

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО  
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН**

**ТАШКЕНТСКИЙ АРХИТЕКТУРНО-СТРОИТЕЛЬНЫЙ ИНСТИТУТ**

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# **Communicative approach in teaching foreign language through interactive methods**

## **Introduction**

Learning a new language is an intense experience, requiring a lot of concentration. This book contains a lot of activities that can be used in addition to the textbook that teachers in high educational institutions or teachers of secondary educations use while teaching foreign language. The activities are intended to cover all the important topics, functions and structures from elementary to upper intermediate level. This is an invaluable recourse for experienced and inexperienced teachers.

## **Breaking the ice: warm-up activities for the first week of term**

### **Activity 1**

#### **Guess my name**

**LEVEL** Elementary and above

**TIME** 5-10 minutes

**MATERIALS** One small piece of paper for everyone in the group

#### **PROCEDURE**

1 Give a small piece of paper to everyone in the group and ask them to write their first name on it, then to fold it up without showing it to anyone, and to give it to you.

2 Ask the students to sit in a circle and redistribute the names so that everyone gets a piece of paper with someone else's name on it.

3 Ask everyone to unfold their papers and to look around at the other people in the group and try and guess who the name belongs to. Give them a minute or so to do this silently.

4 Then ask the first student to read out the name on their piece of paper and to say who they think it belongs to, giving a reason if possible, for example, 'I think this man is called Carlos because he has dark hair and looks Spanish'.

5 Then ask the real Carlos to identify himself. Continue in this way until all names have been guessed.

**REMARKS** This game can obviously only be played if the students have not yet had a chance to hear each other's names. It is a way of fixing the students' names more firmly in each other's minds than if they merely told each other their names. It is also more fun.

## Activity 2. Getting to know you

**LEVEL** Elementary and above

**TIME** 5-10 minutes

**MATERIALS** Small pieces of paper for everyone in the group

**PROCEDURE** copy this form. In pairs, ask and answer questions to fill in the form for your partner.

Name	Three things I like
Age	
Language spoken	Three things I don't like
Job	
Marital status	My ambition
Children	

**REMARKS :** swap forms and check that information about you is correct. Swap partners with another pair and have a look at each other's forms. Ask further questions, *e.g. It says here that you like art. Who is your favorite artist?*

## Activity 3. Shaking hands

**LEVEL** All

**TIME** 5-10 minutes

**PROCEDURE** 1. Get all the students walking round the room.

2. Ask them to shake hands with everyone they meet. Ask them to do this formally, though without saying anything, as if at an official occasion. Demonstrate.

3. As they and you continue walking and shaking hands, ask them to say their name, again formally. Demonstrate.

4. As you all continue walking round and shaking hands, ask them to present the person they have just shaken hands with to someone else, again formally: 'Let me introduce you to. ..', 'This is. . .', 'Pleased to meet you'.

5. Ask them to continue meeting, shaking hands, saying their name, and presenting people they have just met to someone else.

**VARIATION** When this has gone on a little while and you think they probably know two or three names, stop them and tell them that this time they are walking down a street where they keep seeing old friends. They should wave at

their friend, yell their name, and rush up and greet them. Demonstrate this yourself with one student.

### **Activity 4. Circles**

**LEVEL** Elementary and above

**TIME** 15 minutes

#### **PROCEDURE**

1. Get everyone to stand in a circle facing each other in pairs.
2. Tell them they have two minutes to find out as much as possible about their partner. They can ask anything they like.
3. When the time is up, ask them to turn so that they are back to back with their first partner, facing a new partner. They should now tell their new partner everything they can remember about their first partner.
4. Finally, get them to sit down in the circle and ask them to say anything they know about anyone else in the circle.

### **Activity 5. My home town**

**LEVEL** Elementary and above

**TIME** 15 minutes

**MATERIALS** Small piece of paper for each student

#### **PROCEDURE**

1. Give out the pieces of paper and ask each student to write three sentences about their home town, but not to mention the name of the town or the country.
2. Collect in the pieces of paper and redistribute them so that each student has a piece of paper describing someone else's home town.
3. Tell the students that they have to find out who lives in the town described on their piece of paper, by asking three questions. Give them a little time to work out the questions if necessary.
4. Then ask the students to get up and mill around freely asking questions until they find the inhabitant of the town described on their paper. They should also find out the name of the town and the country.
5. When they have finished, ask them to stand in a circle and ask each student to say a few words about someone else's home town, for example, 'Ahmed comes from a village in the mountains in Morocco where most people are farmers'.

