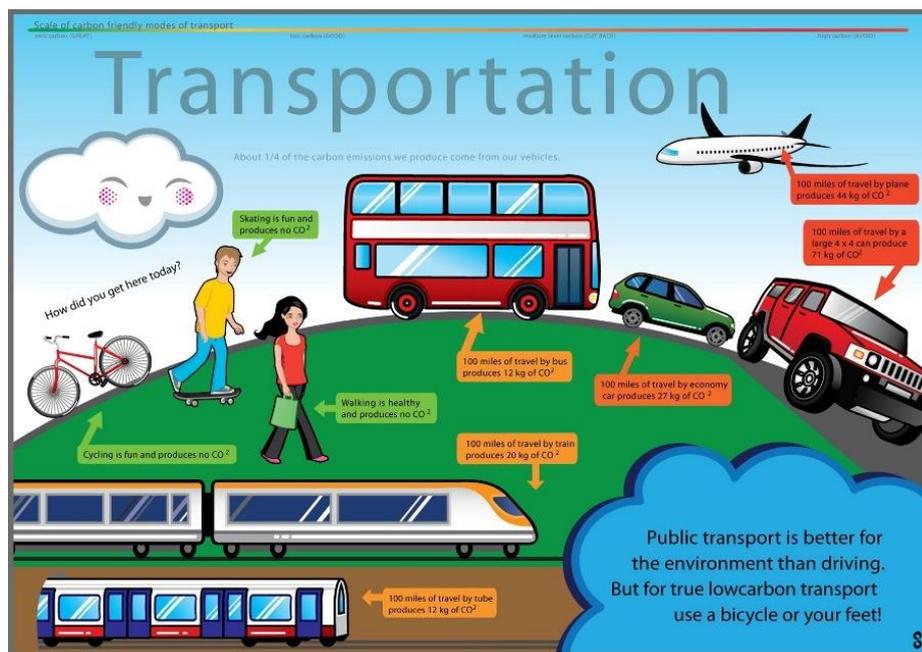
Procedure: Students share facts about transportation.

### Warm up handout.

### What we know about transport & transportation.

Transport on roads can be roughly grouped into the transportation of goods and transportation of people. In many countries licensing requirements and safety regulations ensure a separation of the two industries.

People are transported on roads either in individual [cars](#) or in [mass transit](#) by [bus](#) or [coach](#). Special modes of individual transport by road such as [cycle rickshaws](#) may also be locally available. There are also specialist modes of road transport for particular situations, such as ambulances.



### Activity 1.

Materials: Handout 1.

Objective: Students explore the material.

Procedure: Working with vocabulary about roads and transport.

Nearly all roadways are built with devices meant to control [traffic](#). Most notable to the motorist are those meant to communicate directly with the driver. Broadly, these fall into three categories: signs, signals or pavement markings. They help the driver navigate; they assign the right-of-way at intersections; they indicate laws such as [speed limits](#) and parking regulations; they advise of potential hazards; they indicate passing and no passing zones; and otherwise deliver information and to assure traffic is orderly and safe.

Besides signals, signs, and markings, other forms of traffic control are designed and built into the roadway. For instance, curbs and rumble strips can be used to keep traffic in a given lane and median barriers can prevent left turns and even U-turns.

## Handout 1.

### Exercise 1.

Complete the sentences using words from the box.

got in   ride   called   adventure   hire   rode   missed   take   got off  
catch   fare   get on   fell off   go on   caught

1. Jenny and Susie decided to ..... an .....holiday.
2. They planned to ..... the bus, then .....a train.
3. They wanted to ..... bicycles, then ..... them to the hostel.
4. The bus was so full that they couldn't..... , so they ..... a taxi.
5. When the taxi arrived, they....., but the traffic was bad so they .....the train.
6. The taxi..... was very expensive.
7. They..... the next train and .....at Windermere.
8. They.....their bikes to the hostel, but they..... a few times on the way.

### Exercise 2.

Cross out the incorrect word in these sentences.

1. You mustn't ride / drive a motorbike without a crash helmet.
2. She told him to get in / get on the car and fasten his seat belt.
3. Bus fares/tickets are getting more expensive.
4. Trains to the airport travel/run every half hour.
5. The pilot couldn't drive / fly the plane in such bad weather.

6. Have a look at the train schedule / timetable to find out when the next one arrives.
7. We were late, so we had to take / catch a taxi.
8. I left my house a bit late and I lost / missed the bus.

## Activity 2.

Materials: Handout 2.

Objective: Discovering materials.

Procedure: Doing tasks.

## Handout 2.

### Exercise 1.

**Are these statements true or false in your experience?**

1. Trains are more reliable than buses.
2. Train fares are more expensive than bus fares.
3. Train journeys are more interesting than bus journeys.
4. Railway stations are nicer places than bus stations.
5. You get to the place you are going faster by taxi than by car.

### Exercise 2.

#### Warning signs

Warning signs tell you that there may be dangers ahead. They are usually black on a yellow background and are mostly diamond shaped.

Pictures, diagrams and symbols are used to alert you to danger.



Left image: Crossroads ahead. Centre image: The road you are travelling on ends, you must give way to all traffic. Right image: Road conditions will change ahead to two lanes of oncoming traffic.



**Give the detailed description of the following traffic signs.**

---

Left image: Stop sign ahead. Centre image: Pedestrian crossing ahead. Right image: Pedestrians may be crossing ahead.



Left image: Hospital ahead drive carefully. Centre image: Look out for bicycle riders. Right image: Road is slippery when wet.



Left image: There is a hump in the road ahead (a hump is a sudden slope up and then down) Centre image: Look out for kangaroos. Right image: As you approach the hill ahead, you will not be able to see a safe distance in front of you. Drive carefully.

### Activity 3.

Materials: Handout 3.

Objective: Ss perceive the vocabulary of the lesson.

Procedure: Teacher observes Ss' obtained information on the topic.

### Handout 3.

#### Exercise 1.

**Look at sentences 1-10 and decide what has, or hasn't, happened (sentences A-J). Use the words in *bold* to help you.**

1. Ambulance driver to policeman: 'The pedestrian's *injuries* are very severe and he has to go to hospital'.
2. Judge to driver: '*Drink-driving* is a serious offence and I therefore ban you from driving for a year'.
3. Driving instructor to student driver: 'Stop! That's a *pedestrian crossing!*'
4. Driving test examiner to student driver: 'I'm afraid you've failed your test because you don't know the *Highway Code*'.
5. Policeman to driver: 'Do you realize you were *speeding* back there, sir?'
6. Driver to a friend: 'I can't believe it! He gave me a heavy *fine* and six points on my license'.
7. Police officer to radio interviewer: '*Joyriding* has increased by almost 50% and I am urging everyone to think twice before they get involved in this stupid activity'.
8. Television news presenter: 'So far this year there have been 27 *fatalities* on Oxford's roads'.
9. City council officer to journalist: 'As part of our new transport strategy, we are going to construct *cycle lanes* in and around the city'.
10. City council officer to journalist: 'The "*Park and Ride*" scheme has been very successful over the last year'.

**A.** Somebody is unfamiliar with the government publication containing the rules for people travelling on roads.

**B.** More people have been leaving their cars in designated areas outside a city and catching a bus into the city centre.

**C.** A lot of cars have been stolen, mainly by young people who want some excitement.

**D.** A person walking in the street has been hit and badly hurt by a vehicle.

**E.** Somebody has decided to make it safer to use bicycles.

**F.** Somebody has almost driven through a red light and hit a person walking across the road.

- G. Somebody has had to pay money because of a driving offence.
- H. Somebody has consumed an illegal amount of alcohol before driving their car.
- I. A lot of people have been killed in traffic-related accidents.
- J. Somebody has been driving too fast.

**Exercise 2.**

**Fill the gaps with the necessary word.**

1. Our train leaves from .....7.
2. I waited at the .....for ten minutes, and then two buses arrived.
3. I couldn't get on the first bus because it was .....
4. The train was half an hour late. I think the reason for the late ..... was bad weather.
5. Buses aren't very ..... . Sometimes they come every five minutes, but other times you have to wait for forty minutes.
6. When I got to the bus stop there was a long ..... of people.
7. The flight was fine but we had a terrible .....from the airport to our hotel.
8. I think the next train is .....to arrive in about ten minutes.

**Conclusion**

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

**Handout 4.**

**Describe the roads and transport in the picture.**



### **Homework.**

**Write a reflection on the theme “How to reduce traffic jam”.**

### **Glossary**

**Coach (n)** – a wheeled vehicle, generally drawn by horse power.

**Public (adj)** – able to be seen or known by everyone; open to general view, happening without concealment.

**Railway (n)** – a track, consisting of parallel rails, over which wheeled vehicles may travel.

**Road (n)** – a way used for travelling between places, usually surface with asphalt or concrete. Modern roads, both rural and urban, are designed to accommodate many vehicles travelling in both directions.

**Speed (n)** – the state of moving quickly or the capacity for rapid motion; rapidity.

**Train (n)** – elongated portion.

**Transport (n)** – an act of transporting; conveyance.

**Transportation (n)** – the act of transporting, or the state of being transported; conveyance, often of people, goods etc.

## Lesson plan 30

**Course title: Vocabulary**

**Topic:** The arts / TV and soap opera.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher offers learners to share knowledge about art and TV.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Students have a great chance to explore new material	Teacher distributes handout about art and soap opera. Ss work on it.	20 min	Individual / pair work	Activity-1. Handout 1
<b>While activity</b>	Ss have an opportunity to discover the material and do tasks	Teacher divides students into the pairs and distributes vocabulary activities	20 min	Pair work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive vocabulary they have learned	Students get new information and do the tasks of handout.	20 min	Group work	Activity-3. Handout 3
<b>Conclusion</b>	To complete the sentences	Homework: Teacher summarizes the lesson and gives home task.	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students share facts knowledge about art and TV.

### Warm up handout.

### What we can say about the picture.



### Activity 1.

Materials: Handout 1.

Objective: Students explore new material.

Procedure: Working on tasks about art & TV.

### Handout 1.

**The arts** represent an outlet of expression, that is usually influenced by [culture](#) and which in turn helps to change culture. As such, the arts are a physical manifestation of the internal creative impulse. Major constituents of the arts include [literature](#) – including [poetry](#), [novels](#) and [short stories](#), and [epics](#); [performing arts](#) – among them [music](#), [dance](#), and [theatre](#); [culinary arts](#) such as [baking](#), [chocolatiering](#), and [winemaking](#); [media arts](#) like [photography](#) and [cinematography](#), and [visual arts](#) – including [drawing](#), [painting](#), [ceramics](#), and [sculpting](#). Some art forms combine a visual element with performance (e.g. film) and the written word (e.g. comics).

A **soap opera**, **soapier**, or **soap** is a serial [drama](#) on television or radio which features related story lines about the lives of many characters, usually focusing on emotional relationships to the point of [melodrama](#). The term *soap opera* originated from such dramas being typically sponsored by soap manufacturers in the past.

### Exercise 1.

**Which branch of the arts do you think these people are talking about?**

*Example:* 'It was a strong cast but the play itself is weak.' *Theatre*

1. 'It's called *Peace*. It stands in the main square.'
2. 'Animation doesn't have to be just *Disney*, you know.'
3. 'It was just pure movement, with very exciting rhythms.'
4. 'It doesn't have to rhyme to be good.'
5. 'Oils to me don't have the delicacy of water-colors.'
6. 'Her design for the new shopping centre won an award.'
7. 'I read them and imagine what they'd be like on stage.'
8. 'The first chapter was boring but it got better later.'
9. 'I was falling asleep by the second act.'

### Exercise 2.

**Each one of these sentences contains a mistake of usage of words connected with the arts. Find the mistake and correct it. You may need a dictionary.**

*Example:* The scene at this theatre projects right out into the audience. Not 'scene' but 'stage' (the place where the actors perform).

1. What's the name of the editorial of that book you recommended? Was it Cambridge University Press?
2. 'I wandered lonely as a cloud' is my favorite verse of English poetry.
3. He's a very famous sculpture; he did that statue in the park, you know, he one with the soldiers.
4. Most of the novels in this collection are only five or six pages long. They're great for reading on short journeys.
5. There's an exposition of ceramic at the museum next week.
6. The sceneries are excellent in that new production of *Macbeth*, so dark and mysterious.
7. What's in the Opera House next week? Anything interesting?

## Activity 2.

Materials: Handout 2.

Objective: Discovering materials and doing tasks.

Procedure: Working with Vocabulary reference.

## Handout 2.

### Exercise 1.

**Complete the passage using words from *Vocabulary reference: Art and Describing art.***

#### Art

sculpture sketch self-portrait portrait ceramic

#### Describing art

abstract still-life contemporary surreal

One of the greatest influences on (modern) (1)..... art is Picasso. To get a feeling for Picasso's artistic development from the blue and rose periods to the (shapes and patterns)..... (2) period, when he began to paint shapes and colors rather than objects, you can go to the Museum National Picasso in Paris. From a moving (painting of himself) (3)..... and rough (pencil drawings)..... (4) in preparation for the oil painting *Les Femmes d'Alger*, the collection moves to Picasso's (dreamlike)..... (5) *Nude in an Armchair*. It contains (pictures of objects that do not move)..... (6) paintings, and some of his many (paintings of other people) (7)..... . The gallery also has (objects made from clay) (8)..... including bowls, cups and vases. A small garden displays larger (pieces of art made from stone and metal) (9)..... from his studio.

### Exercise 2.

**Ask questions for which these remarks would be suitable answers.**

**Example:** It's oil on canvas. *What sort of painting is it?*

1. Yes, it got rave reviews.
2. No, I'm not really a concert-goer, but thanks anyway.
3. Oh, some beautiful old buildings and some ugly new ones.
4. The cast were fine, but the direction was weak.
5. A new Hungarian film; fancy going to see it?

### Activity 3.

Materials: Handout 3.

Objective: Ss perceive the vocabulary of the lesson.

Procedure: Teacher observes Ss' obtained information on the topic.

### Handout 3.

We often also include architecture and ceramics within the arts. The art (plural) covers everything in the network. Art (singular, uncountable) usually means fine art, but can also refer to technique and creativity.

*ex:* Have you read the arts page in *The Times* today? [that part of the paper that deals with all the things in the network]

She's a great art lover, [loves painting and sculpture]

Shakespeare was skilled in the art of poetry, [creative ability]

Dance usually refers to modern artistic dance forms; ballet usually has a more traditional feel, unless we say modern ballet. *Remember:* a novel is a long story, e.g. 200-300 pages; a short prose fiction, e.g. 10 pages, is a short story.

#### *Use of the definite article*

When we refer to a performing art in general, we can leave out the article.

*ex:* Are you interested in (the) cinema/ballet/opera/theatre?

