



Ministry of Education and Science of Ukraine
Sumy State University

L.S. Otroshchenko, S.V. Mikhno

COMMUNICATIVE GRAMMAR BOOSTER

Study Guide

Recommended by the Academic Council of Sumy State University

Sumy
Sumy State University
2024

УДК 811.111'36(075.8)
О -86

Reviewers:

O.V. Lobova - Doctor of Pedagogical Sciences, Professor, Professor of the Department of Preschool and Primary Education of Sumy State Pedagogical University named after A. Makarenko (Sumy);

M. M. Nabok – Associate Professor, PhD in Philological Sciences at the Department of Language Training for Foreign Citizens of Sumy State University (Sumy)

Recommended for publishing by the Academic Council of Sumy State University as a study guide (minutes № of .06.2024)

Otroshchenko L.S.

O-86 Communicative Grammar Booster: study guide / L. S. Otroshchenko, S.V. Mikhno. – Sumy : Sumy State University, 2024. – 102 p.

Study guide «Communicative Grammar Booster» is a course for learners who need to use grammar effectively to express themselves and understand others in real-life communication situations. The course is suitable for both self-study and classroom use. In addition to various dynamic interactive activities, this book provides authentic materials, and meaningful communication tasks to engage students in using grammar in context; it gives students opportunities to apply what they have learned, reinforce basic communication skills.

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PREFACE

The study guide aims to form a systematic concept of the grammatical structure of the English language to facilitate effective communication. The communicative grammar guide emphasizes the use of language in real-life communication contexts. It aims to teach grammar in a way that helps students understand how language works in various situations and how to use it accurately and appropriately to convey meaning.

This study guide involves dynamic interactive activities, authentic materials, and meaningful communication tasks to engage students in using grammar in context. The goal is to develop learners' communicative competence, enabling them to use grammar effectively to express themselves and understand others in real-life communication situations, focusing on using grammatical rules in a communicative situation rather than just memorizing the rules themselves.

The study guide comprises nine units. Grammar points are contextualized in real-life scenarios, and students are given opportunities to practice them through games, role-playing, storytelling, and spontaneous interaction. discussing ideas, and making intelligent guesses. The units are well-structured and designed to help students engage with the material meaningfully, providing valuable insights into the communicative grammar of English. Grammar structures are not supposed to be taught in isolation but integrated into the four language skills and practiced in a meaningful context.

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UNIT 1. VERB TENSES

PRESENT TENSES

Activity 1. Prepare for an interview with an alien. Make up questions to ask about daily routine, and not only.

Activity 2. Answer the questions:

Present Simple

1. Do you have classes every day, or is your schedule different each week?
2. What time does your first class start on Mondays?
3. How many classes do you take during the week?
4. Do you enjoy your English class? Why or why not?
5. Is there a subject / course you find challenging in your classes?
6. Who is your favorite teacher, and why do you like their class?
7. Do you usually have homework for your classes?
8. What do you usually do during your break between classes?
9. Are there any classes you always attend with your friends?
10. How often do you participate in discussions during your classes?

Present Continuous

1. What class are you taking right now?
2. Who is your teacher this semester, and what is he/she teaching?
3. Is anyone in your class currently giving a presentation or talking to the class?
4. What project is your class currently working on?
5. Is there someone in your class who is wearing something interesting today? What are they wearing?
6. Are any students asking questions in your class at the moment?
7. What subjects are your classmates studying this week?
8. Is anyone in your class using a computer or a tablet right now? What are they doing on it?

9. Is your teacher explaining a new concept in your class today? What is it about?
10. Who is participating in a group activity in your class at the moment? What are they doing?

Present Perfect

1. Have you ever attended an extra class outside your regular schedule?
2. Have you finished all your assignments for this semester?
3. Has your class ever taken a field trip? If yes, where did you go?
4. Have you ever had a substitute teacher in your class?
5. Have you already received feedback on your latest project or assignment?
6. Have you ever missed a class because of a special event or personal reasons?
7. Has your class recently completed a group activity together?
8. Have you visited the library for research or studying purposes in the past months?
9. Have you ever studied for an exam with a groupmate?

Activity 3. Sit in a circle. Take turns making statements starting with "Never have I ever...". Decide on a rotation order (clockwise or counterclockwise).

If someone has done what the statement says, they raise a hand (or take one point, the winner will be the person with the biggest number of points).

Example suggestions:

"Never have I ever traveled to another continent."

"Never have I ever sung karaoke in public."

"Never have I ever stayed up all night playing video games."

"Never have I ever gone bungee jumping."

"Never have I ever cooked a meal using a recipe from the internet."

"Never have I ever accidentally sent a text to the wrong person."

"Never have I ever ridden a motorcycle."

"Never have I ever been to a music festival."

"Never have I ever dyed my hair a vibrant color."

"Never have I ever participated in a talent show."

"Never have I ever tried a food from a different culture and loved it."

"Never have I ever skipped school or work to binge-watch a TV series."

"Never have I ever gotten a tattoo."

"Never have I ever been scuba diving."

"Never have I ever sung in the shower."

"Never have I ever played a musical instrument."

"Never have I ever ridden a horse."

"Never have I ever gone on a blind date."

"Never have I ever met a celebrity."

"Never have I ever had a paranormal experience."

"Never have I ever learned a dance routine from a music video."

"Never have I ever gone skinny dipping."

"Never have I ever won a contest or competition."

Activity 4. Discuss this case study in a group using present tenses.

Case Study: The Language Club Dilemma

You are an English teacher at a language club. The club organizes various activities to help students improve their English skills. Recently, you've noticed some challenges and opportunities. Let's explore the present tenses in this context.

Present Simple

Challenge: Several students consistently arrive late for the language club activities.

Opportunity: Some students always participate actively and arrive on time.

Questions:

How do you address the issue of students arriving late using the present simple?

Describe the habits of the students who consistently participate and arrive on time.

Present Continuous

Challenge: Some students seem disengaged during certain activities.

Opportunity: A group of students is currently working on a collaborative project.

Questions:

What actions can you take to address the disengagement issue using the present continuous?

How would you describe the collaborative project that the active group of students is currently working on?

Present Perfect

Challenge: Some students haven't attended the recent language workshops.

Opportunity: A few students have already completed additional online exercises.

Questions:

How do you encourage students who haven't attended workshops to catch up using the present perfect tense?

What benefits can you highlight for students who have completed extra online exercises using the present perfect?

Present Simple vs. Present Continuous

Challenge: Students often confuse present simple and present continuous when speaking.

Opportunity: Some students are currently mastering the difference through targeted exercises.

Questions:

How would you help students overcome the confusion between present simple and present continuous during their conversations? Describe the exercises that are helping students master the difference between present simple and present continuous.

PRESENT PERFECT CONTINUOUS TENSE

Activity 5. Guessing activities.

Work in pairs. Each pair is provided with a list of activities. *Student A* secretly chooses an activity from the list; *Student B* asks questions in the present perfect continuous tense to guess the activity. *Student A* responds with affirmative or negative statements using the present perfect continuous tense without revealing the activity. *Student B* continues asking questions until they guess the activity correctly or the time runs out. Then, switch roles and repeat with a new activity from the list.

<i>Activity List:</i>
Cooking dinner
Reading a book
Exercising
Watching a movie
Cleaning the house
Studying English

Activity 2. Story Completion.

Get acquainted with an incomplete story. Work in pairs to complete the story using the present perfect continuous tense. Be creative and use descriptive language. After completing the story, share your versions with other pairs and discuss the differences.

Story Starter: Sarah has been waiting at the bus stop for hours. She is feeling frustrated and tired because the bus hasn't arrived yet. She has been checking her watch every few minutes and

Story starter: Tom has been working at the animal shelter for the past few months. Every day, he arrives early in the morning, ready to help take care of the animals. Today, as he has been walking through the door..

Story starter: For the past week, Emily has been exploring the mysterious old bookstore at the end of her street. This morning she.....

Activity 6. Sentence Stem Activities.

Work individually. Fill in the gaps to make personal Present Perfect Continuous sentences. Compare your variants with other students.

I have been _____ too much recently.

I have been wearing these shoes since _____.

I have been dating the same person for _____.

I have been wearing this shirt since _____.