#### **REMARKS**

If you have a class who all come from the same town you can ask them to write about the street or area where they live.

# Grammar: Humanistic exercises and personalized grammar

## Activity 1. Possessive adjectives and pronouns

**LEVEL** Elementary and above

**TIME** 15 minutes

### PROCEDURE

Listen to these sentences and shout out another, using a possessive pronoun instead of possessive adjective, e.g. *It's my book.* – *The book is mine.*

It's my pen. It's her jumper. That's my bag. It's your cat. This is our garden. It's their baby. This is his house. That's their dog. That is my man.
---

### REMARKS

In pairs, see if you can write all nine pairs of sentences from memory.

## Activity 2. What are they up to now?

**LEVEL** Elementary and above

**TIME** 15 minutes

**LANGUAGE** Present continuous

### PROCEDURE

1. Ask the class to close their eyes and think about the members of their family. *What are they all doing now? Ask them questions: 'What is your mother doing? Your father? Your sisters? Your brothers? Your aunt? and so on.*

They should not answer, but keep their eyes closed and try to picture what they are doing.

2. Ask them to open their eyes and tell their partner what the different members of their family are probably doing at that moment.

## Activity 2. How often?

**LEVEL** Elementary

**TIME** 10 minutes

**LANGUAGE** Simple present

**MATERIALS** Copies of chart below for each student (or put it on the board for students to copy down)

**PREPARATION** Make copies of the chart if necessary.

**PROCEDURE**

1. Give out copies of the chart or get students to copy it down from the board.
2. Ask them to ask each other the questions and fill in the chart for their partner.
3. When they have finished, ask them to write five sentences about their partner.
4. Collect these in and use the information to make a wall-poster, for example:

Did you know...

- Ana never forgets things! (Do you believe her?)
- Danny never cries! (Do you believe him?)
- Felix quarrels with his sister almost every day.

**How often do you:** very often, often, sometimes, rarely, never

cry

laugh

quarrel with your sister/brother

feel happy for no reason

feel sad for no reason

daydream

forget things

wish you were someone else

get angry

do silly things

make mistakes

really enjoy yourself

change your mind

**Activity 3. I am you**

**LEVEL** Lower-intermediate and above

**TIME** 20-30 minutes

**MATERIALS** One completion sheet for each student

**PROCEDURE**

1. Divide the students into pairs.
2. Give each a copy of the completion sheet. Ask them to fill it in, not for themselves, but for their partner. However, they may not communicate with their

partner while completing the sentences, but must do it by empathizing with their partner and imagining what he or she would reply.

3. When they have finished, students should compare their answers, commenting on their accuracy.

## **COMPLETION SHEET**

### **I AM YOU**

**Imagine you are your partner and complete the sentences.**

I like the color because\_\_\_\_\_

My favorite time of day is\_\_\_\_\_

When i was at school I used to\_\_\_\_\_

I enjoy\_\_\_\_\_

I particularly dislike\_\_\_\_\_

The kind of music I like best is\_\_\_\_\_

I sometimes worry about\_\_\_\_\_

My biggest fear is\_\_\_\_\_

My ambition is to\_\_\_\_\_

I like people who .\_\_\_\_\_

People like me because \_\_\_\_\_

**REMARKS** This activity obviously produces more accurate answers if students know each other fairly well, but it can also be used as an introductory activity with students who have only just met, when it becomes more of a guessing game.

## **Activity 4. If I were you**

**LEVEL** Intermediate and above

**TIME** 15-20 minutes

**MATERIALS** Questionnaire for each student

### **PROCEDURE**

1. Seat students in pairs, preferably back to back so that they cannot see what their partner is writing.
2. Give one copy of the questionnaire to each student and ask them to fill it in as if they were their partner. However, they may not consult or confer with their partner during the exercise, but should complete the questionnaire with what they feel would be their partner's most probable responses.
3. When they have finished, ask them to turn to face each other and to compare their answers, commenting on their accuracy.

## **QUESTIONNAIRE**

### **IF I WERE YOU**

**Complete the sentences as if you were your partner.**



If I found some money in the street I would\_\_\_\_\_

If I saw a rat in the bedroom, I would\_\_\_\_\_

If I could travel anywhere in the world, I would\_\_\_\_\_

My idea of a good evening out would be to\_\_\_\_\_

If I won a lot of money I would\_\_\_\_\_

A perfect day for me would be one where\_\_\_\_\_

If a hot air balloon landed in my garden, and the balloonist said 'Come for a ride!', I would\_\_\_\_\_.