Would you like to come to the cinema/ballet/opera/theatre with us next week. [particular performance]

**Exercise 1. Match the words and expressions in box "A" with a suitable definition in box "B".**

#### **Box A.**

1. Current affairs 2. reporters 3. journalists 4. Tabloids 5. Broadsheets  
6. Coverage 7. Information overload 8. Broadcasts 9. web 10. website  
11. download 12. the Internet 13. log on

**Box B.**

- A. large format newspapers
- B. small format newspapers
- C. people who write for newspapers or periodicals
- D. the amount of space or time given to an event in newspapers or on television
- E. the political situation as it is now
- F. radio or television programmes
- G. to enter a password and start to access a computer system
- H. journalists who write reports of events for a newspaper, periodical or television programme
- I. the millions of pages and sites which display text and images within the Internet
- J. to transfer pages from a web site onto our own computer
- K. the international network linking millions of computers
- L a modern expression referring to the inability of a human to process everything he or she hears and sees
- M. a collection of related pages on the World Wide Web created by a company, organisation or individual

**Exercise 2.**

**Complete the extract from a television interview with an appropriate word or expression from the box.**

entertainment • invasion of privacy • exploiting • libel • censorship  
information • readership • media tycoon • paparazzi • freedom of the  
press • unscrupulous • gutter press • chequebook journalism

**Interviewer:** Welcome to today's programme. Today we will be discussing the 1 \_\_\_\_\_, and asking the question: Should we allow newspapers and television channels to print or say whatever they like? In the studio I have television personality Timothy Blake and 2 \_\_\_\_\_ Rupert Potbelly, multimillionaire owner of the Daily Views newspaper. Timothy, let's start with you.

**T.B.:** Thank you. In my opinion, it's time the government imposed stricter<sup>3</sup>\_\_\_\_\_ of the press in order to prevent<sup>4</sup>\_\_\_\_\_ journalists and reporters from making money by <sup>5</sup>\_\_\_\_\_ people. I have often accused Mr. Potbelly's organisation of<sup>6</sup>\_\_\_\_\_ - nowadays I can't even sunbathe in my garden without being photographed by his hoards of <sup>7</sup>\_\_\_\_\_ - \_\_\_\_\_ They're like vultures. And everything they print about me is lies, complete rubbish.

**Interviewer:** But isn't it true that the media provides us with valuable <sup>8</sup>\_\_\_\_\_ and <sup>9</sup>\_\_\_\_\_, and censorship would deprive us of much of this? Rupert?

**R.P.:** Of course. Mr. Blake's accusations are unfounded, as are the accusations of <sup>10</sup>\_\_\_\_\_ we have received and I can safely say that my journalists never pay people money to create stories. We are simply reporting the truth. Of course, if Mr. Blake wants to sue us for <sup>11</sup>\_\_\_\_\_, he is very welcome to try. But he would be depriving our <sup>12</sup>\_\_\_\_\_ - all eight million of them - of the things they want...

**T.B.:** You're talking rubbish, as usual, like the pathetic <sup>13</sup>\_\_\_\_\_ you own and use to fill your pockets with dirty money.

**R.P.:** Now look here, mate...

## **Conclusion**

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

## **Handout 4.**

What sphere of art is used in the picture.



## Homework.

### Events

performance art street art concert / gig carnival festival

Complete the examples and definitions using words from *Vocabulary*

*reference: Events.*

- 1 When a person or group of people doing something is the work of art, this is called.....
- 2 .....is art that happens in a public place.
- 3 A ..... or ..... is when a musical group performs for an audience.
- 4 A public event that happens at a certain time every year involving music, dancing, dressing up and a parade is called a .....
- 5 When there is a series of art events, usually held in one place or a day of celebration, often with a religious background, this is a.....

## Glossary

**Art (n)** – the use of the imaginations to express ideas or feelings, particularly in painting, drawing, sculpture.

**Ceramic (n)** – the art of making and decorating ceramics.

**Design (n)** – the art or process of deciding how smth will look, work, etc.

**Portrait (n)** – a painting, drawing or photograph of a person.

**Programme (n)** – an organized order of performances or events.

**Scene (n)** – a small part of the play, opera, etc.

**Stage (n)** – a raised area in the theatre where actors, dancers perform.

**Television (n)** – electric equipment with a screen to watch programs.

## Lesson plan 31

**Course title:** Vocabulary

**Topic:** Sport. Mountain, landscape

**Level:** Upper Intermediate

**Aim :** Be able to talk about sport and familiarized verbs and their collocations in the context of sport.

**Materials:** English vocabulary in use. Cambridge University Press 2013; Enterprise 4. Virginia Evans- Jenny Dooley, 2012; Macmillan essential Dictionary. Macmillan Publishers Limited 2013

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><i>Warm-up</i></u> T asks Ss answer questions.	15 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary .	T introduces items of equipment that are necessary in sport	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	T explains how to use collocations referring sport	10 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary	T teaches Ss how to make word-formation using prefixes and prepositions	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow to give a reflection of the lesson	The teacher gives home tasks	15 min	Whole group	None

## Detailed process of the lesson.

### Warm up

Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: T asks Ss answer the following questions.

**Warm up handout. What is each person doing? Which of these activities are sports and which are hobbies? Which would you like to do? Why?**



### Activity 1

Materials: Handout 1

Objective: Introduction to the topic of the lesson

Procedure: T introduces items of equipment that are necessary in sport.

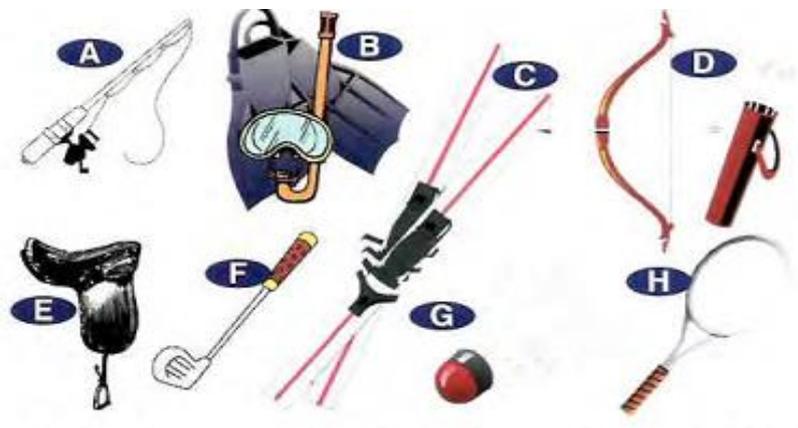
### Handout 1

**Exercise 1. Complete the table as in example. Decide where each sport takes place using the list below.**

<i>Sport</i>	<i>Person</i>	<i>Place</i>
Boxing	Boxer	Ring
Athletics	Athlete	
Tennis		
Golf		
Ice-skating		
Cricket		
Football		

### Exercise 2

**The following pictures illustrate equipment needed for certain sports. Match the letters with numbers. Can you name the sports they are used for?**



- 1 skis \_\_\_\_ 2 saddle \_\_\_\_ 3 tennis racquet \_\_\_\_ 4 flippers, musk and snorkel \_\_\_\_  
 5 shuttlecock \_\_\_\_ 6 bow and arrows \_\_\_\_ 7 golf club \_\_\_\_ 8 fishing rod \_\_\_\_

### Activity 2

Materials: Handout 2

Objective: Using collocations.

Procedure: T explains how to use collocations referring sport.

### Handout 2

**Exercise 1. Name one other piece of equipment necessary to play these sports apart from the item as in example.**

- 1 archery: bow, .....
- 2 badminton: racket, .....
- 3 hockey: stick, .....
- 4 baseball: bat, .....
- 5 darts: darts, .....

**Exercise 2**

**Match the activities listed below with comments.**

*Skiing    motor racing    weightlifting    snorkeling    golf*

- 1. “It is great feeling, rushing down a cold mountainside. Of course, you have to be careful or you might break your leg.”
- 2. “ Since I started, I’ve gained three kilos of solid muscle. I’m much stronger now, and look better too.”
- 3. “ It’s more than just hitting a ball around a course, it’s really relaxing and it’s nice to be in the open air.”
- 4. “It’s a real thrill to go around the track at 200 kilometers per hour. It’s perfect if you love danger.”
- 5. “ You really feel like a part of undersea world. It’s relaxing, good exercise, and you can see some beautiful creatures.”

**Exercise 3**

**Now look at the following items of equipment and match them with the activities mentioned above.**

*golf club    skis    snorkel    helmet    weights*

### Activity 3

Materials: Handout 3

Objective: Practice the vocabulary.

Procedure: Students fill the gaps with suitable verbs.

### Handout 2

#### Exercise 1

**Collocations. Fill the gaps with suitable verbs.**

1. Were many records ..... at the Olympics?
2. We've been ..... so many times we deserve to be bottom of the league!
3. Congratulations! How many points did you ..... by?
4. You should ..... the world jogging. That would help you lose weight.
5. Who ..... the world record for the 1000 meters? Is it Russian?
6. I only ever once ..... a goal, and it was sheer luck.

#### Exercise 2

**GO, PLAY, DO** collocate with the sports below. Write **G** for go, **P** for play, **D** for do next to each sport. Then, make dialogues using the collocations and the following words: **Let's, Shall we....?, How/what about....?, Why don't we...? Responding negatively: I'm not in the mood for ....., I don't think it's a nice idea... etc.**

<i>cricket</i>	<i>rugby</i>	<i>horse riding</i>	<i>ice-skating</i>	<i>baseball</i>
<i>snorkeling</i>	<i>archery</i>	<i>water-skiing</i>	<i>volleyball</i>	<i>weightlifting</i>
<i>motor racing</i>	<i>tennis</i>	<i>basketball</i>	<i>sailing</i>	<i>snow-boarding</i>
<i>fishing</i>	<i>surfing</i>	<i>football</i>	<i>cycling</i>	<i>badminton</i>
<i>golf</i>	<i>hockey</i>	<i>water polo</i>		

## Conclusion.

Materials: Handout 4

Objective: Sum up the lesson.

Procedure: Students fill the gaps with suitable verbs.

## Handout 4

### Exercise 1

#### What do you call a person who...?

does the long-jump? *a long-jumper*

- 1 rides horses in races?
- 2 plays hockey?
- 3 drives cars in races?
- 4 plays football?
- 5 throws the discus/javelin?
- 6 does the pole-vault?
- 7 does gymnastics?

### Exercise 2

#### Fill in each gap with one of the prepositions below.

<i>into – of – up – in – round – at – out of – between – for – off</i>
--

1. Pele used to play ..... Santos, which is a famous Brazilian team.
2. A huge crowd ..... people watched the championship match.
3. Neither team won: the game finished ..... a draw.
4. I bought two tickets for the match ..... Madrid and Barcelona.
5. The exhausted runner collapsed ..... the end of the race.
6. I run ten laps ..... the track every day.
7. The basketball player threw the ball ..... the basket.
8. They didn't score a goal as the ball bounced ..... the post.
9. The referee declared the ball ..... bounds.
10. When the player fouled, the referee held ..... a yellow card

## Homework. Match the idioms with the definitions.

### Idioms

1. In (or out of) the race    2. fun and games    3. play the game    4. play game  
5. paddle one`s canoe.

### Definitions

- A. to act in a fair, honest way.  
B. to do sth without help from others, depending on oneself  
C. with( or without) the hope of winning  
D. to agree with sb so that things go smoothly  
E. humorous tricks, enjoyable activities

### Case study

**Some people think that money has ruined sport. People used to play for the glory of winning. Now they are open to bribery and corruption. What would you do about it?**

### Glossary

courage (n) – the quality of a confident character not to be afraid.

dedicated (adj) – devoted, loyal, conscientious

graceful (adj) – moving in a controlled, attractive way or having a smooth, attractive form

glory (n) – fame, praise or honor that is given to smb because they achieved sth important

hang-gliding (n) – a sport in which you fly while hanging from a frame like a large KITE

rafting (n) – the sport of travelling down a river on a RAFT

snorkel (n) - a tube that you can breathe air through when you are swimming under the surface of the water

## Lesson plan 32

**Course title:** Vocabulary

**Topic:** Internet language / Leisure activities

**Level:** Upper Intermediate

**Aim:** To provide students with the new information and new words related to the Internet

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP

www.englishclub.com

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson.	<u><b>Brainstorming.</b></u> Teacher starts lesson by asking some questions.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	T introduces items of equipment that are necessary in the Internet.	20 min	Group work	Handout 1
<b>While activity</b>	Students' explore the material.	T explains how to use collocations and special terms referring the internet.	20 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary	T teaches Ss how to make word-formation using prefixes and prepositions	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow students to give the reflection of the lesson	The teacher gives home tasks	10 min	Whole group	

## Detailed process of the lesson.

### Warm up.

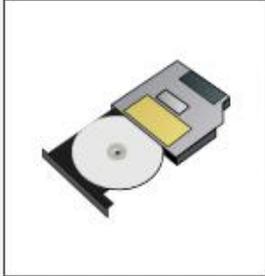
Materials: Warm up handout.

Objective: Introduce the focus of the lesson.

Procedure: Teacher gives students small squares with pictures of equipment and their appropriate names. Students match the words with the pictures.

### Warm up handout.

Match the words with the picture.

screen			
laptop			
headphones			
CD drive			
tablet PC			
mobile devices			

### Activity 2

Materials: Handout 2

Objective: After learning some words refer to the topic, Students fortify their vocabulary.

Procedure: Students are given a table of letters, then they find words by adding letters in order.

### Handout 2

Materials: Handout 2

Objective: students broaden their vocabulary building.

Procedure: First, Teacher gives a list of jumbled words and students have to find the words by changing letter's order. Then they check their answers with the teacher.

**Exercise 1 Computer Words –spelling quiz. Can you match the jumbled words on the left with the correct spellings?**

Soume
Peakress
Tenrpri
Staklonwort
Patlop
Peadonesh
Himcopreno
Bacwme
Brekyoad
Ronitom
Canners
Moctuper

Mouse
Speakers
Printer
Workstation
Laptop
Headphones
Microphone
Webcam
Keyboard
Monitor
Scanner
computer

### Activity 3

Materials: Handout 3

Objective: Students perceive the vocabulary

Procedure: Students are given a table of letters, then they find words by adding letters in order. The words go across from left to right or up and down. When they finish, teacher gives a list of words which should be drawn on the table.