My mother has been doing this since _____.

I have been feeling tired lately _____.

We have been playing outside in the garden _____.

Activity 7. Listen to or watch the video of the song "Left outside alone" by Anastacia

(https://www.youtube.com/watch?v=b4Yiwkn0kuE&ab_channel=YAROSTMUSIC)

Fill in the missing verbs forms. In groups, discuss the meaning and usage of Present Perfect Continuous Tense in the context of the song.

Left outside alone

All my life I _____
For you to bring a fairy tale my way
_____ in a fantasy without meaning
It's not okay I don't feel safe

I don't feel safe..., Ohhh..
Left broken empty in despair
Wanna breath can't find air
Thought you were sent from up above
But you and me never had love
So much more I have to say
Help me find a way
And I wonder if you know
How it really feels
To be left outside alone
When it's cold out here
Well maybe you should know
Just how it feels
To be left outside alone, To be left outside alone

I tell ya.. All my life I _____
For you to bring a fairytale my way
_____ in a fantasy without meaning
It's not okay I don't feel safe, I need to pray

Why do you play me like a game?
Always someone else to blame
Careless, helpless little man
Someday you might understand
There's not much more to say

But I hope you find a way

Still I wonder if you know
How it really feels
To be left outside alone
When it's cold out here
Well maybe you should know
Just how it feels
To be left outside alone, To be left outside alone

I tell ya.. All my life _____
For you to bring a fairytale my way
_____ in a fantasy without meaning
It's not okay I don't feel safe
I need to pray

Ohhh. Pray..., Ohh.. Heavenly father
Save me..., Ohhhh..
Whoaoooooaoooooo
And I wonder if you know
How it really feels
To be left outside alone
When it's cold out here
Well maybe you should know
Just how it feels
To be left outside alone, To be left outside alone

All my life _____
For you to bring a fairytale my way
_____ in a fantasy without meaning
It's not okay, I don't feel safe, I need to pray...

Activity 8. Pair work.

Work with your partner and complete the sentences so they are true for you. Use the Present Perfect Continuous.

- I've never _____.
- I'm proud of the fact that I've _____.
- I haven't _____ since _____.
- I've _____ for _____.
- In the last few weeks, I've _____.
- Recently I've been thinking of _____.
- I don't know anyone who has _____.
- I've _____ but I haven't finished yet.

Activity 9. Pair work.

Work with your partner and make up possible explanations for the events or situations, using the Present Perfect Continuous Tense. Compare your ideas with other students.

e.g., His eyes are red. – He has been crying/he has not been sleeping.

1. She is hiding behind the sofa.

2. My mobile phone isn't working.

3. I can't find my pen.

4. My friend wants to talk to me. It's two o'clock in the morning!

5. My hands are very dirty.

6. My best friend has bought an expensive car.

7. He has passed all exams successfully.

8. They can't come to my party.

9. We are launching a new product!

10. My brother is still sleeping.

PRESENT PERFECT TENSE

Activity 10. Pair work.

Discuss different topics with your partner using different topics.

SPORT

- Have you ever won an award or a medal?
- Have you recently played football?
- Have you ever run a marathon?

TRAVELLING

- Have you swum in the sea this year?
- Where have you travelled?
- Have you planned your summer vacations yet?

PROBLEMS

- Have you ever crashed your bike or car?
- Have you ever lost money?
- Have your parents ever punished you?

CLOTHES

- Have you cleaned your shoes today?
- Have you ever worn second-hand clothes?
- Have you bought new clothes this month?

ANIMALS

- Have you been to the Zoo this year?
- Have you ever kissed a dog?
- Have you ever ridden an animal?

FOOD

- Have you ever drunk a cucumber juice?
- Have you eaten pizza this week?
- What is the best food you have ever eaten?

HOLIDAYS

- Have you ever worn a Halloween costume?

- Have you ever got 15 Valentine cards?
- What holidays have you celebrated recently?

FREE TIME

- Have you listened to music today?
- What is the best book you have ever read?
- What movie have you seen recently?

HEALTH

- Have you recently been ill?
- Have you ever broken a leg?
- Have you ever had a black eye?

UNIVERSITY

- Have you ever cheated on an exam?
- Have you done your homework yet?
- Have you been late for the lesson this week?

PAST TENSES

Activity 1. Make up 10 questions to interview a famous teenage celebrity about past experiences. Use past tense.

Activity 2. Create a comic strip using past tense. Each box should represent a different event in a short, humorous story. Use speech bubbles with simple dialogue.

Activity 3. Find and listen to a short story or podcast episode that uses narrative tenses. Summarize the main events and discuss the impact of the story.

Activity 4. Form a circle and share a short past experience. Use simple past tense while speaking about a memorable moment.

Activity 5. Choose a popular song with simple past tense lyrics. Rewrite a section of the lyrics in your own words, maintaining the past tense.

Activity 6. Tell a story with an interesting setting using simple past tense. Start like this:

"One sunny afternoon, Jake _____ (decide) to explore the mysterious old house at the end of the street. As he _____ (enter) the creaky door, strange noises _____ (echo) through the halls..."

Activity 7. Describe the pictures using past narrative tenses. Include details about what happened before, during, and after the moment captured in the image.





Activity 8. Conduct an imaginary interview with a historical figure or a character from a book or movie. Use past narrative tenses to discuss their life events and experiences.

Activity 9. Storytelling Circle.

Sit in a circle. Listen to the beginning of a short story and be ready to continue it.

Once upon a time, nestled in the heart of a bustling city, a young girl named Emily lived. She had always been fascinated by the mysteries of the night sky, finding solace in the twinkling stars that adorned the darkness above. One crisp autumn evening, as the leaves painted the streets with hues of gold and crimson, Emily embarked on an unforgettable adventure that would change her perspective on the world forever...

Every student has to continue the story, adding their own past simple, continuing in the past tense, and using sequencing words like "then," "after," or "next" to link their events. The activity continues until everyone has contributed to the story, creating a collaborative narrative.

Activity 10. Past Simple. Interview. Pair work.

Work in pairs. Student A is the interviewer, and Student B is the interviewee. Student A prepares a list of questions to ask his partner about previous experiences. Enlarge the list by creating your own questions in Past Simple.

e.g., "What was your favorite childhood memory?"

"Where did you go on your last vacation?"

"What was your first job, and what did you learn from it?"

"Did you have any unique traditions or rituals growing up?"

"Did you ever have a memorable encounter with a wild animal or pet?"

"What was your first concert or live event, and how did you feel attending it?"

The interviewer asks the questions using the past simple tense, and the interviewee responds accordingly. After a set amount of time, students switch roles and repeat the activity.

Activity 11. Movie Time.

Watch short video "The mug"

(https://www.youtube.com/watch?v=1y3h0B2bHA&ab_channel=CappyFilms).

Your task is to identify the actions and events depicted. You will work in pairs to write a short summary of the scene using Past Simple Verbs. Present your summaries and compare your stories with other groups.

Activity 12. Grammar Detective.

Read the short story in Past Simple written with mistakes. Identify any grammatical mistakes related to Past Simple tense. Correct the sentences individually or in groups.

Once upon a time, there was a little girl named Emily. She go to school every day and love to play with her friends during break time. One day, Emily wake up late and rush to get ready for school. She runs to the bus stop, but the bus already leave. Emily feeling sad because she miss the bus, so she decide to walk to school. On her way, she meets a friendly dog who follows her. They become best friends and walk to school together every day. At school, Emily tell her teacher about the dog and her teacher let the dog stay in the classroom. They have a fun day of learning and playing together. After school, Emily and the dog go to the park to play fetch. They have a great time until it start to rain. Emily run home with the dog, laughing and getting wet. When Emily reach home, her parents surprise to see the dog. They ask where she find it, and Emily tell them the whole story. Her parents happy that Emily make a new friend and allow her to keep the dog as a pet. From that day on, Emily and her dog have many adventures together, always remembering the day they meet and became inseparable friends.

Activity 13. Changes in one's life. Individual work.
Think of an event in your life that made a big difference to you. Make up your stories. Use Past Simple in your stories. Present your stories to other students in your class.

Activity 14. The Interview. Pair work.
Work with your partner. Interview each other asking the following questions. Then report to other students the results of the interview.