If someone invited me to join the crew in a Round-the-World yacht race I would\_\_\_\_\_.

If someone offered me the chance to work abroad for a year I would\_\_\_\_\_

If I had the choice between an interesting but badly-paid job and a more boring but well-paid job I would\_\_\_\_\_ .

### **Activity 5.**

#### **Advice**

In pairs, give each other advice for these problems, beginning *If I were you, I'd.....*

I want to give up smoking.	I'm fed up doing temporary jobs.
I love her, but she never calls.	My dog keeps biting people.
I can't get to sleep at night.	Our house is cold and damp.
I keep dropping things.	English spelling is so hard.
My flatmate's really untidy.	My hair won't stay flat.

### **Activity 6.**

#### ***I wish and If only***

In pairs, rewrite these sentences with *I wish / If only* in two ways, one with a past tense and the other with *would*, e.g. *It's raining – 1) I wish / If only it wasn't raining. 2) I wish / If only it would stop raining.*

She is singing that awful song again.	I've had a nasty cold all week.
You're unemployed.	He's late for the meeting again.
It's cold outside.	They never write to us.
The lift is still not working.	The streets here are filthy.

### **Activity 7.**

#### ***And, but and because***

In pairs, take turns to continue these sentences, using *and*, *but* and *because*, e.g.  
*I'm tired....*

*A: I'm tired and I'm going to bed.*

*B: I'm tired but I have got to finish this essay.*

*A: I'm tired because I've been up all night studying.*

The coffee is good...	He married Setora...	Sardor is sick....
They got lost...	I'm learning English...	They went to India....
My teacher is nice....	She bought a car....	I went to the shop....

### **Activity 8. Transformations.**

**LEVEL** Pre -intermediate

**TIME** 10- 15 minutes

**LANGUAGE** Adverb

#### **PROCEDURE**

In pairs, listen to these sentences and write them down. For each one, write another sentence replacing the adjective + noun with a verb + adverb, e.g. *Ann's terrible cook.* – *Ann cooks terribly.*

Farrukh's dangerous driver.	Erkin's a quick worker.
Oybek's a heavy smoker.	She's a bad cook.
Kamila's a beautiful dancer.	He's a slow reader.
He's a noisy eater.	Jasmina's a quit speaker.
Temur's an excellent writer.	She's a nice singer.

### **Activity 9. Simple past.**

**LEVEL** Elementry

**TIME** 10- 15 minutes

**LANGUAGE** Simple past

**MATERIALS** Copy of the table for each student

#### **PROCEDURE**

1. Write the sentences on the board or give out copies to the students. At first, ask a few questions from the table to individual students, and then get students to work in pairs asking and answering the question. After that, get each student to write five sentences about their partner.

Questions:

When did you	first	drink coffee?	
	Last	go to the dentist?	
		go abroad?	
		ride a bicycle?	
		fall in love?	
Answer:	I first	months	
	I last	weeks	ago.
		days	
		years	
		hours	
		minutes	

### ***Activity 10. Magic moments***

<b>LEVEL</b>	Pre -intermediate and intermediate
<b>TIME</b>	10- 15 minutes
<b>LANGUAGE</b>	past continuous
<b>MATERIALS</b>	Copy of the questionnaire for each student (or put it on the OHP or board)

#### **PROCEDURE**

1. Begin by asking the class if they have younger brothers or sisters. Ask those who have if they can remember where they were and what they were doing when someone told them they had a new little baby brother or sister.
2. Then give out the questionnaire or write it up on the board or OHP for students to copy. See if students can think of more questions.
3. Ask them to ask each other the questions in pairs.
4. When students have finished, ask them each to tell the class one interesting fact about their partner.

#### **QUESTIONS:**

#### **MAGIC MOMENTS**

#### **Can you remember what you were doing when:**

- your first tooth fell out?
- you first realized you could read?
- your parents told had a baby brother or sister?
- someone invited you out on your first date?
- you were offered your first job?
- you first understood what people were saying in English?

### **Activity 11. Future tenses.**

**LEVEL** Intermediate

**TIME** 20 minutes

**LANGUAGE** Future, future continuous, future perfect

#### **PROCEDURE**

1. Ask everyone in the class to imagine what the other people in the class will all be doing in ten years' time.
2. Ask them to write a prediction for everyone else in the group, plus one for themselves.
3. When they have finished, you can either ask them to read out their predictions, or pin them on the wall and let everyone go round and read them.