## Exercise 1. Word game.

U J T O V O L E O Z J M Y D K P A D Q Y  
J W I R E L E S S H U B R W O R K Z S Q  
F U H M O T H E R B O A R D E I F A X Q  
O C N B S U X X T B C E Y M T N K N O Z  
B U J X S U Y T O O N L A E B T W U E D  
R V H U Q D W W E O D C S E Y E G P G V  
H E C H E U V D H M L D L C C R W E R A  
B M W B S D I P F A A B G O H C R U U T  
L O E L D V O L T E A J E U G A W V X X  
T D B H R R E I H C S J B L E B Y K I U  
F U C Z C A G A B Y Z V E R Z L M B D P  
I L A I G I D S T M Z H O G W E A Q P D  
Z L M B D P U E V I R D E L B A T R O P  
Y O V Q G L M R E D R O C M A C Q F P S  
B C D W R I T E R U S C O Q S I W Q Y Z  
F X Q G R A P H I C S T A B L E T I L N  
S E B G U G E N J O Y S T I C K Q N N W  
D D C N A K C I T S Y R O M E M D P K V

🔍 WEBCAM  
🔍 CAMCORDER  
🔍 DIGITAL CAMERA  
🔍 MICROPHONE  
🔍 HEADSET  
🔍 PDA  
🔍 MEMORY STICK  
🔍 JOYSTICK  
🔍 USB  
🔍 HUB  
🔍 PORTABLE DRIVE  
🔍 GRAPHICS TABLET  
🔍 VIDEO CARD  
🔍 CD WRITER  
🔍 MOTHERBOARD  
🔍 USB CABLE  
🔍 PRINTER CABLE  
🔍 WIRELESS HUB

## Exercise 2.

**How well do you know internet slang? The internet has a language all of its own – but how fluent are you in online patois?**

What does this mean? Tl;  Too long; don't remember  This is lame; don't read  Too long; didn't read  They're late; drive

Smh means...?  Seeing my homeboy  Straightening my hair  Shaking my head  some men hate what does bae mean?  Bring alcohol everyone

Babe/baby/before anyone else  Be alright everyone Idiot Can you tell the meaning of this slang? Where be you?  Work bringing me under What about

you?  What's bugging you? What does tbh mean?  This broken heart

That's brilliant hun  To be honest  Too bad hun What does this acronym stand for? Never sleep with friends or work colleagues  No seats – forewarning

Neatly saved for the win

### Activity 3.

Materials: Handout 3.

Objective: Students practice to speak about their hobbies.

Procedure: At first teacher gives information about leisure activities and their types and asks question Leisure activities

### Handout 3

#### Exercise 1. Talk about your leisure activities.

##### Things people play



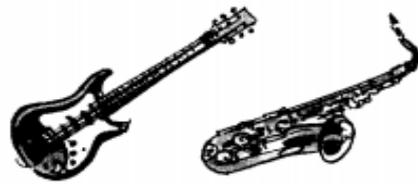
cards



board games



chess



guitar

saxophone

musical instruments

*Note:* People join **clubs** (= become members of clubs) where they can play cards and chess.

##### Things people collect



stamps



coins



antiques

##### Outdoor activities



hiking



camping



rock climbing



hunting



jogging

With these hobbies we can use two different verbs, **go** and **do**:

We often **go** camping in the summer. *or* I **do** a bit of / a lot of rock climbing in the summer.

##### Creative hobbies



Caroline **makes** her own clothes. (= she makes clothes for herself; she doesn't buy them)



Barbara **likes** photography.



Brigit is **mad about** (= really likes) **DIY**. (**DIY** = do-it-yourself)

*Note:* When we start a hobby for the first time we often use the phrasal verb **take up**, and when we stop doing the hobby for the final time, we often use the phrasal verb **give up**.

I **took up** golf when I was fifteen, but I **gave it up** last year.

## **Exercise 2.**

1. Without looking at your handouts give 3 examples for things that people often play.
2. Without looking at your handouts give 3 examples for things that people collect.
3. Without looking at your handouts give 4 examples for outdoor hobbies which include some physical exercise

### **Homework. Guess and find what kind of hobby in each case.**

1. I usually color, but sometimes you get a better effect with black and white. It really depends on the subject.
2. I really enjoy going round the shops and markets looking for a bargain.
3. I try to practice every day, but sometimes it's difficult because I don't like to disturb my neighbors too much. And one neighbor gets very angry If I play the same thing over and over again.
4. The great thing is you can do it when you like. I usually do it three or four times a week – either early in the morning or after school. I only go for about 25 minutes but it really keeps me fit.
5. Obviously it saves me a lot of money, and in any case, I hate buying things in boutiques because so many things are badly made.
6. I joined a club because I wanted to get better, and I now play twice a week in the evenings, It has helped me a lot and I have a much better memory for all the different moves and strategies.
7. I think this is a very common hobby for people like me, who have a house but don't have much money. That's why I started, but now I think I do a better job than many professionals.

## Glossary

**DBA** - Don't Bother Asking

**QAP** - Quick As Possible ,Quickly As Possible

**VBD** - Very Big Deal

**FHO** - Friends Hanging Out

**INCYDK** - In Case You Didn't Know

**blogging** - writing on or otherwise using online journals known as web logs or blogs

**cable modem**-Primary competitor to ADSL, uses digital information transmitted over a cable television infrastructure.

**CSS**-Cascading Style Sheets; while HTML dictates the content of page, CSS regulates the format, including headers, footers, navigation bars, etc. While all of these elements can be created in HTML, such a method would have to be repeated on every web page. CSS on the other hand, is applied to all pages of a website.

**Cyber bully** - A bully who harasses his or her victims online through various means such as spamming, defaming or negative impersonation of the victim.

**thrashers**-someone who searches for information via whatever means needed which would compromise the security of a site. This activity often includes searching trash or refuse disposed in recycle bins of from the facility.

**troll**-someone who attempts to gain infamy in chat or on forums by use of but not limited to links to disturbing items, bashing (fighting, put down) with others, copying or mimicking other's real posts into perverted messages.

**tweet** - a small message sent by a user of the website Twitter.

## Lesson Plan 33

**Course title:** vocabulary

**Topic:** Multimedia tools / computers and internet

**Level:** Upper Intermediate

**Aim:** to provide students with the new information and new words related to computers and the internet.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use.

Upper-intermediate and advanced. Cambridge: CUP

[www.englishclub.com/](http://www.englishclub.com/) , <http://dictionary.cambridge.org/dictionary/english>

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson.	<u><b>Brainstorming.</b></u> Teacher starts lesson by asking some questions.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	T introduces items of equipment that are necessary in the Internet.	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	T explains how to use collocations and special terms referring the internet.	20 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary	T teaches Ss how to make word-formation	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow students to face an opportunity for the reflection of the lesson	The teacher gives home tasks	10 min	Whole group	Handout 4

## Detailed process of the lesson.

### Warm up

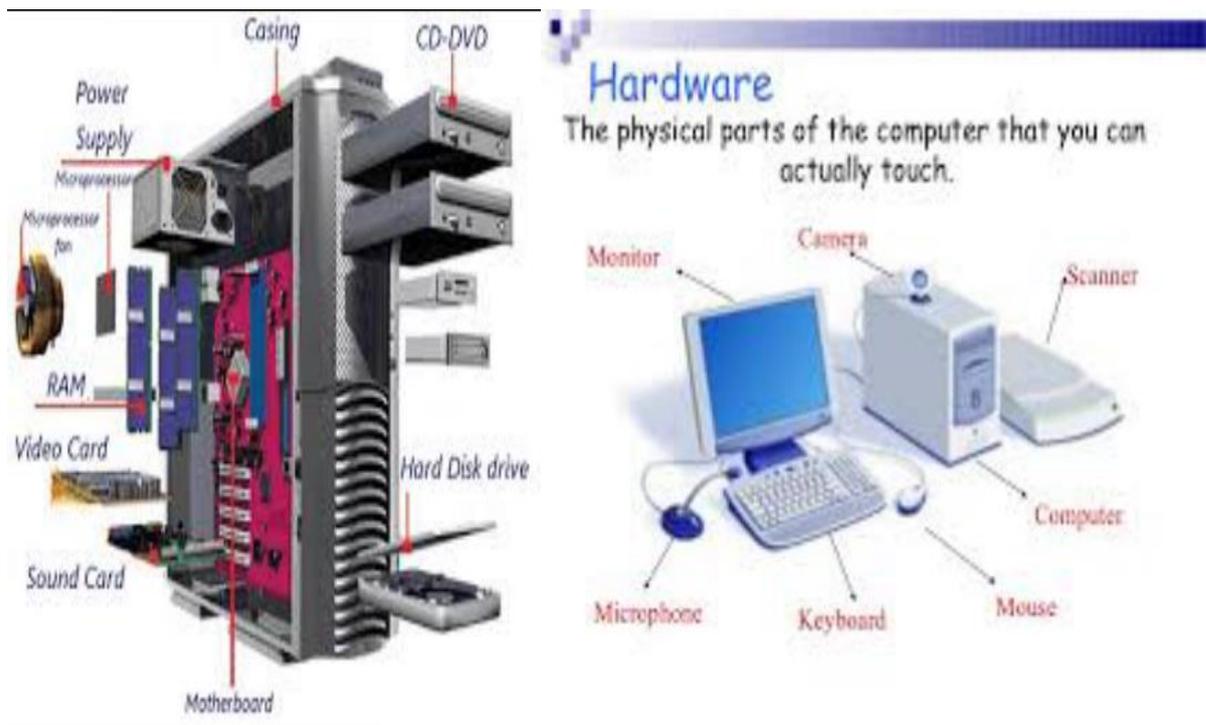
Materials: Warm up handout

Objective: Introduce the focus of the lesson

Procedure: Students do warm up

### Warm up handout.

### Give the definition to these parts of computer



### Activity 1

Materials: Handout 1

Objective: Students fortify their vocabulary.

Procedure: Students are given a table of letters, then they find words by adding letters in order.

### Handout 1

### Exercise 1

**The verbs in the sentence below are all useful in computer (helpful hints), guess the meaning of them.**

After **switching on** the computer, insert floppy disc into the disc driver.

The technician **pressed** a button and lights started flashing

I couldn't understand why the computer wasn't working and then I realized I hadn't **plugged** it in.

**Exercise 2 Complete the sentences below with these words:**

Toolbar, template, terminals, document, word preprocessor, database, memory, modem

1. Most computers have enough ..... to store a vast amount of information.
2. The central computer in this office serves thirty-two .....
3. You can't get onto the internet unless your computer has a .....
4. If you write a lot of similar letters, you can save a lot of time by using .....
5. It's usually quicker to use the icons on the ..... than to keep using the menu.
6. Many people only use their computer as a ..... All they do is write letters and reports on it.
7. The three most important kinds of ..... That your PC can create, are word processor, database and spreadsheet.
8. We have a huge ..... with detailed information about all our customers.

**Activity 2**

Materials: Handout 2

Objective: Students perceive the vocabulary

Procedure: Students complete the text with the words.

**Handout 3**

**Exercise 1. Complete the text with these words**

*Lost, viruses, hackers, crashed, bug*

Everybody seems to be having problems with computers these days. Governments

and big companies are worried about (1)..... Who find their way into their systems and read confidential information. They are even more worried about (2) ..... which can destroy all their programs.

It's not much better for ordinary people either –I bought a program myself last month and I suppose it must have had a (3) ..... of some kind. My computer suddenly (5) ..... two hours' work.

### **Activity 3**

**Materials:** Handout 3

**Objective:** Learning new words

**Procedure:** Teacher asks some question as case study and then gives exercises

### **Handout 3**

#### **Exercise 1. Answer the questions.**

1. Are you a computer literate?
2. Have you got a PC?
3. How much time do you spend online?

#### **Exercise 2. Complete this extract from a guide to using the internet with the following:**

*Online, web page, sites, chat room, download, newsgroup*

The world Wide Web is made up of millions of (1) ..... created by anybody from multimedia corporations to ordinary people like you and me. On the web you can read (2) ..... newspapers or magazines; you can watch videos, (3) ..... music or buy anything from a CD to a holiday. You can go into a (4) ..... And talk to other people all over the world or join a (5) ..... For more serious debate. If you are ambitious, you might even like to try creating your own (6) ..... . Then you can show your holiday pictures to the whole world!

#### **Conclusion.**

**Materials:** Handout 4

**Objectives:** To practice and revise new vocabulary belonging to our theme and to

produce their description about that chosen part of the computer

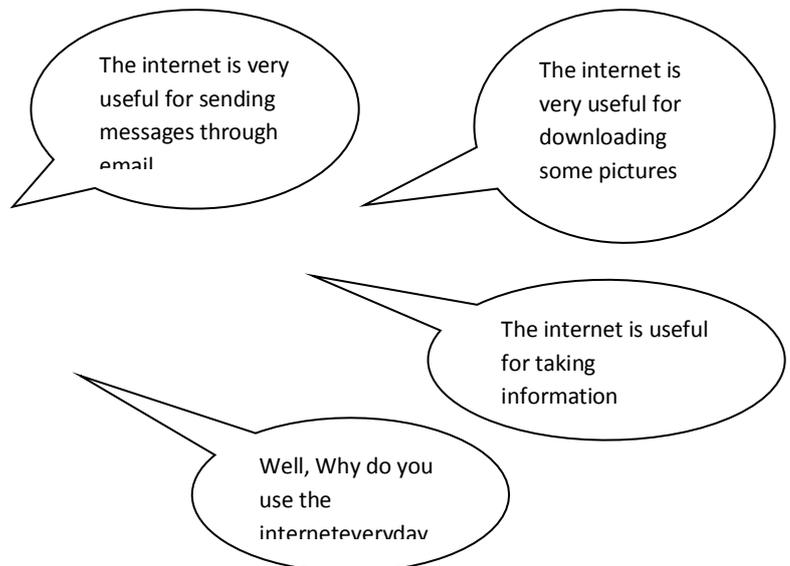
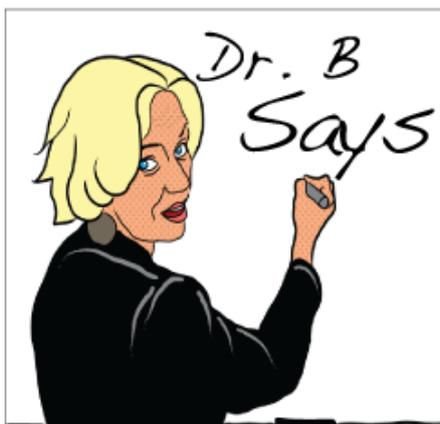
Procedure: teacher gives some exercises.