1. What did you laugh about recently?
2. What was the last present you received?
3. Did you exercise yesterday?
4. What did you cry about last time?
5. Did you like the last movie you saw?
6. What did you last thank someone for?
7. Who cooked last night's dinner for you?
8. When was the last time you shopped? What did you buy?
9. When did you last order pizza? What kind of pizza was it?
10. What did you like when you were a child?
11. When did you last feel excited?
12. Who was your best friend in the kindergarten?
13. What did you cook last time?
14. When did you last see the sea?
15. Did you do anything interesting last week? What was it?
16. Did you eat anything tasty last week? What was it?
17. What was your favorite toy as a child?
18. What was the last book you read?
19. What was the last film you watched?

Activity 15. What was the most memorable event in your childhood? Describe a recent experience that made a significant impact on your life.

Activity 16. Form a circle. Make up a list of verbs in Past Simple. Tell a collaborative story using them one by one. Each student should take one verb and continue the story using it. Students take turns continuing the story clockwise.

Activity 17. Work in pairs. Find a set of current news articles written with past tenses. Rewrite the news stories changing the verbs with synonyms (or words with close meaning).

Present your revised stories as news reporters. You can take one story and compare the changes.

PAST PERFECT CONTINUOUS TENSE

Activity 18. Story Completion Task. Group work.

Get acquainted with a story with gaps. Complete the story by filling in the gaps with appropriate Past Perfect Continuous tense verbs.

When I arrived at the party, everyone was laughing and having a great time. It turned out that they _____ (cook) together for hours before I got there. The aroma of various dishes filled the air, and I could see pots and pans scattered around the kitchen. Some guests _____ (chop) vegetables, while others _____ (stir) sauces. Clearly, they _____ (put) a lot of effort into preparing the feast. As I joined them, they welcomed me warmly and invited me to taste the delicious dishes they _____ (work on).

Activity 19. Pair Work Interview:

Work in Pairs. Student A performs the role of an interviewer, and student B is an interviewee. The interviewer has to ask questions about what the interviewee has been doing before certain past events. The interviewee must respond using the Past Perfect Continuous tense.

e.g. What had you been doing before the power outage last night?

What had your family been talking about before you arrived home yesterday?

Activity 20. Error Correction Task. Pair or group work.

Get acquainted with sentences containing errors related to the Past Perfect Continuous tense. Identify and correct the mistakes in pairs or small groups.

1. She had been studied for her exam all morning before she realized it was cancelled.
2. They had waited at the bus stop for over an hour when the bus finally arrived.
3. By the time I arrived, they had been already leaving the party.
4. We had driven for three hours when the car broke down.
5. He had been working late at the office every day last week.

Activity 21. Completing sentences. Pair/group work.

Complete the sentences with your own ideas. Use the Past Perfect Continuous Tense.

1. I saw the water on the ground and I thought _____.
2. By the time I arrived, _____.
3. When I saw my friend's face, I knew _____.
4. When I got home, the door was open. Maybe _____.
5. I was very tired when I got off the bus. It _____.
6. Nobody understood why _____.
7. In the morning, I could still remember my dream. I _____.

Activity 22. Life results.

Work in pairs. How much have you done in your life? Discuss the things you had done or you had been doing by the time you were these ages: 8, 10, 12, 14, 16, 18.

e.g., By the age of 8, I had lived in three different houses and I'd been going to school for three years.

FUTURE TENSES

Activity 1. Predict your future plans. For example, "In five years, I _____ (be) a famous scientist." Be creative and use "will/won't" for predictions.

Activity 2. Create a comic strip, depicting future adventures. Each box should show a different event, use "will" for predictions.

Activity 3. Conduct an imaginary interview with a future version of yourself about your dream job. Use "will" for expressing future plans and aspirations.

Activity 4. Choose a popular song with future tense lyrics. Rewrite a section of the lyrics in your own words while maintaining the future tense.

Activity 5. Create a vision board illustrating your future goals. You can cut out pictures or draw images representing what you hope to achieve, accompanied by short captions using will or going to. Present it orally.

Activity 6. Create fortune teller origami templates with different future predictions written inside each flap. Take turns picking one and creating a sentence using the prediction you unfold. Example predictions: "You will travel to a new country," or "You will learn a new skill."

Activity 7. Create a "Recipe for the Future." For example, "Ingredients: 2 cups of hard work, 1 cup of determination. Instructions: Mix together, and you will achieve your dream job."

Activity 8. Use future tenses to describe the weather conditions, creating sentences like "It will be sunny with a chance of rain in the afternoon."

Activity 9. Create cards with different future scenarios (e.g., planning a party, making travel arrangements, etc.). Pick a card and engage in role-playing activities, using future tenses to discuss your plans.

Activity 10. Create a fashion show presentation using will or going to to describe what people will wear in the future. Bonus points for incorporating imaginative accessories!

Activity 11. Think of something futuristic (a machine, device or service) and present it to the group. Use future tenses to explain how the invention works / service is provided and why it will be essential in the future.

Activity 12. Pair up and role-play a conversation between a teenager and an alien who has traveled from the future. Use “will and going to” to discuss future technologies or unusual experiences.

Activity 13. Solve the riddles and then create your own ones using future tenses or going to:

1. Clue: I am a device that fits in your pocket, predicting the weather, sending messages at your will. What am I?
2. Clue: In the future, I'll fly you high, with wings of metal up in the sky. What am I?
3. Clue: I'm a robotic friend, cleaning your home with a trend. What am I?
4. Clue: I'm a window to worlds unseen, virtual reality in your routine. What am I?
5. Clue: I'll greet you every morning, brewing your coffee without a warning. What am I?

Answers: a smartphone, personal flying vehicle, a cleaning robot, smart coffee maker

MIXED TENSES

Activity 1. Write a short story about a character who experiences a series of unexpected events. Use past, present, and future narrative tenses to convey the unfolding story.

UNIT 2. PASSIVE VOICE

Activity 1. Conduct a survey using the questions below. Write the name of those who answer 'Yes' in the answer file.

1. What was the last movie you watched, and where was it filmed?
2. Have any popular books been turned into movies recently? Which one is being talked about?
3. What subjects / courses do you find most interesting, and which ones are usually taught by your favorite teachers?
4. Is homework assigned regularly in your school, and how is it checked by teachers?
5. How are online challenges and trends created, and by whom?
6. Do you think social media platforms should be monitored, and by whom?
7. Are efforts being made in your community to reduce plastic waste, and who is leading these initiatives?
8. How can renewable energy sources be promoted, and who should take responsibility for implementing them?
9. Which celebrities are often followed by the paparazzi, and how are their private lives affected?
10. Do you think celebrities should be actively involved in social causes, and why or why not?

Activity 2. Complete the following:

1. The new science lab in our school _____ (build) last summer, and it's now equipped with state-of-the-art equipment.
2. The famous novel "Pride and Prejudice" _____ (write) by Jane Austen in the early 19th century, remains widely read today.

3. Last night, an amazing performance of Shakespeare's play "Romeo and Juliet" _____ (stage) by the local theater company.
4. The mysterious message _____ (receive) by the detective hinted at a hidden treasure buried in the old castle.
5. The delicious cake for the party _____ (bake) by your sister is getting compliments from everyone.
6. A fascinating documentary about marine life _____ (film) by a renowned director will be shown on television next week.
7. The important decision about the school's schedule _____ (make) by the administration is causing a lot of discussions among students.
8. The message about the upcoming event _____ (send) to all club members by the president needs your immediate attention.
9. The impressive artwork in the museum _____ (create) by a local artist has gained national recognition.
10. The old building downtown _____ (renovate) by a team of skilled workers, and it's expected to become a cultural center.

Activity 3. Work individually or in pairs to complete a mystery story using passive voice and the given sentence starters:

"The old mansion was..."

"A mysterious letter had been..."

"The missing necklace was..."

You need to add information to develop the plot and characters. Then exchange your partially completed stories with a partner. Each student adds a new paragraph to the partner's story, using passive voice to continue the mystery.

Activity 4. Work in pairs. Find a set of current news articles written in the active voice. Rewrite the news stories using the passive voice.