### **Activity 12. Future tenses.**

**LEVEL** Intermediate and above

**TIME** 60 minutes

**LANGUAGE** all tenses

**TOPIC** Rainy Sunday Shock Horror: a group newspaper

**MATERIALS** A very large sheet of paper for a wall newspaper, coloured pens, a small sheet of paper and a long strip of paper for each student (newspaper column size), scissors, paste

#### **PROCEDURE**

1. Write an 'interview' task for each student at the top of each small sheet of paper. Suggestions for tasks are given below.
2. Tell the class they are newspaper reporters and their job is to find out what people in the class did at the Weekend. They should go around the class and 'interview' people according to the task on their sheets, making a note of the answers.
- 3 When they have finished, give out the strips of paper and coloured pens and ask them to write a report on their findings in the most sensational way possible, no matter how mundane their findings. They should write across the strips of paper, as in a newspaper column. They should give their report an eye-catching headline, for example *Rainy Sunday Shock Horror: Whole Class Stays Home/Lola Seen At CINEMA With Blonde Lovely/ Adiz Goes Bowling, Comes Home Drunk.*
- 4 When they have finished, get them to arrange their columns on the wall newspaper, and to paste them in place. Decide together on a title for the newspaper and pin it up on the wall for everyone to read.

Ideas for interview tasks:

Find out what time everyone in the class went to bed on Saturday night. Who went to bed latest?

Find out how many people did their homework this weekend.

Find out what time everyone got up on Sunday morning. Who got up latest?

Did anyone see anyone else from the class doing anything this weekend?

How many people watched TV on Friday night?

Who went to the disco this weekend?

What did most people eat for breakfast on Sunday morning?

What did everyone do on Sunday afternoon?

What was the most popular activity on Friday night?

How many people went shopping? Who spent the most money?

You can also give tasks to find out information about specific students, for example: 'What did Lola do on Saturday?' but in this case, make sure you cover everyone in the class.

REMARKS: This is obviously an activity for the first lesson on Monday morning. The Monday after the first weekend of term is a good time to use it, when some of the ice broken in the first week may have begun to form again after the group have spent a weekend apart.

### ***Activity 13. Spontaneous decisions***

**LEVEL** Pre-intermediate and above

**TIME** 10-20 minutes

**LANGUAGE** future simple

#### **PROCEDURE**

Ask student to imagine that two friends are having a conversation and you will tell them what one of them says, they should suggest a helpful response, e.g. T- My car won't start. S- I will give you a lift.

#### **Examples:**

Sorry, I'm too busy to chat at the moment.

Ouch! I have cut myself.

Don't forget it is Mum's birthday next week.

I asked you to tidy the flat.

I think the baby is crying.

That is the doorbell.

Here is € 50.

Quick! Someone has just collapsed.

The photocopier has broken down.

I need a hand with this shelf.

# Conversation

## **Activity 1. Crazy compliments**

**LEVEL** Elementry and above

**TIME** 10 minutes

**MATERIALS** postcard for each student

### **PROCEDURE**

1. Give each student a placard and pin it to their backs. They should not be allowed to see their own placard.
2. Ask them to mill around freely, obeying the instructions on each other's backs.

Examples of placards:



## **Activity 2. Accomodation**

**LEVEL** Elementry and above

**TIME** 10-20 minutes

**TOPIC** My house

### **PROCEDURE**

1. Ask students to tell each other about the place they live. Before that, divide them in pair groups: Is it a flat or a house? Do you rent it? Describe your favourite room.
2. In small groups, discuss advantages and disadvantages of living in these places.

*Basement, flat, high – rise flat, hotel, caravan, tree house.*

**3.** In small groups, ask them to design their dream home and garden. Include information about rooms, décor, furniture, equipment, facilities, location and staff. Prepare short presentation to the class.

### **Activity 3. Potato game.**

**LEVEL**                      Elementry and above

**TIME**                      10-20 minutes

**TOPIC**                    **Food**

#### **PROCEDURE**

1. Take turns to name one thing tan can be done with a potato,e.g. It can be used as paper weight. If anyone can't think of an idea, he is out of the game. The last person to give a use is the winner.

2. In groups, take turns to think of a vegetable and answer these ten questions without naming the vegetable. After each question, one of the others in the group will have a go at guessing what the vegetable is. Whoever gets it right wins points – 10 on the first guess, 9 – on the second, and so on.