#### Handout 4

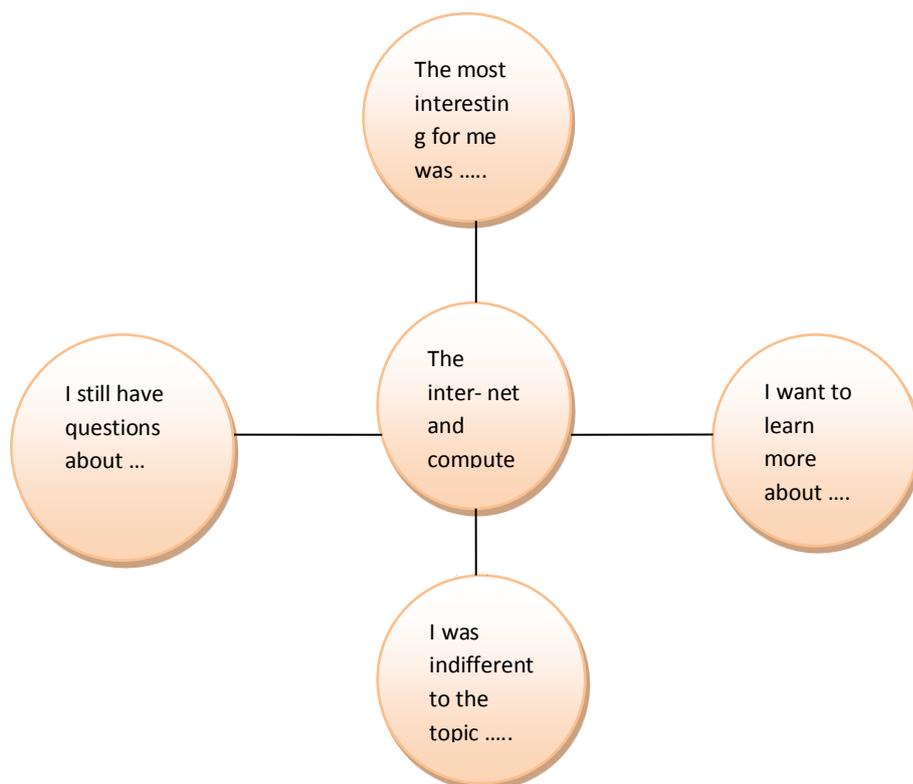
#### Exercise1. Match the verbs on the left with the phrases on the right:

- |              |                     |
|--------------|---------------------|
| 1. Insert    | a. a back-up copy   |
| 2. Make      | b. an e-mail        |
| 3. Run       | c. an icon          |
| 4. Surf      | d. a floppy disk    |
| 5. Send      | e. the internet     |
| 6. Click on  | f. part of the text |
| 7. Highlight | g. a program        |

**Exercise2. Students will need to choose a picture from the table and you should give your description like a story. After you do one of member of your group should choose too and go on your story. At the end of the story the last student should add information about why they use the internet**



**Homework. Noticing why do we need the internet and computers and continuing these sentences with your own words.**



## **Glossary**

Download-to move information or programs from a computer network to a small computer

Upload-if information, a computer program etc uploads, or if you upload it, you move it from a small computer network so that other people can see it or use it

Online – connected to other computers through the internet

Offline – with your computer not connected to the internet

Access – to find information, especially on a computer

Key in – to write something using a computer

Log in / on – to do the necessary actions on a computer system that will allow you to begin using it

Log off – to stop using a computer system by giving it particular instructions

Browser – a computer program that finds information on the internet and shows on your computer screen

## Lesson plan 34

**Course title: Vocabulary**

**Topic:** Words and gender / Making gender, social making of words and difference between male and female speech

**Level:** Upper Intermediate

**Aim:** Enhancing vocabulary building of students and awareness in using words and expressions in gender

**Materials:** Malcolm Mann, Steve Taylor-Knowles. Destination B1 Grammar and Vocabulary with Answer Keys. Macmillan, 2013

<http://dictionary.cambridge.org/dictionary/english>

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Ss write everything that comes to their mind.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for vocabulary	Teaches how to differ the word and speeches according to	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the material.	Ss practice using words and gender	20 min	Individual pair work	Handout 2
<b>Post – Activity</b>	Students perceive the vocabulary.	T teaches addition types of concession.	20 min	Whole group	Handout 3
<b>Conclusion</b>	To allow students give the reflection of the lesson	<b>Homework:</b> The teacher comments on the students' participation	10 min	Whole group	<b>Homework</b>

## Detailed process of the lesson.

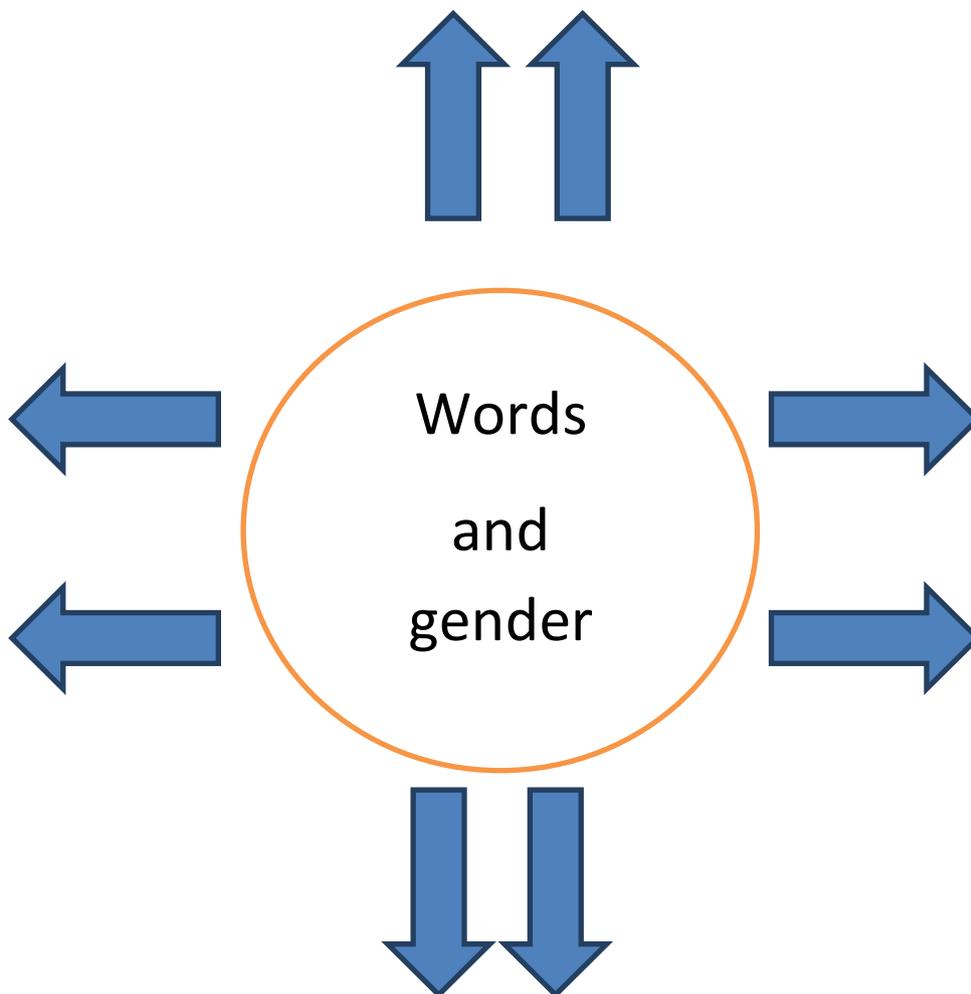
### Warm up.

Materials: warm up handout

Objective: introduce the focus of the lesson

Procedure: Ss write on the board everything that comes to their mind and discuss.

**Warm up handout. What comes to your mind first when you see the words and gender?**



### Suffixes making gender

**-er(or)/-ese** traditionally used to mark male and female ,e.g actress ,actor, waitress/waiter.

These two words are still often used in both forms , but forms such as, authoress , poetess, murderess and manageress are considered old-fashioned. If you want to be neutral , you can use the –er/ -or suffix for male or female.

Schoolmistress /master sound old-fashioned, use teacher instead, air hostess also sounds out of date , use flight attendant or stewardess.

### **-man, -woman and person**

Traditional social roles often meant that –man was used even for roles performed by women. Now many people prefer a neutral form for both genders ,if there is one available.

Neutral female	traditional male	traditional
Chair ( person)	chairman	chairwoman
Spokesperson spokeswoman	spokesman	
Police officer	policeman	policewoman
-	postman	postwoman
-	fisherman	-
Bartender	barman	barmaid
Businessperson businesswoman	businessman	
Firefighter	fireman	-
Flight attendant air hostess	steward	stewardess/
Head (Teacher)	headmaster	headmistress

### **Activity 1.**

Materials: Handout 1

Objective: Students will be aware of the usage of words in gender

Procedure: Teacher gives handout and students change the words according to gender.

### **Handout 1.**

**Exercise 1. Look at this rather gender advertisement for an airline. Change the wording to make it more neutral.**

Now, Eagle Airlines offers even more to the businessman who needs comfort. Let us fly you to your destination in first-class comfort, looked after by the best –trained air hostess in the world. Any businessman knows that he must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat – class you can do that. And, what's more, your wife can travel with you on all intercontinental flights for only 25 % of the normal fare ! Your secretary can book you on any flights 24 hours a day on 0557 465760. All she

**Exercise 2. Here are some more names of jobs and occupations. Are they marked for gender either in the form of the word itself, or 'socially 'marked as typically male or female ? How are they translated**

**into your language, by neutral or by gender- marked words ?**

conductor

shepherd

cheerleader

station  
master

typist

dressmaker

general

detective

tailor

monk

teacher

milkman

## Activity 2

Materials: Handout 2

Objective: Changing and using gender-marked words

Procedure: Students learn the suffixes that changing words in gender

### Handout 2

**Exercise 1. These words include some that many people consider chauvinist. Put the words into appropriate pairs with their neutral alternatives.**

Cabin attendant	
Human beings	
Man-hours	
Single woman	
Mankind	
Air hostess	
Person-hours	

**Exercise 2 .Change gender-marked words into several ones.**

1. We shall have to elect the new chairman next month.
2. Several firemen and policemen were hurt.
3. A spokesman for the store said the managers had decided to resign.
4. I wonder what time the postman comes every day.
5. I can not see a human anywhere. Shall I press this bell and see if someone comes?
6. Her brother's a male nurse and she is an authoress.

### Activity 3.

Materials: Handout 3

Objective: students know the synonyms of words and gender.

Procedure: students put the suffixes to words and make the letter more neutral.

### Handout 3

**Exercise 1. Put the right suffixes for the words according to the gender.**

*business*

*chair*

*fish*

*post*

*police*

*bar*

**Exercise 2. Make this letter more neutral.**

The manager

Luke Oil Engineering Ltd.

Dear Sir,

I am a spinster aged 22 and a seeking employment. I saw your advertisement for part – time workers in the Globe last week. However, your 24 hour answering service seemed to be unmanned when I tried it.

Could you please send me application forms by post? Thank you.

Yours sincerely

Sevara Ahmedova (Miss)

### **Conclusion.**

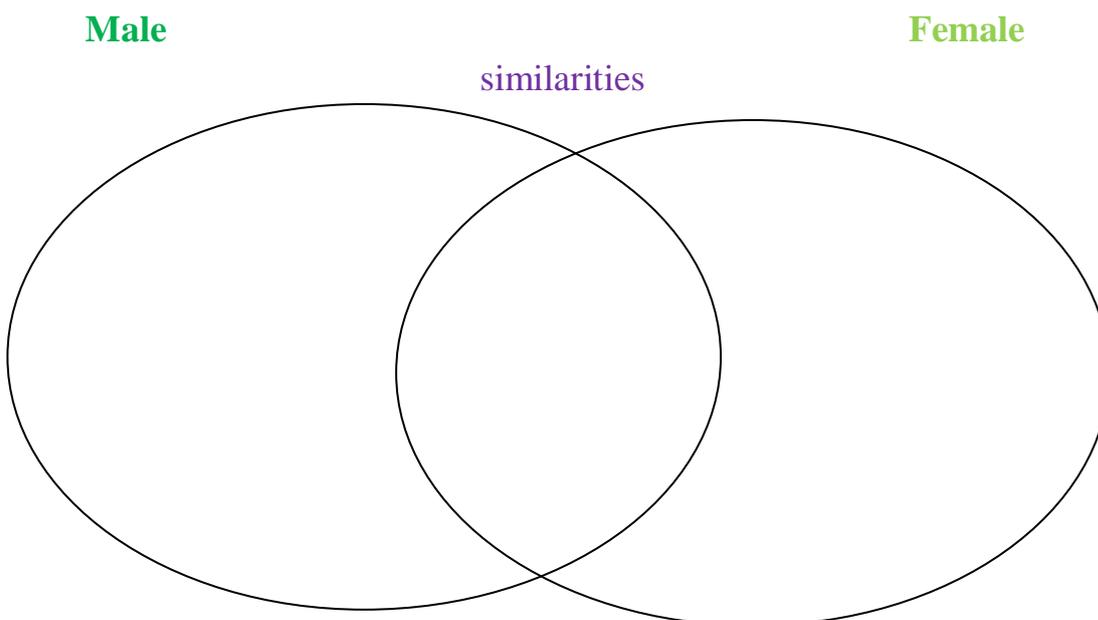
Materials: Handout 4

Objective: students will be aware differences between male and female words

Procedure: students should draw diagram and write the words which are used by male and female gender.

### **Handout 4.**

## Exercise 1. Do Venn diagram.



## Homework

**Making a role –play** about man's and woman's speech by dividing the group into two smaller groups. What is the difference between male and female words? Try to show it with group mates. You could choose one of them:

- a) in the restaurant.
- b) in a party
- c) at university

## Glossary

Hostess - a woman who hosts guests.

Old – fashioned - things which is not in fashion and not used nowadays.

Spinster - a woman who does not married yet.

Social - the thing which belongs to social life and people.

Shepherd - a person who feeds cows, sheep and so on.

Waitress - a woman who serves the order in restaurants or cafes.