Present your revised stories as news reporters, explaining why you chose to use the passive voice in certain instances.

Activity 5. Group work.

Work in a team and prepare part of a candidate's campaign for election to a post in either national or local government. What sort of things should your candidate promise in order to gain votes: what should he or she undertake *will be done*?

e.g., The main road in this town will be widened.

A new school and a hospital will be built.

More jobs will be provided for young school-leavers.

Corruption will be eradicated.

Public safety will be prioritized.

Each group chooses 'a candidate' who presents his or her program, supported and prompted if necessary, by members of the groups. Finally, one of the candidates should be selected by the students in a democratic election (participants are not allowed to vote for their candidates).

Activity 6. Pair work.

Work with a partner and make up five things that are normally, or more usually, done by men, five that are normally done by women, and five that are normally done equally by both. Present your ideas to other students.

e.g., Shopping is normally done by both men and women.

Heavy lifting and manual labor are done by men.

Emotional support is usually provided by women.

Activity 7. Error correction. Pair work.

Work in pairs and correct mistakes in the usage of Active and Passive Voices. Identify and correct these errors.

1. The chef was prepared the delicious meal with care, seasoning the dish perfectly and garnishing it with fresh herbs.
2. The new policy been implemented by the management to improve efficiency and reduce costs.
3. The company was announced their plans to launch a new range of products next month.
4. Thousands of people employ in this company and many of them are lost their jobs.
5. Two men are arresting after the accident and six others took to the hospitals with injuries.
6. Three robbers have been left the building quickly.
7. Wine is successfully producing in France for centuries.
8. A lot of effective measures are taking to fix the economy.
9. I am shown you what exactly to do when we arrive in Sumy.
10. When do you think they will be sent us the copy of contract?

Activity 8.

Pair work. Work with a partner and work on your variants. What can (not) or should (not) be done with these things? Write two sentences for each item, using both modal verbs. Present your variants to other students.

1. A rusty spoon

2. A plastic fork.

3. An old shoe

4. A cooper pan

5. A used toothbrush

6. Bitter chocolate

7. Dry bread

8. An old-fashioned mobile phone

e.g., a rusty spoon – It can be cleaned. It should not be used for eating.

Activity 9. Changes in one's town or city. Pair work.

Discuss with your partner changes in his/her town/city at different times in his/her life. Make up at least two passive sentences describing the changes.

1. Changes when you were a child.

2. Recent changes.

3. Changes taking place at the moment.

4. Likely or possible future changes.

5. Changes which you do not like.

e.g., Changes when you were a child. – The old paint factory was knocked down. The shopping centre was built.

Activity 10. The Interview. Pair work.

Work with your partner. Interview each other asking the following questions. Then report to other students the results of the interview.

1. What is usually eaten for breakfast in your family?
2. Has your English ability been tested lately? How was it tested?
3. When was your house built? What has been done to it lately? Has it been damaged?
4. How do you feel about being corrected when you are speaking English?
5. Has one of your holidays or flights ever been cancelled?
6. What do you like to be called by your friends? What are you called by your family?
7. What have you been given lately?
8. Would you like to be painted by a famous artist?
9. Have you or your relative been attacked or robbed? What happened?
10. Have you ever been controlled by your parents?
11. Where was your mobile phone manufactured?
12. What is now being researched in the world?
13. Have you ever been caught cheating at an exam?
14. Has your car or bike ever been stolen?
15. Are you often asked to show your passport?
16. How much are you influenced by advertisements on TV or online?
17. What is the best present you have ever been given?
18. Do you prefer driving or being driven?
19. When was the last time you were invited to a wedding?
20. Have you ever been attacked by an animal?

UNIT 3. COMPARISON OF ADJECTIVES

Activity 1. In pairs, take turns describing each other using simple comparative adjectives. For example, "I am taller than you," or "Your hair is longer than mine."

Activity 2. Conduct a survey by asking questions like "Do you prefer apples or bananas?" Record the answers and present the results using basic comparative adjectives like "More students like apples than bananas."

Activity 3. Create a list of adjectives to describe various items. In pairs, take turns "bidding" on the items using comparative and superlative forms. For example, "This book is more interesting than that one," or "I think this movie is the most exciting of all."

Activity 4. Talk about your hobbies, using comparative structures to express preferences. For instance, "I prefer reading to watching TV because it's more relaxing."

Activity 5. Bring 5 cards with pictures of people, places, or objects. Work in pairs to describe one card using comparative and superlative adjectives. The partner must find the matching picture based on the descriptions.

Activity 6. Debate using comparative adjectives to express advantages and disadvantages on any topic. For example, "Living in a big city vs. a small town", "Giving homework to students or not", "Traditional classrooms vs. online learning", etc.

Activity 7. Create a collaborative narrative. Start a story with a basic sentence using an adjective. Each student adds a sentence, incorporating a comparative or superlative form. The story continues, with students building on the descriptions.

Activity 8. Design a survey using any digital resource (e.g. google forms, menti.com, etc.). Make up questions like "What's the most interesting subject in school?" or "Which is the better season: summer or winter?" Interview classmates, gather data, and then present the findings using comparative and superlative adjectives.

Activity 9. Think of three devices or products. Compare them using comparative and superlative adjectives. Present your results orally.

Activity 10. In pairs or mini groups, discuss topics like "Education vs. Work experience" using advanced comparative structures. For example, "A solid education is more valuable than extensive work experience in certain fields."

Activity 11. Bring a few advertisements and analyze the use of comparative adjectives in marketing. Discuss how companies create persuasive messages by comparing their products with others.

Activity 12. Choose any topic for a presentation where you compare and contrast aspects like cultural traditions, technological advancements, or environmental issues. Use sophisticated comparative adjectives to convey insights and perspectives.

Activity 13. Comparing celebrities.
Compare celebrities using comparative or superlative adjectives or comparative adverbs. Present your ideas to other students. Are your opinions similar?

e.g., Katie Holmes is taller than Tom Cruise. She is younger than he is. However, I think he is more talented and popular. Tom is wealthier as well.

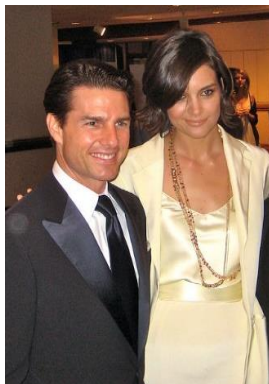


Photo retrieved from:

<https://www.flickr.com/photos/47084925@N00/3518728500/>

1) Compare global pop and R&B stars:

Mariah Carey



Adele



Photos retrieved from:

<https://open.spotify.com/artist/4iHNK0tOyZPYnBU7nGAgpQ>

<https://www.billboard.com/music/music-news/adele>

2) Compare Ukrainian pop/rock stars:

Olia Poliakova



Yulia Sanina (The Hardkiss)



Photos retrieved from:

<https://stars.novyny.live/ru/olia-poliakova>

<https://ua.korrespondent.net/showbiz/4588919-yuliia-sanina>

3) Compare top global dance pop/rap stars:



Megan
Thee
Stallion

Cardi B

Photo retrieved from:

<https://www.billboard.com/video/cardi-b-megan-thee-stallion-try-to-play-football-in-new-cardi-tries-episode-billboard-news/>

4) Compare top global K-Pop stars:

Blackpink's Lisa

BTS' Jungkook



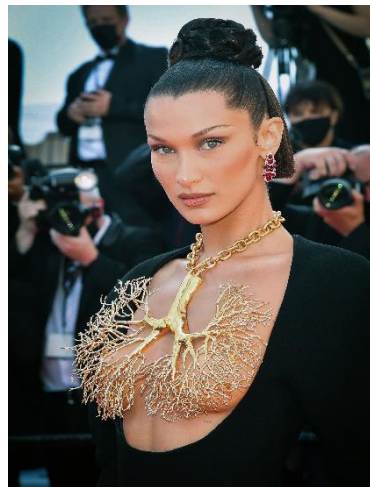
Photos retrieved from:

<https://dbkpop.com/2023/07/06/bts-jungkook-seven-teaser-photos-hd-hq/>

5) Compare model world stars:

Kendall Jenner

Bella Hadid



Photos retrieved from:

https://so.wikipedia.org/wiki/Kendall_Jenner

<https://www.imdb.com/name/nm7194079/mediaviewer/rm1744369921/>

6) Compare top global pop/hip hop/rap stars:

Harry Styles

Drake



Photos retrieved from:

<https://www.vogue.com/article/5-things-you-didnt-know-about-harry-styles>

<https://www.hindustantimes.com/entertainment/music/drake>

7) Compare Ukrainian pop/hip hop/viral pop stars:

Go_A

Alyona Alyona



Photos retrieved from:

https://eurovision.ua/1770-go_a-2/

<https://tsn.ua/glamur/alyona-alyona>

8) Compare global K-Pop stars:

NewJeans

Blackpink



Photos retrieved from:

<https://www.npr.org/2023/08/15/1193958358/newjeans-is-a-new-kind-of-k-pop-juggernaut>

<https://people.com/music/blackpink-members-everything-to-know/>

9) Compare top global pop/ R&B stars:

The Weeknd

Taylor Swift



Photos retrieved from:

https://sing.fandom.com/wiki/The_Weeknd

<https://www.vogue.com/article/taylor-swift-vmas-beauty>

10) Compare global pop stars:

Lady Gaga

Britney Spears



Photo retrieved from:

<https://people.com/music/lady-gaga-britney-spears-changed-music-industry-for-women-conservatorship/>

Activity 14. Group work. Quizzes

Work in pairs/groups and do the quizzes.

Answer the following questions using comparatives or superlatives.

Comparative quiz

1. What is the highest mountain in the world?
2. Which is longer. The Amazon or the Nile?
3. Where are there more people: in Indonesia or Japan?
4. Which can live longer: a man or an elephant?
5. Which is the smaller country: the Vatican or Nauru (island in the Pacific)?
6. Which can jump father: a kangaroo or a horse?
7. Which country produces more rice: China or India?
8. Which ocean is deeper: the Atlantic or the Pacific?

9. Which is bigger, the Pacific Ocean or the Atlantic Ocean?
10. Who is faster, Usain Bolt or Jesse Owens?
11. Which is hotter, the Sahara Desert or the Mojave Desert?
12. What is more populous, China or India?
13. Which is taller, Mount Everest or K2?
14. Who is stronger, a lion or a tiger?
15. What is colder, Antarctica or the Arctic?
16. Which is larger, Africa or North America?
17. Who is older, Queen Elizabeth II or Queen Victoria?
18. Who is more venomous, a black widow spider or a brown recluse spider?

Superlative quiz

1. Which is the highest mountain in Africa?
2. Which is the largest planet (in the solar system)?
3. Which animal lives the longest?
4. Which is the largest snake in the world?
5. Which country produces the most wheat?
6. Which language has the most words?
7. Which is the lowest place in the world?
8. Which is the fastest animal in the world?
9. What is the longest river in the world?
10. Who is the tallest person in recorded history?
11. Which is the deepest ocean trench on Earth?
12. What is the most populous city in the world?
13. Who is the richest person in the world?
14. What is the highest mountain peak in the world?
15. Which is the largest mammal on Earth?
16. Who is the most decorated Olympian of all time?
17. What is the hottest place on Earth?
18. Who is the oldest living person currently documented?

Activity 15. Teamwork.

In groups make up your own quizzes using the following names. Say why these names are outstanding. Present your questions to other groups.

e.g., the Dead Sea – What is the lowest place in the entire world?

*Mona Lisa Elon Musk Statue of Unity the Congo
Tokyo Game of Thrones An-225 Mriia English
three-toed sloth blue whale Hoverla diamond
Ben Nevis Burj Khalifa the Hyperion football
Kuwaiti Dinar Roger Federer The Danyang-Kunshan
Grand Bridge Dnipro To Kill a Mockingbird Kyiv*

Activity 16. Comparing things. Pair/Individual work.

Compare two different nouns using comparative adjectives. Present your ideas to the class.

e.g., *an elephant and a pencil – A pencil is thinner than an elephant.*

Variants for comparison:

The Prime Minister and a flower;

A car and a person;

An ice cream and a cat;

A village and a river;

A bag and a bench;

A bicycle and a sandwich;

An umbrella and grass;

An apple and a mouse;

A poem and a newspaper;

An ocean and a desert;

A city and a laptop;

A lion and a book;

Life and the sun

Activity 17. Favorites. Pair/Group work.

Work with your partner/partners and discuss these things using superlatives:

1. *Films:* _____

(e.g., *By far, the most exciting film is "Spider Man".*)

2. *River:* _____

(e.g., *The longest river in Ukraine is Dnipro.*)

3. *Music:*

4. *Sport:*

5. *Food:*

6. *Holidays:*

7. *Books:*

8. *City:*

9. *Mountains:*

10. *Famous person:*

11. *Country:*

12. *TV show:*

13. *Brand:*

14. *Currency:*

15. *Color:*

16. *Planet:*

17. Capital:

18. Animal:

19. Holiday:

20. Flower:

UNIT 4. CONDITIONALS

Activity 1. Work in pairs and finish the following sentences using 1st Conditional.

1. If I go away on holidays this year,
2. If I lose all my money,
3. If we get too much homework,
4. If my friend gets into trouble,
5. If we finish early today,
6. I'll eat my hat if.....
7. This shop will have to close if
8. We will all be very happy if.....
9. I'll be rather disappointed if
10. Will you help me if?

Activity 2. Work in pairs and finish the following sentences using 2nd Conditional.

1. If I were a millionaire
2. If you loved me
3. If I went to live in another country
4. If we were all geniuses
5. If you came to visit me
6. I would stand on my head if
7. We would be ill if
8. Our teacher would be delighted if
9. Would you be well prepared if?
10. My friend would give me a kiss if


Activity 3. Work in pairs and ask each other questions:

1. Where would you go if you could travel in time?
2. What will you tell your best friend if he/ she phones now?
3. If you could invite someone famous to your party, who would it be?

4. What would you ask/ say to that famous person?


Activity 4. Work in pairs. Take turns and ask each other the following questions:

What would you do if you had ...



a cat toilet training kit?

What would you do if you had ...



a portable sauna?

What would you do if you had ...



an emergency clown nose?

What would you do if you had ...



an ostrich pillow?

What would you do if you had ...




a hairy cap?

What would you do if you had ...



an anti-snoring kit ?

What would you do if you had ...




a miracle beer belly reduction soap ?

What would you do if you had ...



a train massage t-shirt ?

What would you do if you had ...



an zombie apocalypse surviving kit ?

What would you do
if you had ...



Bigfoot flipflops?

What would you do
if you had ...



an "I'm always right"
mug?

What would you do
if you had ...



plastic flowers?

What would you do
if you had ...



a strawberry t-shirt?

What would you do
if you had ...



a fish sandwich
wallet?

What would you do
if you had ...



a thumb wrestling
arena?

What would you do
if you had ...



mop slippers?

What would you do
if you had ...



a head tent?

What would you do
if you had ...



edible worms?

Activity 5. Pair work. Work with your partner and finish the sentences with a clause in the correct conditional.

1. If it is sunny tomorrow,

2. If you sit in the sun too long,

3. If I were you,

4. If I were the Prime Minister,

5. If she had studied harder,

6. If I won the lottery,

7. If I hadn't gone to bed so late,

8. If I hadn't come to London,

9. If you mix water and electricity,

10. If she hadn't stayed at home,

11. If I were a president of Ukraine,

12. If I had found one million dollars,

13. If the weather is fine in two days,

14. If he knew what to do,

15. If he had visited me,

16. If she asked me,

Activity 6. Situation: You are a student who forgot homework. Role-play with a friend explaining why you couldn't finish it using basic conditionals like "If I had more time, I would have completed my homework."

Activity 7. Situation: Your friend missed the bus. Discuss simple solutions using first conditionals like, "If your friend wakes up earlier tomorrow, they won't miss the bus."

Activity 8. Continue the story. Start a story with "If the sun is shining, Sally goes to the park." Use basic conditionals like "If it rains, Sally stays at home."

Activity 9. Discuss the positive outcomes of this news headline: "New Playground Opens in Town." Use first conditionals, such as "If children visit the new playground, they will have a lot of fun."