1. Can it be boiled?
2. Is it countable or uncountable?
3. Does it grow in the ground?
4. Can you eat it raw?
5. Is it bitter or sweet?
6. Do people eat a lot of them?
7. What do you eat it with?
8. How big is it?
9. What color is it?
10. What is the first letter?

### **Activity 4. Leisure**

**LEVEL**                      Elementry and above

**TIME**                      10-20 minutes

**TOPIC**                    **Hobbies**

#### **PROCEDURE**

Arrange the students so that they are standing/sitting in a circle. Stand in the middle. Ask each of these questions to individual students at random. After they answer, tell them to repeat the question to the next student and make a note of student's answer. Indicate that they should continue the chain so the question

progresses around the class. Meanwhile, introduce the other questions so that in the end there are lots of questions moving around the class.

1. What sports do you play, if any?
2. How much time do you spend watching TV?
3. Have you got a hobby?
4. What hobby would you like to take up?
5. What do you do on Sunday afternoons?
6. How much free time do you have?
7. What do you read for the enjoyment?
8. What hobbies did you use to have as a child?
9. When and where did you go to the seaside?
10. What are the main leisure activities in your family?

### **Activity 5. Describing**

**LEVEL**                      Elementry and above

**TIME**                      10-20 minutes

**TOPIC**                    **People**

#### **PROCEDURE**

Dictate some words. Students should put them under three headings: Hair/Face, Build and Opinion.

*Tall, straight, thin, handsome, short, long, blue, beautiful, blond, medium, height, curly, pretty, nice, smart, wavy.*

2. Write a short description of someone in the class, but don't write the person's name. I will collect the descriptions and read them out for you to guess who it is. (Tell students who to describe, ideally someone facing them, and make sure everyone is included.)

### **Activity 6. Like and would like**

**LEVEL**                      Elementry and above

**TIME**                      30 minutes

**TOPIC**                    **What is it like?**

#### **PROCEDURE**

1. In pairs, take it turns to offer help with these problems.

e.g.    A – I am thirsty.

          B – Would you like a drink?



It is cold. I am lost. My tea is cold. I am hungry. My bags are heavy. I can't see properly. This is too spicy. I am late for work. There is too much to do. I have got a headache.

### **Activity 7. Defining**

**LEVEL** Elementry and above

**TIME** 10-20 minutes

**TOPIC** **Definitions**

#### **PROCEDURE**

I am going to read some definitions. Write down the thing or person I am defining, e.g. A place where you can buy a food. – Supermarket.

A place where you can eat

A person who opens the door

A place where people are buried

A day when nobody works

A person who arrests people

A person who lives in a palace

A city where they speak French

Something that opens the door

An animal which has a big ears

A person whose wife has died

A time when people celebrate

A place where you can see animals

A place where you keep money

A person whose job is to teach

### **Activity 8. Someone who**

**LEVEL** Elementry and above

**TIME** 10-20 minutes

**TOPIC** **Nice people, nasty people**

#### **PROCEDURE**

Listen to the twenty descriptions of people. For each one, shout out an adjective that describes the person, then write down the number and name of someone you know who is like that. Don't write the adjective.

Someone who....

1. Keeps losing things (careless, forgetful, absent - minded)
2. Always drops/breaks things (clumsy)

3. Thinks bad things will happen (pessimistic, negative)
4. Goes to a lot of parties (outgoing, sociable, gregarious)
5. Keeps to himself (introverted, unsociable, withdrawn, closed)
6. Never smiles (moody, grumpy, bad-tempered, miserable)
7. Makes you yawn (boring, uninteresting, dull)
8. Likes making things (creative, artistic)
9. Keeps things tidy (neat, organized, efficient)
10. Never thinks about others' feelings (uncaring, insensitive, selfish)
11. Always late for meetings, etc. (unpunctual, unreliable)
12. Makes you laugh all the time (funny, humorous, silly)
13. Thinks good things will happen (optimistic, positive)
14. Hurts people or animals (cruel, sadistic, mean)
15. Doesn't like to talk about her achievements (modest, unassuming)
16. Is easy to get on with (friendly, affable, easygoing)
17. Brags about himself a lot (conceited, arrogant, big-headed)
18. Never changes her mind even when she knows she is wrong (stubborn, obstinate)
19. Never gives presents or buys drinks (mean, tight-fisted)
20. Always cries at weddings, in the cinema, etc. (emotional, sentimental, hysterical)