## Lesson plan 35

**Course title: Vocabulary**

**Topic:** Abbreviations and acronyms / Expressions with do and make.

**Level:** Intermediate

**Aim:** To raise their awareness of the topics leisure activities. Be able to talk about eating

**Materials:** English vocabulary in use. Cambridge University Press 2012, Enterprise 4. Virginia Evans- Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.wikipedia.com](http://www.wikipedia.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	<u><b>Brainstorming.</b></u> T asks Ss to look at the diagram. Then add more items.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of students for	Students make the vocabulary activities	20 min	Group work	Handout 1
<b>While activity</b>	Students explore the	Students make the exercise then make their own sentences.	20 min	Individual	Handout 2
<b>Post - Activity</b>	Students perceive the	Teacher gives to students activities related problems with	20 min	Pair work	Handout 3
<b>Conclusion</b>	Students give reflection of the lesson.	<b>Homework:</b> To describe any traditional food.	15 min	Whole group	

## Detailed process of the lesson.

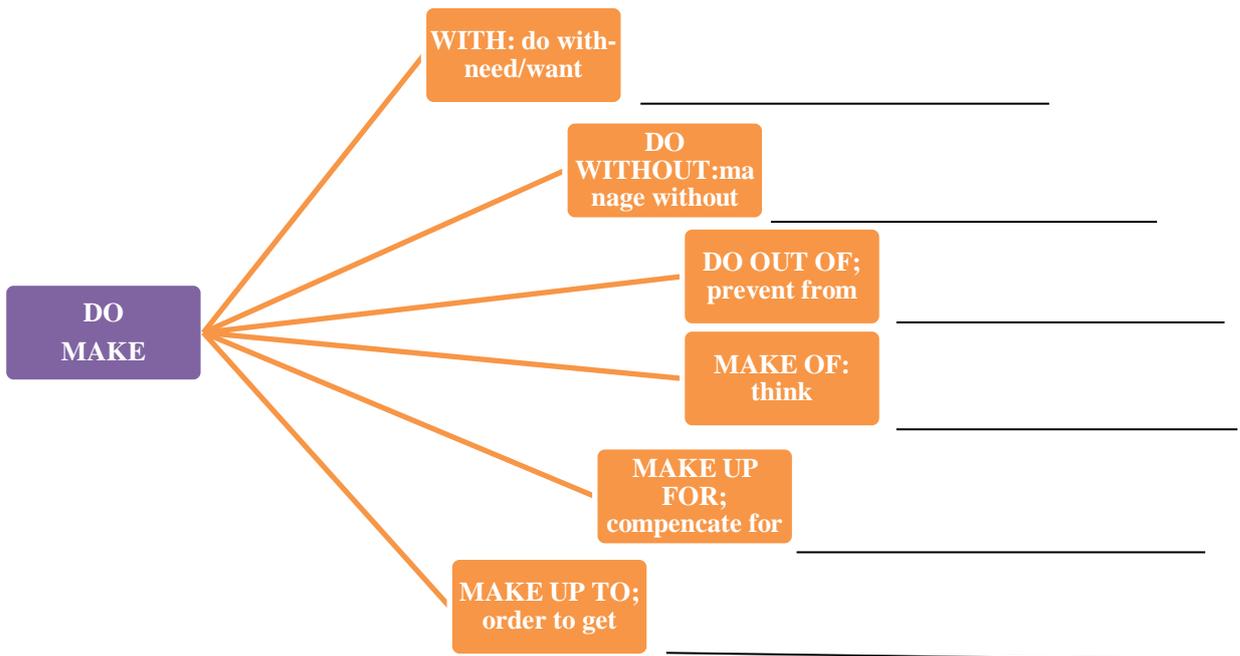
### WARM UP

Materials: Warm up handout

Objective: Introduction to the topic of the lesson.

Procedure: Students complete the graph by giving two more examples each category.

### Warm up handout.



### Activity 1

Materials: Handout 1

Objective: to lead the students to the topic

Procedure: students write the words in the correct box.

### Handout 1.

**Exercise 1.** Write the following words in the correct box below. Some of them go with both words.

**WITH**

**WITHOUT**

**OFF**

**AWAY**

**WITH**

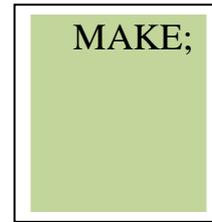
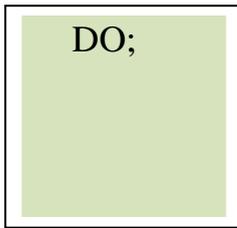
**UP FOR**

**UP TO**

**OUT OF**

**FOR**

**OF**



**Exercise 2. Add the necessary preposition or particles to complete this story.**

Last weekend we decided to start doing \_\_\_\_\_ 1) our bedroom. We agreed that we could do \_\_\_\_\_ 2) the old fireplace in the corner. As we began to remove it from the wall we found some old pictures done \_\_\_\_\_ 3) in a bundle behind a loose brick. At first we could not make \_\_\_\_\_ 4) what was in the pictures but we wiped them clean and realized they all depicted the same young man. We spent an enjoyable evening making \_\_\_\_\_ 5) stories to explain why the pictures had been hidden.

**Activity 2**

Materials: Handout 2

Objective: use correct words

Procedure: Students correct the mistakes.

**Handout 2.**

**Exercise 1. Correct the mistakes in the sentences below. Either the wrong preposition has been used or the wrong order.**

1. This weekend we are planning to make seaside for.
2. Vast amount of money do not always make of happiness.
3. He makes up for anyone he thinks he can help him.
4. Your shoelaces are united. Do up them or you'll trip.
5. They like to make away that they have important connections.

**Exercise 2. Complete the following sentences using an appropriate expressions.**

1. *Pacifist posters in the 1960s used to say ‘ MAKE LOVE NOT \_\_\_\_\_ ’*
2. *It doesn’t matter if you pass or not as long as you do \_\_\_\_\_.*
3. *Though many companies are going bankrupt, ours made a huge \_\_\_\_\_.*
4. *Mrs Thatcher said she could do \_\_\_\_\_ Mr Ganiyev.*
5. *You must make \_\_\_\_\_ the fact that he’s only seven years old.*
6. *Dressing smartly for an interview helps you to make \_\_\_\_\_.*

### **Activity 3.**

Materials: Handout 3

Objective: to able students to understand the abbreviations.

Procedure: Students reply to the comments.

**Exercise 1. What things in these addresses are normally abbreviated?**

1. *Mister A. Carlton*

*Flat number 5*

*Hale Crescent*

*Borebridge*

2. *Ms P. Meldrum*

*Care of T. Fox*

*6, Marl Avenue*

*Preston*

## Exercise 2. Match up the abbreviations with their meanings.

BSc	Compact disc
FBI	Federal Bureau of Investigation
Fr	For example
ext.	Personal identification number
CD	United Nations Educational, Scientific and Cultural Organisation.
asap	Bachelor of Science
PIN	Extension
e.g.	Father
Unesco	As soon as possible

### Conclusion.

Material: Handout 4

Objective: to use correct phrasal verb.

Procedure: Students give a feedback then Teacher gives home task.

### Homework.

**Write word forks to help you learn the meaning of make, make out, do with and do up.**

## Glossary

Hostess (N) : a woman who hosts guests.

Old – fashioned (ADJ) : things which is not in fashion and not used nowadays.

Spinster (N): a woman who does not married yet.

Social (ADJ) : the thing which belongs to social life and people.

Shepherd (N) : a person who feeds cows , sheeps and so on.

Waitress (N) : a woman who serves the order in restaurants or cafes.

## Lesson plan 36

**Course title:** Vocabulary

**Topic:** Homophones / Homonyms and homographs.

**Level:** Intermediate/Upper Intermediate

**Aim:** To provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher distributes warm up handout of Homonyms.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	To get information about <i>homonyms</i> , <i>homographs</i> , <i>homophones</i> .	Teacher explains the rule of homonyms, homographs and homophones.	20 min	Whole group	Activity-1. Handout 1
<b>While activity</b>	Ss have an occasion to discover the material and do tasks	Doing matching tasks of handout 2.	20 min	Individual work	Activity-2. Handout 2
<b>Post activity</b>	To estimate Ss' thinking ability on the topic.	Students arrange sentences with homophones.	20 min	Pair work / Individual work	Activity-3. Handout 3
<b>Conclusion</b>	To create a story using homonyms.	<u>Homework:</u> Teacher summarizes the lesson and gives home task.	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

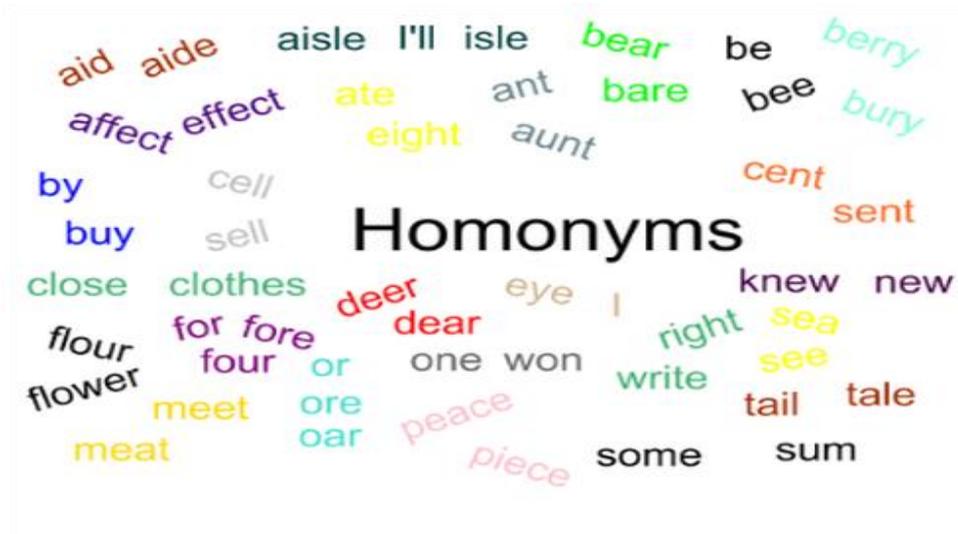
### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students analyze the homonym words.

### Warm up handout.



### Activity 1.

Materials: Handout 1.

Objective: To get information about *homonyms*, *homographs* and *homophones*.

Procedure: Teacher explains the rule.

### Handout 1.

A **homonym** is a word that both sounds and is spelled the same as another word but has a different meaning, technically called a (homophone) (same sound) or a (homograph) (same spelling).

A **homograph** is a word that shares the same written form as another word but has a different meaning.

A **homophone** is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling. The words may be spelled the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as carat, caret, and carrot, or to, two, and too. Homophones that are spelled the same are also both homographs and homonyms. Homophones that are spelled differently are also called heterographs. The term "homophone" may also apply to units longer or shorter than words, such as phrases, letters or groups of letters that are pronounced the same as another phrase, letter or group of letters.

## Exercise 1.

Distinguish the differences between homophones and homographs.

# Homophones & Homographs

 <p style="text-align: center;"><b>homophones</b></p> <p>We read a fairy <b>tale</b> in Library.</p> <p>A rabbit has a fluffy <b>tail</b>.</p> 	 <p style="text-align: center;"><b>homographs</b></p> <p>She wears a sparkly <b>ring</b>.</p> <p>Do you hear those bells <b>ring</b>?</p> 
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## Exercise 2.

How would you pronounce each of the underlined words in the sentences below? Choose a word with a similar sound from the brackets.

1. The girl I live with knows a good pub with live music. (dive/give)
2. The main house houses a collection of rare stamps. (mouse/rouse)
3. They bathed the children after they had bathed in the sea. (lathe/path)
4. You sow the seeds while I feed the sow. (cow/glow)
5. The violinist in the bow tie took a bow. (allow/flow)
6. He's the lead singer in the group 'Lead piping'. (head/deed)
7. What a row from the last house in the row! (plough/though)
8. Does he still suffer from his war wound? (found/mooned)
9. I wound the rope around the tree to strengthen it against the gale. (round/tuned)
10. It's quite hard to wind in the sails in this wind. (find/tinned)

## Activity 2.

Materials: Handout 2.

Objective: Discovering materials.

Procedure: Doing matching tasks.

## Handout 2.

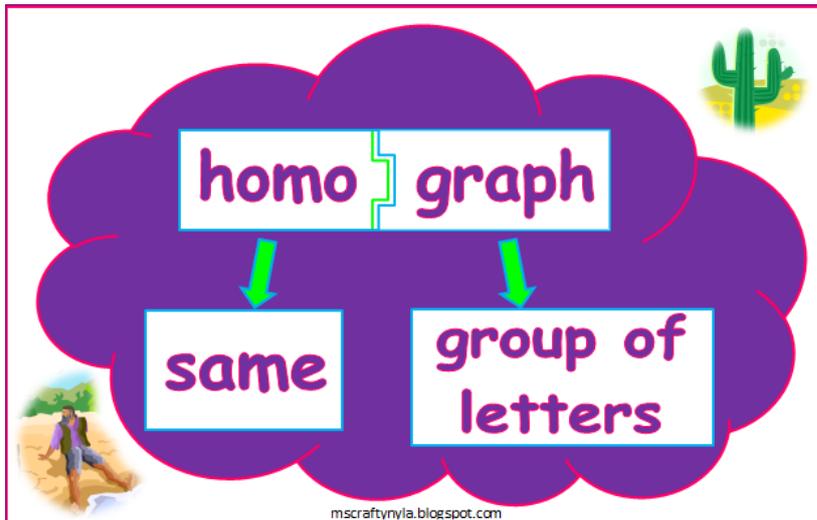
### Exercise 1.

**Homophones and homographs are the root of many jokes in English. Match the first part of each of these children's jokes with the second part and then explain the play on words involved in each.**

- 1) What did the big chimney say to the little chimney?
  - 2) What did one lift say to the other life?
  - 3) What did the south wind say to the north wind?
  - 4) Why did the man take his pencil to bed?
  - 5) Why is history the sweetest lesson?
  - 6) What's the best birthday present?
  - 7) Why can't a steam engine sit down?
  - 8) What's pale and trembles at the bottom of the sea?
- a) Because it's got a tender behind.
  - b) A drum takes a lot of beating.
  - c) I think I am going down with something.
  - d) A nervous wreck.
  - e) He wanted to draw the curtains.
  - f) Because it's full of dates.
  - g) Let's play draughts.
  - h) You're too young to smoke.

## Exercise 2.

Give the examples with homographs.



## Activity 3.

Materials: Handout 3.

Objective: To estimate Ss' thinking ability on the topic.

Procedure: Students arrange sentences with homophones.

## Handout 3.

Exercise 1. Arrange sentences with given homophones.

The handout is titled 'Homophone' in a large, stylized font. Below the title, two arrows point to the phrases 'the same' and 'sound'. The handout is divided into two rows of examples. The first row shows 'right' with a red checkmark, 'see' with an eye illustration, and 'hair' with a girl's head illustration and a red arrow pointing to her hair. The second row shows 'write' with a hand holding a pen, 'sea' with a landscape illustration, and 'hare' with a hare illustration. At the bottom center, there is a small copyright notice: '©Copyright ©2010 www.happylife.com'.

## Exercise 2.

Write different meaning of the given homographs.

Ring   aim   bear   present   drum   smoke   wind   bed   form

### Conclusion

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

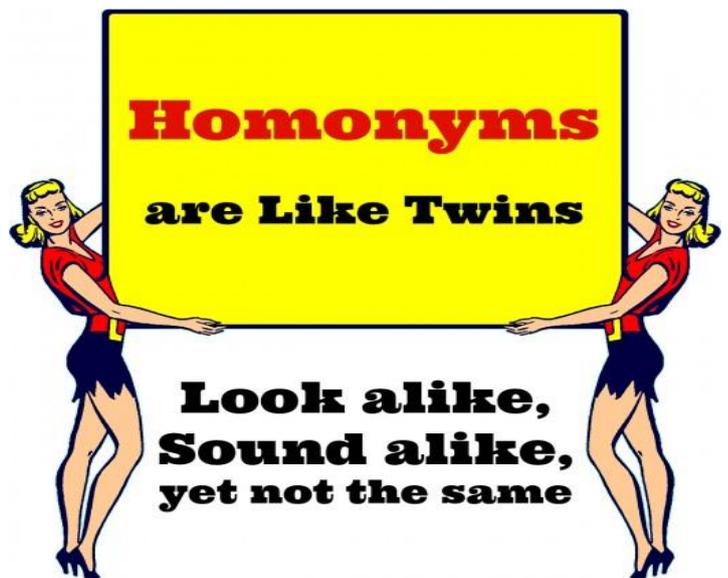
### Handout 4.