Activity 10. Work in pairs. Discuss hypothetical travel plans using future tenses. For example, "If I go to Paris, I will visit the Eiffel Tower."

Activity 11. Role play a job interview where you need to discuss what you would do in hypothetical situations using different conditional forms.

Activity 12. Imagine you are a travel agent. A customer is complaining about a canceled flight. Role-play the conversation using third conditional to discuss what could have been done differently to avoid the situation.

Activity 13. Your city has a traffic congestion issue. Discuss in pairs what measures could have been taken in the past (using third conditionals) and what can be done now (using first or second conditionals) to improve the situation.

Activity 14. Continue the story introducing new events and using different conditional forms to explore alternative outcomes. "If Sarah had known about the treasure map, she would have joined the adventure."

Activity 15. Report the news with the following headline: "City Plans to Build Underwater Hotel." Mention the potential challenges and benefits using conditionals, such as "If the construction goes smoothly, the city will attract more tourists."

Activity 16. Create multiple endings to this story, using a different conditional structure. Begin with "As she entered the mysterious cave, the floor suddenly gave way..."

For example, "If she had been more cautious, she wouldn't have fallen," or "If her friend had warned her, she might have avoided the fall."

Activity 17. Role Play the following Scenarios:

You are a project manager. Discuss with a team member the potential consequences (using second and third conditionals) of not meeting a project deadline. Include strategies that could have been implemented earlier and what can be done now.

You are city planners working on sustainable development. Discuss the impact of not implementing eco-friendly policies in the past (using third conditionals) and propose solutions for future urban development (using mixed conditional structures).

Activity 18. Continue the story, incorporating complex plot twists and using various conditional structures. Start a story with "If Max had accepted the job offer in Paris, his life would have taken a completely different turn."

Activity 19. Report the news with the following headline: "Government Considers Radical Education Reforms." Analyze

and present the potential consequences and benefits of these reforms, using advanced conditional structures like mixed conditionals to discuss both past and future implications.

Activity 20. Create alternative endings to the story using advanced conditionals, exploring how different choices or events could have led to diverse outcomes. Begin the story with: "Having missed the last train, Emily found herself alone in the deserted station." Compare your endings in a group and decide with one is the most down to Earth and which one is the most unreal.

Activity 21. Look at the photos, choose one of them and say what could have happened 10 minutes before this photo was taken. Use conditional structures.







Activity 22. Pair work. Make up sentences, using conditionals for these situations.

You need to get your mum a present but you don't have any money.
e.g., If I don't have any money, it is going to be difficult to buy anything!

If my mum is hoping for a nice present, she's making a big mistake.

1. It is raining. You need to go out. You don't have an umbrella.

2. Your parents can't decide where to go on holiday.

3. You borrowed your friend's bike and broke it. Your friend doesn't know yet.

4. You have a big match tomorrow but don't feel very well.

5. You found some money in the classroom. You don't know who sold it.

6. You want to get a new job. But you were late for the job interview.

7. You want to buy a house at the seaside in Italy. You don't have enough money for this.

8. You went for a walk with your groupmates. Suddenly the rain started.

9. Your friend went abroad. You wanted to invite him to your birthday party.

10. The new model of your favorite car is on sale. You don't have enough money.

UNIT 5 MODALVERBS

Activity 1. In pairs, take turns giving advice to each other using simple modals.

For example, "A: I have a headache. B: You should take a break and rest."

The possible problems can be:

1. I need to study a new language.
2. I am hungry.
3. I am tired.
4. I would like to watch a film. Could you recommend any?
5. I've got a cold.

Activity 2. Create flashcards with pictures representing common requests (e.g., borrowing a pen, opening a door). You can draw a card and ask the partner for that favor using modals.

Activity 3. Draw pictures representing things you can and cannot do. Then share the drawings with a partner, using modals to explain.

Activity 4. Role play a shopping dialogue using modals to make requests and offer assistance. One student is a shopkeeper, and the other is a customer.

Activity 5. Plan a weekend trip with a partner, discussing preferences and using modals to express possibilities.

E. g. "We _____ visit a museum or go to the park."

Activity 6. Look at the photo and say what could / might / may / must have happened 10 minutes before this photo was taken. And what could / might / may / must happen later



Activity 7. Plan a party in pairs. One student wants a quiet party, and the other wants a lively one. Negotiate and use modals to express preferences and compromise.

Activity 8. Create posters with predictions about the future using modals. Then walk around, read others' predictions, and discuss them.

Activity 9. Create an “image from text” using AI and discuss which instruction must / may / could have been given to AI to create this.

Activity 10. Each student brings an item to class and talks about its special abilities using modal verbs. Others ask questions to gather information.

Activity 11. Students form a circle. One student shares a problem / dilemma, and the others offer advice using modal verbs. Rotate until everyone has had a turn.

Activity 12. Discuss these teaching challenges in a group:

- ✓ If you wanted to try a different way of teaching in your class, what method would you choose and why?
- ✓ Imagine some students learn better by seeing things, while others prefer listening. How could you make sure everyone understands the lesson?
- ✓ In a situation where students don't seem interested in the class, what could you do to make it more exciting for them?
- ✓ If students don't like a new topic you're introducing, how would you help them become more interested?
- ✓ What would you do if some students find a lesson too hard while others find it too easy?

Activity 13. Organize a panel discussion where students take on roles as experts providing advice on various topics. Use modals to offer suggestions and recommendations. For example, "As an expert on stress management, I would recommend that you should practice mindfulness techniques."

Activity 14. Engage in role-play scenarios requiring negotiation and compromise. Use modals to express preferences and find common ground. For instance, "A: I prefer working in a quiet environment. B: Well, we could alternate between quiet and collaborative spaces."

Activity 15. Answer the questions below:

- If you could travel back in time, what historical event would you like to witness?
- Imagine you could change one event in history. What would it be, and what impact do you think it would have on the present?
- If you were present during a significant historical moment, how would you contribute or react?
- In what ways do you think witnessing a historical event could influence your perspective on current issues?
- If you had the opportunity to meet a historical figure, who would it be and why?
- If time travel were a reality, would you prefer to visit the past or the future? Why?

Activity 16. Discuss these teaching dilemmas in a group:

- ✓ If you were to introduce a new teaching method in your classroom, which one would you choose and why?
- ✓ Imagine a scenario where students have varying learning styles. How would you adapt your teaching to cater to different needs?
- ✓ In a situation where students are not actively participating in class, what strategies would you employ to engage them?
- ✓ If you encounter resistance from students when introducing a new topic, how would you address their concerns and create interest?
- ✓ What approach would you take if you discover that some students are struggling to grasp a concept while others find it too easy?

Activity 17. Work in pairs to create and present business proposals, using modals to convey possibilities and potential outcomes. For instance, "We could implement a flexible work schedule to improve employee satisfaction."

UNIT 6. PHRASAL VERBS

Activity 1. Provide real-life situations where phrasal verbs are commonly used, such as in conversations, movies, or texts.

Activity 2. Brainstorm as many phrasal verbs as possible in 4 minutes, create a phrasal verb bank.

Activity 3. Divide into groups and discuss the meanings and usage of different phrasal verbs you know. Provide examples of sentences with them.