Match the words with their meanings.

1.	Drink type, as in lemonade	aide
	To help or assist	ade
	Assistant	aid
2.	Area or district	burrow
	Dig through	burro
	Small donkey	borough
3.	Full of holes	wholly
	Divine	holy
	Entirely	holey

### Homework.

To create a story using homonyms.



## Glossary

**Bear (v)** – to endeavor to depress the price of, or prices in.

**Burrow (n)** – a tunnel or hole, often as dug by a small creature.

**Distinguish (v)** – to see someone or something as different from others.

**Drum (n)** – a percussive musical Instrument spanned with a thin covering an at least one end for striking, forming an acoustic chamber, effecting what materials are used to make it.

**Homonym (n)** – similar spelling but different meaning of words.

**Row (n)** – a line of objects, often regularly spaced, such as seats in theatre, vegetable plants in a garden etc.

**Sow (v)** – to scatter, disperse, or plant.

**Twins (n)** – either of two people (or, less commonly, animals) who shared the same uterus at the same time; one who was born at the same birth as a sibling.

## Lesson plan 37

**Course title:** Vocabulary

**Topic:** Writing reflection / Telephones and mobile phones.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson	Teacher asks Ss to tell their opinions about the picture.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	To check Ss' view point on the topic	Teacher distributes handout with activities enlarging vocabulary.	20 min	Whole group	Activity-1. Handout 1
<b>While activity</b>	Ss have an chance to discover the material and do tasks	For consolidating information doing tasks of handout 2.	20 min	Individual work	Activity-2. Handout 2
<b>Post activity</b>	To estimate Ss' thinking ability on the topic.	Editing as much information about the topic as possible.	20 min	Pair work / Individual work	Activity-3. Handout 3
<b>Conclusion</b>	To allow Ss an opportunity for reflective writing.	<u>Homework:</u> Teacher summarizes the key points of the lesson and gives home task.	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

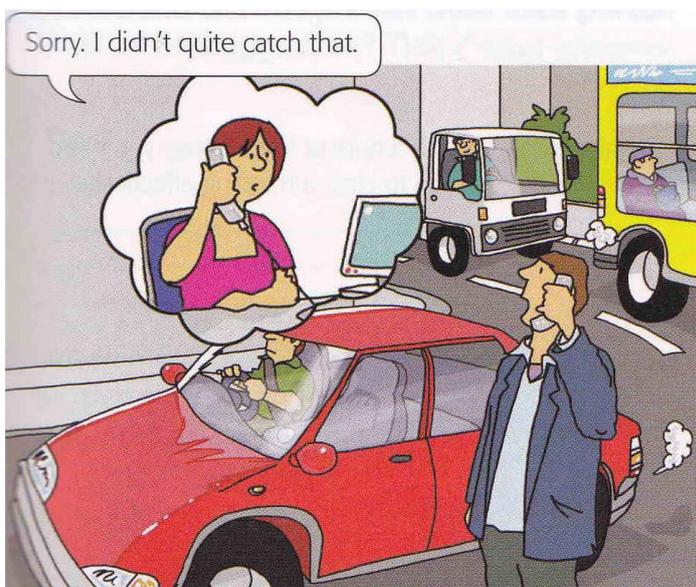
Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students develop their idea based on the picture.

### Warm up handout.

**Give your opinion to talking on the mobile phone while driving.**



### Activity 1.

Materials: Handout 1.

Objective: To check Ss' view point on the topic.

Procedure: Introducing with information and doing the tasks.

### Handout 1.

A **mobile phone** is a [telephone](#) that can make and receive [calls](#) over a radio frequency carrier while the user is moving within a telephone service area. The radio frequency link establishes a connection to the switching systems of a [mobile phone operator](#), which provides access to the [public switched telephone network](#) (PSTN). Most modern mobile telephone services use [cellular network](#) architecture, and therefore mobile telephones are often also called *cellular telephones* or *cell phones*. In addition to [telephony](#), modern mobile phones support a variety of other [services](#), such as [text messaging](#), [MMS](#), [email](#), [Internet access](#), short-range wireless communications ([infrared](#), [Bluetooth](#)), business applications, gaming, and photography. Mobile phones which offer these and more general computing capabilities are referred to as [smart phones](#).

## Exercise 1.

Match the phrases with their meanings.

- |                     |                                 |
|---------------------|---------------------------------|
| 1) Put you through  | a) have a dialed another number |
| 2) Line is engaged  | b) make contact                 |
| 3) On the phone     | c) the line is busy             |
| 4) The wrong number | d) using the phone              |
| 5) Get through to   | e) phone you                    |
| 6) Give you a ring  | f) connect you with someone     |

## Exercise 2.

Annalisa Schmidt is trying to phone James Cassidy. Put the conversation into a logical order.

1. Annalisa: Good morning. Can I speak to James Cassidy in Sales?
2. Annalisa: Is that James Cassidy?
3. Annalisa: No, I'm afraid I don't.
4. Annalisa: Thanks. Oh no, I've been cut off.
5. Switchboard operator: Do you know the extension?
6. Switchboard operator: Sorry to keep you waiting. ... I'm putting you through.
7. John Cassidy: Cassidy.
8. John Cassidy: No, this is John Cassidy. You have come through to Accounts. I'll try and transfer you back to the switchboard.

## Activity 2.

Materials: Handout 2.

Objective: Discovering materials.

Procedure: Doing written tasks.

## Handout 2.

### Exercise 1.

Read the passages and match the job descriptions with words from *Vocabulary reference: Jobs*.

#### Jobs

software engineer \* applications programmer \* technical support \*  
web / systems designer \* network manager

1. My job is to research, design and develop computer programs for customers. Once the system has been designed, I test and maintain the systems. ....
2. People who monitor and maintain the computers in an organization. They install computer systems, diagnose hardware / software faults and solve technical problems, either over the phone or face-to-face. ....
3. I have management responsibility for the operation and administration of the company's internal networks, email and network security systems. ....
4. I am responsible for the visual appearance and functioning of a website. ....
5. My role involves planning and designing information systems that integrate hardware, software and communication technologies. ....

## **Exercise 2.**

### **Answer the following questions.**

1. Have you got a mobile phone? How often do you use it?
2. In your country, what is the emergency number for the police, fire brigade or ambulance?
3. Is there a Directory Enquires? What number is it?
4. How much does it cost to make a local call?
5. How often do you have to pay your phone bill?
6. Is it cheaper to phone during the night?
7. Have you ever made a reserve charge call? If so, who was it to?

## **Activity 3.**

Materials: Handout 3.

Objective: To estimate Ss' thinking ability on the topic.

Procedure: Editing information about the topic.

## **Handout 3.**

### **Exercise 1.**

**Fill the gaps in these phone conversations with suitable words or phrases.**

**A:** Good morning. Bounding Limited. Can I help you?

**B:** Yes. .... Paul Mathews and I'm trying to contact Mr. Patterson. He actually left a ..... on my answer phone yesterday afternoon.

**A:** I see. Well, I'm afraid Mr. Patterson's .....at the moment. Can I ask him to .....later?

**B:** Yes please. I shall be here until lunchtime. My ..... is 748 7267.

### Exercise 2.

**Write down five more words or expressions including the word 'phone' and define each of them.**

*Ex: answer phone, mobile phone, etc.*

### Conclusion

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

### Handout 4.

**How often do you use the telephone to do these things?**

✓ **Tick your answer.**

Activity	Often	Sometimes	Hardly ever
Arrange a meeting			
Deal with complaints			
Take an order			
Place an order			
Find out information			
Ask someone for help			
Apply for a job			
To talk to your parents, relatives			

## Homework.

Fill in the table with advantages & disadvantages of mobile phone.

Advantages of mobile phone	Disadvantages of mobile phone

## Glossary

**Call (v)** – to telephone smb.

**Cell phone (n)** – a phone you can take with you and use anywhere.

**Contact (v)** – act of communication by telephone, letter.

**Engaged (adj)** – busy line.

**Line (n)** – a telephone connection, a particular telephone number.

**Message (n)** – a written or spoken piece of information.

**Public telephone / payphone (n)** – phone in a public place operated with money, a credit card or a phone card.

**Service (n)** – a system that provides smth that the public needs organized by the government or a private company.

**Telephone (n)** – a system for talking to smb over long distance using wires or radio.

## Lesson plan 38

**Course title: Vocabulary**

**Topic:** Review / Technology and Communication.

**Level:** Intermediate/Upper Intermediate

**Aim:** to provide students with the new information and new words & word combinations related to the topic.

**Materials:** McCarthy, M. and O'Dell, F (2013). English Phrasal Verbs in Use. Upper-intermediate and advanced. Cambridge: CUP. Enterprise 4. Virginia Evans-Jenny Dooley, 2013, Macmillan essential Dictionary. Macmillan Publishers Limited 2013, [www.englishclub.com](http://www.englishclub.com)

**Time:** 80 min

Activity	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm up activity</b>	Introduce the focus of the lesson.	Teacher offers to differentiate satellite communications.	10 min	Whole group	Warm up handout
<b>Pre-activity</b>	Preparation of Ss for vocabulary practice	Teacher distributes handouts to review obtained information on the topic.	20 min	Group / Individual work	Activity-1. Handout 1
<b>While activity</b>	Ss have a great opportunity to explore the material and do the tasks	Teacher asks to do completing tasks using <i>Vocabulary reference</i> .	20 min	Pair / Individual work	Activity-2. Handout 2
<b>Post activity</b>	Ss perceive vocabulary they have learned during the last period	Teacher checks received knowledge according the topic throughout the tasks of handout.	20 min	Individual / pair work	Activity-3. Handout 3
<b>Conclusion</b>	To summaries and review all the material.	Homework: Teacher summarizes the lesson and gives home task.	10 min	Individual work	Activity-4. Handout 4

## Detailed process of the lesson

### Warm up

Materials: Warm up handout.

Objective: Introduce the focus of the lesson

Procedure: Students differentiate satellite communications.

### Warm up handout.

Find advantages and disadvantages of the satellite communications given in the picture.



### Activity 1.

Materials: Handout 1.

Objective: Preparation for vocabulary practice.

Procedure: To review obtained information.

### Handout 1.

**Exercise 1.**

**Complete the following list with the name of the specialist in the particular fields.**

<b>science</b>	<b>scientist</b>
chemistry	.....
physics	.....
zoology	.....
genetics	.....
information technology	.....
cybernetics	.....
civil engineering	.....

**Exercise 2.**

**What are the nouns connected with the following verbs?**

- |             |            |            |               |
|-------------|------------|------------|---------------|
| 1. Discover | 2. Invent  | 3. Rotate  | 4. Conclude   |
| 5. Patent   | 6. Dissect | 7. Analyze | 8. Experiment |

**Activity 2.**

Materials: Handout 2.

Objective: Exploring the material.

Procedure: Doing completing tasks using *Vocabulary reference*.

**Handout 2.**

***Vocabulary reference***

**Computing verbs**

navigate click browse drag scroll up / down highlight  
download / upload back up freeze crash delete access hack

**IT dangers**

hacker virus spyware bug cybercrime

### Exercise 1.

**Complete the passage using words from *Vocabulary reference: Computing verbs*.**

#### IT'S WORKSHOPS FOR STUDENTS

OK - we know you know how to use a computer! But how well do you know how to use it? In our first workshop, we show you how to (1).....or find your way around the Internet, or go directly to the information you need - how to (2).....to what you want to know. Do you want to manage your documents better? Our second workshop shows you how to (3)..... or choose, the files you want and then move or (4)..... them to another place. Our third workshop makes sure you don't lose any work. Learn how to put your work in a safe place by (5).....your data. Find out how to (6)....., or transfer, data to another computer to save it, then (7)..... it again to your computer when you need it. Make sure that you're protected if your computer (8)..... or stops working for a few minutes or, worse still, stops completely and (9).....To reserve a place on the course, (10).....down to the bottom of the page by moving the scroll bar with your mouse and (11).....on the link.

### Exercise 2.

**Complete the newspaper articles using words from *Vocabulary reference: Computing verbs and IT dangers*.**

Gary McKinnon, also known as *Solo*, illegally entered or (1)..... into 97 US military computers, causing over \$700,000 of damage by (2)..... or removing files. McKinnon has never denied entering or (3)..... the US Army, Navy, Air Force and NASA computers, but says he did not damage them. A mysterious computer (4)....., or illegal program, has contaminated six million machines in the past three days. The virus, known as *Upandownor Confect*, puts a (5)..... computer error onto machines. The virus is a (6)..... program that allows criminals engaged in (7).....to watch which keys the user is pressing on their keyboard.

### **Activity 3.**

Materials: Handout 3.

Objective: Perceive learned vocabulary.

Procedure: Checking received knowledge.

### **Handout 3.**

#### **Exercise 1.**

**Below you have some of the amazing achievements of modern technology.**

**Match the names on above with the definitions on below.**

- 1. Video recorder**
- 2. Photocopier**
- 3. Fax machine**
- 4. Tape recorder**
- 5. Modem**
- 6. Camcorder**
- 7. Robot**
- 8. Word-processor**
- 9. Food-processor**

- a) A kind of sophisticated typewriter using a computer
- b) A machine which records and plays back sound
- c) A machine which records and plays back sound and pictures
- d) A camera which records moving pictures and sound
- e) A machine for chopping up, slicing, mashing, blending etc.
- f) A machine which makes copies of documents
- g) A machine which makes copies of documents and sends them down telephone lines to another place
- h) A machine which acts like a person
- i) A piece of equipment allowing you to send information from one computer down telephone lines to another computer.

## Exercise 2.

Differentiate the kinds of technology.



## Conclusion

Materials: Handout 4.

Objective: To summarize opinions about topic.

Procedure: Students do the task of Handout 4.

## Handout 4.

**Underline the most suitable word or phrase.**

- This is a small car, but it has a powerful *engine/machine*.
- Do you use an *electric/electrical* toothbrush?
- I can't see anything. Where's the light *plug/switch*?
- I'm going to buy a new *notebook/desktop* PC that I can take to work.
- You can't use the lift. It's out of *order/work*.
- If you don't press this button, the washing machine won't *go/move*.
- Use this torch. The other one doesn't *act/work*.
- The lights have gone out. It must be a power *break/cut*.
- A car *factory/industry* has just been built in our town.
- Who exactly *discovered/invented* the computer?

## Homework.

To review all the material.