Activity 4. Choose roles and create dialogues using 5 of the phrasal verbs given below in context. Pay attention to their meaning, analyse the given example sentences.

call somebody back

return a phone call

They called the company back but the offices were closed for the weekend.

call something off

cancel

Jason called the wedding off because he wasn't in love with his fiancé.

call on somebody

ask for an answer or opinion

The professor called on me for question 1.

call on somebody

visit somebody

We called on you last night but you weren't home.

call somebody up

phone

Give me your phone number and I will call you up when we are in town.

calm down

relax after being angry

You are still mad. You need to calm down before you drive the car.

not care for somebody/ something

not like (formal)

I don't care for his behaviour.

catch up

get to the same point as somebody else

You'll have to run faster than that if you want to catch up with Marty.

check in

arrive and register at a hotel or airport

We will get the hotel keys when we check in.

check out

leave a hotel

You have to check out of the hotel before 11:00 AM.

check somebody/ something out

look at carefully, investigate

The company checks out all new employees.

check out somebody/ something

look at (informal)

Check out the crazy hair on that guy!

cheer up

become happier

She cheered up when she heard the good news.

cheer somebody up

make happier

I brought you some flowers to cheer you up.

chip in

help

If everyone chips in we can get the kitchen painted by noon.

clean something up

tidy, clean

Please clean up your bedroom before you go outside.

come across something

find unexpectedly

I came across these old photos when I was tidying the closet.

come apart

separate

The top and bottom come apart if you pull hard enough.

come down with something

become sick

My nephew came down with chicken pox this weekend.

come forward

volunteer for a task or to give evidence

The woman came forward with her husband's finger prints.

come from some place
originate in
The art of origami comes from Asia.

count on somebody/ something
rely on
I am counting on you to make dinner while I am out.

cross something out
draw a line through
Please cross out your old address and write your new one.

cut back on something
consume less
My doctor wants me to cut back on sweets and fatty foods.

cut something down
make something fall to the ground
We had to cut the old tree in our yard down after the storm.

cut in
interrupt
Your father cut in while I was dancing with your uncle.

cut in
pull in too closely in front of another vehicle
The bus driver got angry when that car cut in.

cut in
start operating (of an engine or electrical device)
The air conditioner cuts in when the temperature gets to 22°C.

cut something off

remove with something sharp

The doctors cut off his leg because it was severely injured.

cut something off

stop providing

The phone company cut off our phone because we didn't pay the bill.

cut somebody off

take out of a will

My grandparents cut my father off when he remarried.

cut something out

remove part of something (usually with scissors and paper)

I cut this ad out of the newspaper.

Activity 5. Listen to podcasts, audiobooks, or songs in English, paying attention to phrasal verbs used in context and their meanings. Create a phrasal verb bank, divide them into groups based on the meaning.

Activity 6. Write a short story (120-200 words) incorporating 5 of the phrasal verbs given below, focusing on using them effectively to convey your ideas. Chose any of the phrasals from the list below, pay attention to their meaning, analyse the given example sentences:

do somebody/ something over

beat up, ransack (BrE, informal)

He's lucky to be alive. His shop was done over by a street gang.

do something over

do again (AmE)

My teacher wants me to do my essay over because she doesn't like my topic.

do away with something

discard

It's time to do away with all of these old tax records.

do something up

fasten, close

Do your coat up before you go outside. It's snowing!

dress up

wear nice clothing

It's a fancy restaurant so we have to dress up.

drop back

move back in a position/group

Andrea dropped back to third place when she fell off her bike.

drop in/ by/ over

come without an appointment

I might drop in/by/over for tea sometime this week.

drop somebody/ something off

take somebody/ something somewhere and leave them/it there

I have to drop my sister off at work before I come over.

drop out

quit a class, school etc

I dropped out of Science because it was too difficult.

get something across/ over

communicate, make understandable

I tried to get my point across/over to the judge but she wouldn't listen.

get along/on

like each other

I was surprised how well my new girlfriend and my sister got along/on.

get around

have mobility

My grandfather can get around fine in his new wheelchair.

get away

go on a vacation

We worked so hard this year that we had to get away for a week.

get away with something

do without being noticed or punished

Jason always gets away with cheating in his maths tests.

get back

return

We got back from our vacation last week.

get something back

receive something you had before

Liz finally got her Science notes back from my roommate.

get back at somebody

retaliate, take revenge

My sister got back at me for stealing her shoes. She stole my favourite hat.

get back into something
become interested in something again
I finally got back into my novel and finished it.

get on something
step onto a vehicle
We're going to freeze out here if you don't let us get on the bus.
get over something
recover from an illness, loss, difficulty
I just got over the flu and now my sister has it.

get over something
overcome a problem
The company will have to close if it can't get over the new regulations.

get round to something
finally find time to do (AmE: get around to something)
I don't know when I am going to get round to writing the thank you cards.

get together
meet (usually for social reasons)
Let's get together for a BBQ this weekend.

get up
get out of bed
I got up early today to study for my exam.

get up
stand
You should get up and give the elderly man your seat.

give somebody away
reveal hidden information about somebody
His wife gave him away to the police.

give somebody away
take the bride to the altar
My father gave me away at my wedding.

give something away
ruin a secret
My little sister gave the surprise party away by accident.

give something away
give something to somebody for free
The library was giving away old books on Friday.

give something back
return a borrowed item
I have to give these skates back to Franz before his hockey game.

give in
reluctantly stop fighting or arguing
My boyfriend didn't want to go to the ballet, but he finally gave in.

Activity 7. Answer the following questions paying attention to the meaning of phrasals:

1. Can you recall a time when you had to "put off" doing something important? What was it, and why did you delay it?
2. Describe a situation where you "ran into" someone unexpectedly. How did you react?
3. Have you ever "come across" an interesting book or article unexpectedly? What was it about?

4. Share a story about a time when you "broke down" and cried. What led to that moment?
5. Can you think of a time when you "stood up for" someone? What happened?
6. Describe a time when you "fell for" a scam or a trick. What was the situation, and how did you realize it?
7. Have you ever "looked after" a pet or a younger sibling? What responsibilities did you have?
8. Share an experience when you "set up" a surprise party or event for someone. How did it go?
9. Describe a situation where you "backed out" of a commitment or plan. Why did you decide not to go through with it?
10. Can you recall a time when you "made up" with someone after an argument? How did you resolve the conflict?
11. Have you ever "stood by" a friend or family member during a difficult time? What did you do to support them?
12. Share a story about a time when you "got away with" breaking a rule or doing something wrong. How did you feel afterward?
13. Describe a time when you "came down with" an illness or a cold. How did you take care of yourself?
14. Can you think of a time when you "fell behind" in your studies or work? How did you catch up?
15. Share an experience when you "went through" a challenging period in your life. How did you cope with it?

Activity 8. Continue the sentences paying attention to phrasals. Compare your results with the group.

1. Yesterday, I got lost but luckily, I managed to find my way ...
2. When I was younger, I got into mischief and got into a lot of ...
3. Every morning, I wake up before heading to ...
4. Last summer, I tried out a new hobby and discovered a hidden ...
5. Whenever I feel stressed, I take a deep breath to relax and clear my ...

6. During the holidays, I hung out with my cousins, and we had a blast, ...
7. Before an important presentation, I always go over my notes to ...
8. After a long day, I kick back and enjoy a good ...
9. When I was in high school, I hung out with friends and made
....
10. Whenever I feel down, I snuggle up with my ...

Activity 9. Play phrasal verb charades: write various phrasal verbs on small cards. Each student picks a card and acts out the meaning of the phrasal verb without speaking while others guess what it is. Chose phrasals from the list below, pay attention to their meaning, analyse the given example sentences:

hand something down

give something used to somebody else

I handed my old comic books down to my little cousin.

hand something in

submit

I have to hand in my essay by Friday.

hand something out

to distribute to a group of people

We will hand out the invitations at the door.

hand something over

give (usually unwillingly)

The police asked the man to hand over his wallet and his weapons.

hang in

stay positive (informal)

Hang in there. I'm sure you'll find a job very soon.

hang on

wait a short time (informal)

Hang on while I grab my coat and shoes!

hang out

spend time relaxing (informal)

Instead of going to the party we are just going to hang out at my place.

hang up

end a phone call

He didn't say goodbye before he hung up.

hold somebody/ something back

prevent from doing/going

I had to hold my dog back because there was a cat in the park.

hold something back

hide an emotion

Jamie held back his tears at his grandfather's funeral.

hold on

wait a short time

Please hold on while I transfer you to the Sales Department.

hold onto somebody/ something

hold firmly using your hands or arms

Hold onto your hat because it's very windy outside.

hold somebody/ something up

rob

A man in a black mask held the bank up this morning.

keep on doing something

continue doing

Keep on stirring until the liquid comes to a boil.

keep something from somebody

not tell

We kept our relationship from our parents for two years.

keep somebody/ something out

stop from entering

Try to keep the wet dog out of the living room.

keep something up

continue at the same rate

If you keep those results up you will get into a great college.

Activity 10. Continue the stories using the idioms given to them. Use the idioms creatively, add a few phrasal verbs and develop the plot further.