## Glossary

**Access (n)** – a way or means of approaching or entering; an entrance; a passage.

**Chemistry (n)** – the branch of natural science that deals with the composition and constitution of substances and the changes that they undergo as a consequence of alterations in the constitution of their molecules.

**Communication (n)** – the act or fact of communicating anything; transmission.

**Computing (n)** – the process or act of calculation

**Dissect (v)** – to study an animal's anatomy by cutting it part; to perform a necropsy or an autopsy.

**Navigate (v)** – to plan, control and record the position and course of a vehicle, ship, aircraft etc. on a journey; to follow a planned course.

**Scientist (n)** – one whose activities make use of the scientific method to answer questions regarding the measurable universe.

**Technology (n)** – the study of or a collection of techniques.

## The bank of Case Studies

### Case study 1

<b>Title</b>	<b>Anvar and David's argue</b>
<b>Focus of the CS</b>	Ways of learning new vocabulary Necessity of the course Vocabulary at the University
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how such course as Vocabulary may help Anvar and David to learn new words and get acquainted with new vocabulary.</p> <p>Consider these questions:</p> <ul style="list-style-type: none"> <li>- What are the main objectives of the course?</li> <li>- How does each of boys' way help them to learn words?</li> <li>- How can boys improve their ways?</li> <li>- Why do they need this course Vocabulary?</li> </ul>
<b>Resources</b>	1-2 hours Syllabus of Vocabulary Year 1
<b>Scenario</b>	<p>Anvar and David are the 1<sup>st</sup> year students of University of World languages. On the second week of their study the teacher got acquainted all students with the Vocabulary course syllabus. After classes two guys were sitting and discussing the course of vocabulary itself, and Anvar said that this course is not so important as others, as he can learn words simply by heart and it's very useful. At the same time David said that this course can be useful but he didn't fully understand how.</p>

## Case Study 2

<b>Title</b>	<b>The choice of young designer</b>
<b>Focus of the CS</b>	Describing people – appearance and character
<b>Task</b>	<p>In pairs, after reading the scenario and supporting materials, prepare notes for a classroom debate on how should Kate look on her interview.</p> <p>Consider these questions:</p> <ul style="list-style-type: none"> <li>- What job has she applied?</li> <li>- Could she show her abilities as a designer in her appearance?</li> <li>- How should Kate look?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Pictures with different dress codes</p> <p>List of the vocabulary connected with this topic</p>
<b>Scenario</b>	<p>Kate a young designer applied for a job a week ago, today in the morning the secretary of the company XXX called Kate and asked to come in the afternoon for the interview. In the description of the company's etiquette there was nothing about dress code.</p>

### Case Study 3

<b>Title</b>	<b>Linda's Cultural shock</b>
<b>Focus of the CS</b>	Stereotypes, prejudices
<b>Task</b>	Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how should Linda behave herself in Uzbekistan and what she should write in her article.
<b>Resources</b>	2 hours Old pictures of towns in Uzbekistan and modern view of Tashkent
<b>Scenario</b>	<p>Linda is a journalist. Her new task is to go to Uzbekistan and write a quite nice article about the life and culture there. Her friend Jack warned her about difficult life in Uzbekistan, he told that there was no transportation, good food and even water, people were wearing strange national clothes and she should be very careful during her trip.</p> <p>A few days later Linda landed in Tashkent and was shocked. All things that she had heard were just stereotypes about such beautiful country and Tashkent itself.</p>

## Case Study 4

<b>Title</b>	Aziza's journey to the UK
<b>Focus of the CS</b>	Uzbekistan and the UK description
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how should Aziza behave herself in the UK and got over the fear of speaking English.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- What should Aziza know about the UK?</li> <li>- What is the easiest way to overcome her fears about the language?</li> <li>- Where should she go while her journey?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Leaflets about UK and Uzbekistan</p>
<b>Scenario</b>	<p>Aziza won the tickets to the UK. And she asked her colleagues about the life in the UK and differences between our and their culture. All of them gave her different information. Aziza liked this country very much even in advance. The only problem she had was language. Her English was not bad but she was so nervous while speaking to foreigners.</p>

## Case Study 5

<b>Title</b>	<b>Wedding traditions</b>
<b>Focus of the CS</b>	Customs and traditions of different countries
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how Kamila and her bridegroom should decide this problem.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- Is it possible to solve their problem? How?</li> <li>- What should they do the first?</li> <li>- What should they know about their customs?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Pictures with wedding traditions in different countries</p>
<b>Scenario</b>	<p>Kamila is from Tashkent but her bridegroom is from Scotland. They decided to celebrate their wedding in two countries, with the local traditions. But every time they started discussing the ceremony they quarreled, because their customs are so much different. They are very nervous about this case and couldn't solve this problem themselves.</p>

## Case Study 6

<b>Title</b>	<b>A foreigner guest</b>
<b>Focus of the CS</b>	Sightseeing and languages of the UK and Uzbekistan
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom discussion on how Anvar should organize his guideline and what should be included there.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- What are the interests of the boys?</li> <li>- What should they know about these two countries?</li> <li>- How should the guideline be organized?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Leaflets and brochures about UK and Uzbekistan</p> <p>Sightseeing of Uzbekistan</p>
<b>Scenario</b>	<p>Anvar has a pen-friend from the UK Jack. In his last letter he invited Jack to Uzbekistan and wrote that Jack would be very amused after visiting Uzbekistan. Jack was very glad about invitation and asked Anvar to prepare the plan or even guideline of his travelling. While Jack was preparing his documents, Anvar was busy with the guideline for Jack.</p>

## Case Study 7

<b>Title</b>	<b>Tastes differ</b>
<b>Focus of the CS</b>	Ways of cooking food
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how they should solve their arguing</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"><li>- What is the best way of cooking meat?</li><li>- How do you prefer to cook food?</li></ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Visual aids</p>
<b>Scenario</b>	<p>You became the viewer of the arguing about ways of cooking food. Two group mates were nervously discussing about cooking of meat-steaks. One of them told that undercooked steaks are very dangerous for the health, another said that to eat overcooked food had the same reaction. You are in hesitation what to say.</p>

## Case Study 8

<b>Title</b>	<b>In a restaurant</b>
<b>Focus of the CS</b>	Eating places, content and menu
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how should the waiter and you behave yourselves in this situation.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- What should the guests of the restaurant do in such situation?</li> <li>- How should the waiter react in such situation?</li> <li>- Were you anywhere in such situation?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Menu from restaurant, pictures</p>
<b>Scenario</b>	<p>Imagine that you are in a restaurant and decided to have supper together with your old friends. The waiter came to you and asked you to make order. All of you are in hesitation because you don't know the names of dishes except one or two. You ask the waiter to come later after the discussion, and mention that the waiter is so nervous and doesn't what to serve you after this case.</p>

## Case Study 9

<b>Title</b>	<b>My friend is a vegetarian</b>
<b>Focus of the CS</b>	Healthy and vegetarian food
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on what Martha should do, and tell to her friend Anna.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- What way of explanation should Martha keep?</li> <li>- What words would have the most proper effect?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p style="text-align: center;">Visual aids</p>
<b>Scenario</b>	<p>Martha is a scientist; she conducted a study in the field of nutrition. Her studies showed that the absence of animal protein in the food of vegetarians can lead to serious problems with health. Her friend Anna keeps the vegetarian way of life. Martha doesn't know what to say to Anna about her studies and how explain all the issues. She mentioned that Anna more and more speaks about her health problems but doesn't believe that it the result of her vegetarian life-style.</p>

## Case Study 10

<b>Title</b>	<b>Keeping diet</b>
<b>Focus of the CS</b>	Diets, pains and food
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on whose guilty you can see in this situation and what to do.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- What should Victoria do?</li> <li>- What advises you can give to young ladies?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Visual aids</p>
<b>Scenario</b>	<p>Victoria is a young lady of 20. Every time she controls her weight and her body. As all young ladies she wanted to be a model and take part in podium run-ways. After applying to famous fashion-house and getting the refuse she was so shocked and nervous that decided the she should lose more weight and try again. She decided not to eat nutritious food for 4-5 days and drank only water and sweetness tea.</p> <p>After 3 days she appeared in the hospital.</p>

## Case Study 11

<b>Title</b>	<b>‘Adult’ life</b>
<b>Focus of the CS</b>	Health problems, bad habits
<b>Task</b>	<p>Individually, after reading the scenario and supporting material, prepare notes for a classroom debate on how should boys behave them in such situation.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>- Is it wright way of behavior or not? Why?</li> <li>- What to do in such occasions?</li> </ul>
<b>Resources</b>	<p>1-2 hours</p> <p>Visual aids</p>
<b>Scenario</b>	<p>Young people prefer to choose smoking and drink alcohol in order to feel and show their coolness in front of their friends. Usually it leads to some problems with health. A group of young men decided to celebrate the birthday of their friend in adult way. They drank a lot of alcohol and smoked, after several hours one of them lost his conscios.</p>

## SAMPLE TESTS

### Mid-Term Test Grammar and Vocabulary (Year-I Semester-II)

Variant – 1

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Group: \_\_\_\_\_

#### Task-1 (point-3)

Rewrite the sentences making the second sentence into a non-defining relative clause and putting it into the correct place.

1. The hospital has handed out redundancy notices to all its staff. It is due to close down next year.  
\_\_\_\_\_
2. The prisoners are requesting more time out of their cells. Their families are campaigning on their behalf.  
\_\_\_\_\_
3. The new government is now facing major problems. It came to power with a lot of public support.  
\_\_\_\_\_
4. Her latest novel is really good. I read it on holiday.  
\_\_\_\_\_
5. The Home Affairs Minister is suspected of being involved in a financial scandal. The opposition have accused the minister of lying.  
\_\_\_\_\_
6. The Education Department is changing its policy on single sex schools. Mrs. Parkinson is in charge of the department.  
\_\_\_\_\_  
\_\_\_\_\_

#### Task-2 (point-3)

Rewrite the sentences, putting the underlined verbs into the passive. Make any other changes necessary.

1. They should have given us this information ages ago.  
\_\_\_\_\_
2. Do you want someone to wake you up in the morning?  
\_\_\_\_\_
3. I don't like someone telling me what to do.  
\_\_\_\_\_
4. The windows are really dirty: no-one's cleaned them for weeks.  
\_\_\_\_\_
5. After the company made him redundant, he became very depressed.  
\_\_\_\_\_

#### Task-3(point-3)

Write what to say using *can, could, may, might, shall, must, would, would you like, would you mind*. There may be several possible answers.

- 1 Invite a friend to go for a swim this morning.  
.....
- 2 Offer to make someone a sandwich.  
.....
- 3 Request an appointment to see your bank manager, Ms Arnold.  
.....
- 4 Give someone permission to use your phone.  
.....
- 5 Suggest going for a picnic this afternoon.  
.....

**Task-4 (point-3)**

Complete the sentences with the opposites of the words in bold type. Use the words in the box.

boundless	revealed	similar
hostile	shallow	natural

- 1- Mike, don't swim in the **deep** end of the pool. Swim in the \_\_\_\_\_ end.
- 2- A few of the villagers were very **friendly** to us, but the rest were rather \_\_\_\_\_.
- 3- The authorities were trying to **hide** the facts, but the press \_\_\_\_\_ everything.
- 4- I don't agree that the applications of the computer are **limited**. On the contrary, I believe that they are \_\_\_\_\_.
- 5- I never use **artificial** flavourings because they are not healthy. I prefer \_\_\_\_\_ ones.
- 6- Our tastes in clothing are very **different**, but somehow, they are very \_\_\_\_\_ in our choice of jewellery.

**Task-5 (point-3)**

Match the verbs on the left with an object from the right. There may be more than one answer.

- |                 |   |
|-----------------|---|
| 1 scribble down | a) a subject                                  |
| 2 make out      | b) a book or an article                       |
| 3 fill in/out   | c) the page                                   |
| 4 jot down      | d) a rough draft of an essay                  |
| 5 note down     | e) the times of the trains to London          |
| 6 write out     | f) the answer you have written                |
| 7 read up on    | g) a form or a questionnaire                  |
| 8 dip into      | h) a few very quick notes                     |
| 9 read out      | i) someone's phone number on a piece of paper |
| 10 turn over    | j) a cheque for €250                          |

## Mid-Term Test Grammar and Vocabulary (Year-I Semester-II)

Variant – 2

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Group: \_\_\_\_\_

### Task-1(point-3)

Rewrite the sentences making the second sentence into a non-defining relative clause and putting it into the correct place.

1. Their house needs a lot of work doing to it. It is near the beach.  
\_\_\_\_\_
2. Sandra's just got a new job with Capital Insurers. It is much better company than the last one she worked for.  
\_\_\_\_\_
3. The new manager seems to be a very capable woman. I met her last week.  
\_\_\_\_\_
4. This case is full of books. I carried it all the way from the station.  
\_\_\_\_\_
5. The Games International Company has just gone bankrupt. We have done business with them for many years.  
\_\_\_\_\_
6. The Lilley and Swan department store has made reductions on most of its goods. The store has a sale on at the moment.  
\_\_\_\_\_

### Task-2 (point-3)

Rewrite the sentences, putting the underlined verbs into the passive. Make any other changes necessary.

1. I would like them to have given me the chance to explain my point of view, but they weren't interested.  
\_\_\_\_\_
2. I am hoping they will choose me for the college football team.  
\_\_\_\_\_
3. People believe that many more people will die of skin cancer over the next ten years.  
\_\_\_\_\_
4. If it hadn't rained so much, we would have finished the job on time.  
\_\_\_\_\_
5. We can't take the car: the people at the garage are repairing it.  
\_\_\_\_\_

### Task-3(point-3)

Write what to say using *can, could, may, might, shall, must, would, would you like, would you mind*. There may be several possible answers.

- 1 Ask someone to wait here for you.  
.....
- 2 Give your son permission to go out but tell him to be back before dark.  
.....  
.....
- 3 You are in a train. Ask another passenger if you can open the window.  
.....
- 4 You are the teacher. Give your students permission to work outside today but tell them not to talk too much.  
.....  
.....
- 5 Offer to answer the phone.  
.....

**Task-4 (point-3)**

Complete the sentences with the opposites of the words in bold type. Use the words in the box.

punctual    distant    reluctant

- 1- Mr Eames is never **late** for his appointments. He is very \_\_\_\_\_.
- 2- A: Is the village where your grandparents live **close** to the city?  
B: No, it is very \_\_\_\_\_.
- 3- This knife is not **sharp** enough to cut this meat with. It's rather \_\_\_\_\_.
- 4- Everybody at the party was wearing very **elegant** clothes, so Peter really stood out with his \_\_\_\_\_ clothes.
- 5- We thought he was **willing** to transfer to the other branch, but he seemed quite \_\_\_\_\_ when he was offered a position there.
- 6- I've never seen Wendy being **modest** about her achievements. She is always so \_\_\_\_\_.

**Task-5 (point-3)**

Choose the correct collocation.

- 1 I'm happy to say that you have all *sat / taken / passed* your maths test.
- 2 Will the teacher *give / provide / make* us some feedback on our essays?
- 3 The university *agrees / recognises / takes* the school-leaving exams of most other countries.
- 4 It isn't compulsory to *assist / attend / listen* all the lectures at this university.
- 5 How long will it take you to *complete / carry out / fulfil* your degree?
- 6 You must *submit / send / write* your application in before the end of June.
- 7 Several students have decided to *withdraw / go / leave* the course this year.
- 8 I want you all to *write / hold / keep* a vocabulary notebook.

## Glossary

1. Access (n) – a way or means of approaching or entering; an entrance; passage.
2. Accomplishment (n) – the successful completing of something.
3. Accuracy (n) – the quality or state of being correct or precise.
4. Ambition (n) - eager or inordinate desire for some objects that confers distinction.
5. An old friend (n) – someone you have known for a long time.
6. Ancient (adj) – belonging to a period of history, thousands of years in the past.
7. Anorexia (n) – a prolonged disorder of eating due to loss of appetite.
8. Antibiotics (n) – any substance that can destroy or inhibit bacteria.
9. Anxious (adj) – feeling worried or nervous.
10. Applicant – (n) one who applies for something.
11. Argue (v) – to speak angrily to somebody because you disagree with them.
12. Art (n) – the use of the imaginations to express ideas or feelings, particularly in painting, drawing, sculpture.
13. Assessment (n) – the act of assessing.
14. Asthma (n) – chronic respiratory disease.
15. Autonomous (adj) - having the freedom to govern itself or control its own affairs.
16. Awareness (n) – to realize that it is present or is happening because you hear it, see it, smell it, or feel it.
17. Baby (n) – a very young human, particularly from birth to a couple of years old or until walking is fully mastered.
18. Bacteria (n) – a type species or strain of bacterium.
19. Balance (n) – harmonious arrangement or relation of parts within a whole.
20. Bean (n) – any plant of several genera that produces large edible seeds.
21. Bear (v) – to endeavor to depress the price of, or prices in.
22. Biannual (adj) - happening twice a year.
23. Biased (n) - making unfair judgments.
24. Bill (n) – a written note of goods sold an invoice.
25. Body (n) – the whole physical structure of a human being.
26. Book (v) – to reserve for future use.

27. Boost (v) – make something increase.
28. Booze (n) – an alcoholic beverage that is distilled rather fermented.
29. Boxing Day (n) – a national holiday in England and Wales on the day after Christmas day.
30. Browser (n) – a computer program that finds information on the internet and shows on your computer screen.
31. Bruise (n) – a purple or brown mark.
32. Brusque (adj) – quick and rude in manner or speech.
33. Budget (n) – plan how to spend money.
34. Burrow (n) – a tunnel or hole, often as dug by a small creature.
35. Call (v) – to telephone somebody.
36. Calorie (n) – unit of heat raising 1 gram of water by 1 degree centigrade.
37. Cancer (n) – a very serious disease in which cells in one part of the body start to grow in a way that is not normal.
38. Case study (n) – a process or record of research into the development of a particular person, group, or situation over a period of time.
39. Catalyst (n) – a person or thing that causes a change.
40. Celebrate (v) – to show that an event or occasion is important by doing something special or enjoyable.
41. Cell phone (n) – a phone you can take with you and use anywhere.
42. Ceramic (n) – the art of making and decorating ceramics.
43. Characteristics (n) – a typical feature or quality that smb/smith has.
44. Chemistry (n) – the branch of natural science that deals with the composition and constitution of substances and the changes that they undergo as a consequence of alterations in the constitution of their molecules.
45. Child (n) – a daughter or son; an off spring.
46. Children (n) – young human beings who are not yet adults.
47. City (n) – a large and important town.
48. Climate (n) – the regular pattern of weather conditions of a particular place.
49. Close friend (n) – a friend you feel closest to.
50. Coach (n) – a wheeled vehicle, generally drawn by horse power.
51. Coincide (v) – to happen at the same time as something else, especially by chance.
52. Colleague (n) – a fellow member of a profession staff, academic faculty or other organization; an associate.

53. Communication (n) – the act or fact of communicating anything; transmission.
54. Comprehensive school (n) – a normal secondary school, accepting pupils of all abilities.
55. Computing (n) – the process or act of calculation.
56. Conference (n) – the act of consulting together formally.
57. Contact (v) – act of communication by telephone, letter.
58. Convention (n) – behavior that is considered normal in a given group.
59. Convey (v) – make (an idea, impression, or feeling) known or understandable.
60. Courage (n) – the quality of a confident character not to be afraid.
61. Courage (n) – the quality of a confident character not to be afraid.
62. Custom (n) – something that is done by people in particular society because it is traditional.
63. Cyber bully (n) – a bully who harasses his or her victims online through various means such as spamming, defaming or negative impersonation of the victim.
64. Deceive (v) – to persuade someone that something false is the truth, or to keep the truth hidden from someone for your own advantage.
65. Dedicated (adj) – devoted, loyal, conscientious.
66. Dedicated (adj) – devoted, loyal, conscientious.
67. Degree (n) - a stage of proficiency or qualification in a course of study.
68. Design (n) – the art or process of deciding how smth will look, work, etc.
69. Desire (n) – successful completing of something.
70. Detach (v) – to separate or remove something from something else that it is connected to.
71. Difference (n) - the quality of being different.
72. Discourteous (adj) –rude and not considering other people's feelings.
73. Dissect (v) – to study an animal’s anatomy by cutting it part; to perform a necropsy or an autopsy.
74. Distance (n) – the amount of space between two places or things.
75. Distinguish (v) – to see someone or something as different from others.
76. District (n) – an area of a country or town, one that has particular features.
77. Divorce (n) – the legal ending of marriage.

78. Download-to move information or programs from a computer network to a small computer.
79. Drum (n) – a percussive musical Instrument spanned with a thin covering an at least one end for striking, forming an acoustic chamber, effecting what materials are used to make it.
80. Eat out (v) – to dine at a restaurant or such public place.
81. Edible (adj) –suitable or safe for eating.
82. Emotion (n) – the part of a person’s character that consists of feelings.
83. Engaged (adj) – busy line.
84. Enhance (n) – intensify, increase, or further improve the quality, value, or extent of.
85. Entail (v) – involve smth that cannot be avoided.
86. Expose (v) – give smb the experience of smth.
87. Family (n) – a group consisting of one or two parents, their children and close relations.
88. Fast food (n) – inexpensive food prepared and served quickly.
89. Fear (n) – the bad feeling that one has when he/she is in danger, when smth bad might happen, when particular thing frightens someone.
90. Feeling (n) – smth that you feel through the mind or through the senses.
91. ferment – cause to undergo the breakdown of sugar into alcohol
92. Flu (n) – a common illness that makes you feel very tired and weak, gives you a sore throat, and makes you cough and have to clear your nose a lot.
93. Fragrant (n) – pleasant smell.
94. Friend (n) – a person other than a family member, spouse or lover whose company one enjoys and towards whom one feels affection.
95. Friendship (n) - the condition of being friends.
96. Fulfillment (n) – an impressive thing that is done or achieved after a lot of work.
97. Gliding (n) – a sport in which you fly while hanging from a frame.
98. Glory (n) – fame, praise or honor that is given to smb because they achieved smth important.
99. Graceful (adj) – moving in a controlled, attractive way or having a smooth, attractive form.
100. Gregarious (adj) –liking to be with other people.
101. Halloween (n) – the night of October 31st, which is now celebrated by children who dress in costume.

102. Hang-gliding (n) – a sport in which you fly while hanging from a frame like a large.
103. Herb (n) – any green, leafy plant, or parts thereof, used to flavor or season food.
104. Idiom (n) – a group of words which have a different meaning when used together from the one.
105. Impact (n) – the powerful affect that smth has on smb or smth.
106. Inadequacy (n) – the state of not being able or confident to deal with a situation.
107. Infancy (n) – the early stage of growth or development.
108. Injuries (n) – a wound or damage to part of your body.
109. Key in (v) – to write something using a computer.
110. Kindle (v) – to make an interest, emotion, etc start to grow in smb.
111. Landlocked (adj) – almost or completely surrounded by land.
112. Landmark (n) – a large building that is very important because of its history.
113. Length (n) – the measurement of how long something is from one end to the other.
114. Like (v) – a feeling to find somebody/something pleasant, attractive or satisfactory; to enjoy something.
115. Line (n) – a telephone connection, a particular telephone number.
116. Loan (n) – a sum of money that an individual borrows from another individual with the condition that it is returned.
117. Log in / on (v) – to do the necessary actions on a computer system that will allow you to begin using it.
118. Log off (v) – to stop using a computer system by giving it particular instructions.
119. Love (n) – a strong feeling of deep affection for smb/smth especially a member of the family or a friend.
120. Magnetic (adj) – people find very powerful and attractive.
121. Marriage (n) – the legal relationship between a husband and wife.
122. Message (n) – a written or spoken piece of information.
123. Metropolis (n) – a large important city (often the capital city).
124. Mind (n) – the part of a person that makes them able to be aware of things, to think and to feel.
125. Monogamy (n) – the fact or custom of being married to only one person at a particular time.

126. Monotonous (adj) – not changing and therefore boring Gregarious- describing one who enjoys being in crowd and socializing.
127. Monument (n) – a statue built to remind people of a famous person or event.
128. Mood (n) – the way when smb feels at a particular time.
129. National (adj) – related to a whole nation as opposed to any of its parts.
130. Navigate (v) – to plan, control and record the position and course of a vehicle, ship, aircraft etc. on a journey; to follow a planned course.
131. Noble (adj) – very impressive in size or quality.
132. Nursery school (n) – where pre-school children play and learn.
133. Oasis (n) – an area in the desert where there is water and where plants grow.
134. Obesity (n) – when someone is very fat in way that is unhealthy.
135. Obligation (n) – the state of being forced to do smth because of promise, law.
136. Offline (n) – with your computer not connected to the internet.
137. Online (n) – connected to other computers through the internet.
138. Opt (v) – select as an alternative over another.
139. Pain (n) – the feeling when you have when part of your body hurts.
140. Painkiller (n) – a drug that numbs the pain in the body.
141. Personality (n) – the various aspects of a person's character that combines to make them different from other people.
142. Portrait (n) – a painting, drawing or photograph of a person.
143. Primary school (n) – the first formal, obligatory school.
144. Problem (n) – a thing that is difficult to deal with or to understand.
145. Programme (n) – an organized order of performances or events.
146. Prospectus (n) – a document which describes a proposed endeavor such as a literary work.
147. Pub (n) – a public house, where beverages, primarily alcoholic, may be bought and drunk.
148. Public (adj) – able to be seen or known by everyone; open to general view, happening without concealment.
149. Public telephone / payphone (n) – phone in a public place operated with money, a credit card or a phone card.
150. Rafting (n) – the sport of travelling down a river.
151. Recover – to get better after an illness, accident, shock etc.
152. Recreation – an activity that diverts or amuses or stimulates.
153. Region (n) – all of a country except the capital city.
154. Relationship (n) – the way when people, groups, countries behave towards each other or deal with each other.

155. Remembrance Day (n) – the Sunday nearest to November 11th, when a ceremony is held in Britain to remember people who were killed in the two world wars.
156. Road (n) – a way used for travelling between places, usually surface with asphalt or concrete.
157. Romance (adj) – love or the feelings of being in love.
158. Row (n) – a line of objects, often regularly spaced, such as seats in theatre, vegetable plants in a garden etc.
159. Sacred (adj) – very important and treated with great respect.
160. Saddle (n) – a lather seat for a rider on a horse
161. Sailing (n) – the sport of travelling in a boat with Sais.
162. Scene (n) – a small part of the play, opera, etc.
163. Scientist (n) – one whose activities make use of the scientific method to answer questions regarding the measurable universe.
164. Scratch (v) – to rub your skin with your nails.
165. Seasick (n) – feeling ill when you travel in a boat, because of the movement of the boat in the water
166. Self-esteem (n) – a feeling of being happy with your own personality or abilities.
167. Service (n) – a system that provides smth that the public needs organized by the government or a private company.
168. Sightseeing (v) – visiting interesting buildings and places as a tourist.
169. Snack food (n) – a food traditionally or commonly consumed between meals.
170. Snorkel (n) – a tube that you can breathe air through when you are swimming under the surface of the water.
171. Society (n) – people in general, living together in communities.
172. Sow (v) – to scatter, disperse, or plant.
173. Speak (v) – to talk to somebody; to have a conversation.
174. Speed (n) – the state of moving quickly or the capacity for rapid motion; rapidity.
175. Spice (n) – plant matter used to season or flavor food.
176. Spot (n) – a particular place or area, especially a pleasant place where you spend time.
177. Stage (n) – a raised area in the theatre where actors, dancers perform.
178. Succeed (v) - to obtain the object desired; to be successful.
179. Success (n) – a person or thing that has achieved a good result and been successful.
180. Takeaway (n) – restaurant that sells food to be eaten elsewhere.
181. Technology (n) – the study of or a collection of techniques.
182. Telephone (n) – a system for talking to smb over long distance using wires or radio.
183. Television (n) – electric equipment with a screen to watch programs.
184. Thrilling (adj) – exciting and enjoying water polo (n) – a game played by two teams of people swimming in a swimming pool.

185. Timing (n) – a particular point or period of time when something happens or planned.
186. Tradition (n) – a belief, custom, or way of doing something that has existed for a long time, or these beliefs, customs etc in general.
187. Train (n) – elongated portion.
188. Transport (n) – an act of transporting; conveyance.
189. Transportation (n) – the act of transporting, or the state of.
190. Troll (n) – someone who attempts to gain infamy in chat or on forums by use of but not limited to links to disturbing items, bashing (fighting, put down) with others, copying or mimicking other's real posts into perverted messages.
191. Tutor (n) – one who teaches student, learner in a small group interaction.
192. Tweet (v) – a small message sent by a user of the website Twitter.
193. Twins (n) – either of two people (or, less commonly, animals) who shared the same uterus at the same time; one who was born at the same birth as a sibling.
194. Upload (v) – to move smth from a small computer network so that other people can see it or use it.
195. Urban (adj) – connected with a town or city.
196. Valley (n) – an area of low land between hills or mountains.
197. Value (n) – the quality of being useful or important.
198. Vocational college (n) – a school that provides vocational education.
199. Wedding (n) – a marriage ceremony, and the meal or party that followed.
200. Width (n) – the distance from one side of something to other.
201. Wounded (v) – injured by a weapon such as gun.
202. Yard (n) – a unit for measuring length, equal to three feet or 0.91 meters.  
Yeast (n) – an often humid, yellowish froth produced by fermenting malt worst

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