1. Story Beginning: Sarah had been saving up for months to take the trip of a lifetime. Finally, the day arrived, and she was on cloud nine as she boarded the plane to her dream destination, Paris. Little did she know, her adventure was about to take a turn for the unexpected... Idiom to Continue: "Hit the ground running"
2. Story Beginning: Jake had always been a bit of a dreamer, but when he stumbled upon a hidden treasure map in his attic, he knew this was his chance to make his dreams a reality. With the map in hand, he set out on a journey that would change his life forever... Idiom to Continue: "Bite off more than he could chew"
3. Story Beginning: Emily and Mark had been best friends since they were kids, but lately, their relationship had hit a rough patch. They both knew they needed to sit down and talk things out if they were ever going to salvage their friendship... Idiom to Continue: "Clear the air"
4. Story Beginning: It was the day of the big race, and Emma was feeling the pressure. She had trained hard for months, but now that she was on the starting line, she couldn't help but feel a bit nervous. With her heart racing, she took a deep breath and prepared to give it her all... Idiom to Continue: "Be on pins and needles"

5. Story Beginning: Tom had always been a risk-taker, but when he decided to quit his job and start his own business, even his closest friends thought he was crazy. Despite the doubts, Tom was determined to prove them all wrong... Idiom to Continue: "Take the plunge"

Activity 11. Create short stories or anecdotes using a given set of phrasal verbs. Include context and dialogue to illustrate the meaning of each phrasal verb.

Set 1: let down, keep from, hang up

Set 2: look down on sbd., pass out, take after

Activity 12. Create bingo cards with phrasal verbs written in the squares. A leader calls out the definitions or sentences containing the phrasal verbs, and students mark the corresponding squares on their cards. The first to get a line or a full card shouts "Bingo!" Use the phrasal given below.

let somebody down

fail to support or help, disappoint

I need you to be on time. Don't let me down this time.

let somebody in

allow to enter

Can you let the cat in before you go to school?

log in (or on)

sign in (to a website, database etc)

I can't log in to Facebook because I've forgotten my password.

log out (or off)

sign out (of a website, database etc)

If you don't log off somebody could get into your account.

look after somebody/ something
take care of
I have to look after my sick grandmother.

look down on somebody
think less of, consider inferior
Ever since we stole that chocolate bar your dad has looked down on me.

look for somebody/ something
try to find
I'm looking for a red dress for the wedding.

look forward to something
be excited about the future
I'm looking forward to the Christmas break.

look into something
investigate
We are going to look into the price of snowboards today.

look out
be careful, vigilant, and take notice
Look out! That car's going to hit you!

look out for somebody/ something
be especially vigilant for
Don't forget to look out for snakes on the hiking trail.

look something over
check, examine
Can you look over my essay for spelling mistakes?

look something up
search and find information in a reference book or database
We can look her phone number up on the Internet.

look up to somebody
have a lot of respect for
My little sister has always looked up to me.

Activity 13. Answer the questions given below paying attention to the usage of idiom. Think of a phrasal verb to use while answering the question.

1. Describe a situation where you had to "face the music" (accept the consequences) for something you did wrong.
2. Share an idiom that means to be optimistic despite difficulties or challenges, like "to see the light at the end of the tunnel."
3. Can you think of an idiomatic expression related to being unprepared for a situation, such as "to be caught with one's pants down"?
4. Describe a time when someone "let the cat out of the bag" (revealed a secret) and caused a surprise.
5. Share an idiom that means to be extremely busy or overwhelmed with work, like "to have one's plate full."
6. Can you think of an idiomatic expression related to staying calm during a difficult situation, such as "to keep one's cool"?
7. Describe a time when you "bit off more than you could chew" (took on more than you could handle) and had difficulty completing a task.
8. Share an idiom that means to wait patiently for something to happen, like "to play the waiting game."
9. Can you think of an idiomatic expression related to getting along well with someone, such as "to hit it off"?

Activity 14. Choose one of the given scenarios to speak, take turns speaking, incorporate idiomatic expressions and phrasal verbs into the conversation. Use them appropriately and naturally, focusing on both accuracy and fluency. After each conversation, take time for feedback and discussion on how well the idioms and phrasal were used and if there were any misunderstandings.

Scenarios:

1. At a Job Interview:

Scenario: Role-play a job interview where one person is the interviewer and the other is the interviewee. Incorporate idiomatic expressions related to work or professionalism.

Idioms: "to go the extra mile," "to be on top of the game," "to hit the ground running," "to be a team player," "to think outside the box," etc.

2. Planning a Vacation:

Scenario: Plan a vacation together, discussing destinations, activities, and logistics. Use idiomatic expressions related to travel and planning.

Idioms: "to be in the same boat," "to go off the beaten path," "to break the ice," "to have a whale of a time," "to be on cloud nine," etc.

3. Resolving a Conflict:

Scenario: Role-play a conflict resolution scenario between friends or colleagues. Incorporate idiomatic expressions related to communication and problem-solving.

Idioms: "to bury the hatchet," "to see eye to eye," "to clear the air," "to give the benefit of the doubt," "to mend fences," etc.

4. Discussing Future Plans:

Scenario: Have a conversation about future plans, goals, and aspirations. Use idiomatic expressions related to ambition and planning.

Idioms: "to chase one's dreams," "to have one's heart set on something," "to make ends meet," "to pave the way for," "to follow in someone's footsteps," etc.

5. Talking about Hobbies and Interests:

Scenario: Discuss hobbies and interests with a friend or classmate. Use idiomatic expressions related to leisure activities and passions.

Idioms: "to be a bookworm," "to be a couch potato," "to hit the gym," "to be a weekend warrior," "to be a social butterfly," etc.

Activity 15. Role-play different roles and scenarios where you use phrasal verbs appropriately. For example, a customer returning an item at a store, or friends making plans to go out.

Choose any of the phrasals given below to use:

make something up

invent, lie about something

Josie made up a story about why we were late.

make up

forgive each other

We were angry last night, but we made up at breakfast.

make somebody up

apply cosmetics to

My sisters made me up for my graduation party.

mix something up

confuse two or more things

I mixed up the twins' names again!

pass away

die

His uncle passed away last night after a long illness.

pass out

faint

It was so hot in the church that an elderly lady passed out.

pass something out

give the same thing to many people

The professor passed the textbooks out before class.

pass something up

decline (usually something good)

I passed up the job because I am afraid of change.

pay somebody back

return owed money

Thanks for buying my ticket. I'll pay you back on Friday.

pay for something
be punished for doing something bad
That bully will pay for being mean to my little brother.

pick something out
choose
I picked out three sweaters for you to try on.

point somebody/ something out
indicate with your finger
I'll point my boyfriend out when he runs by.

put something down
put what you are holding on a surface or floor
You can put the groceries down on the kitchen counter.

put somebody down
insult, make somebody feel stupid
The students put the substitute teacher down because his pants were too short.

put something off
postpone
We are putting off our trip until January because of the hurricane.

put something out
extinguish
The neighbours put the fire out before the firemen arrived.

put something together
assemble
I have to put the crib together before the baby arrives.

put up with somebody/ something
tolerate
I don't think I can put up with three small children in the car.

put something on
put clothing/ accessories on your body
Don't forget to put on your new earrings for the party.

Activity 16. Think of a story to tell on each of the idioms given below. Pay attention to the meaning. Choose a phrasal verb to use in each of the stories.

"Break the ice" - to initiate conversation in a social setting.

"Hit the nail on the head" - to describe precisely or accurately.

"Bite the bullet" - to endure a painful or difficult situation.

"Cut to the chase" - to get to the main point without unnecessary details.

"Cost an arm and a leg" - to be very expensive.

"Piece of cake" - something very easy to do.

"Under the weather" - feeling ill or not well.

"Blessing in disguise" - something that initially seems bad but turns out to be beneficial.

"Once in a blue moon" - something that happens very rarely.

"Break a leg" - a way to wish someone good luck, especially before a performance.

"Hit the jackpot" - to achieve a great success or gain a large prize.

"Spill the beans" - to reveal a secret or disclose confidential information.

"Kick the bucket" - a euphemism for dying or passing away.

"Cost a fortune" - to be extremely expensive.

"Raining cats and dogs" - to describe heavy rainfall.

"Actions speak louder than words" - what someone does is more important than what they say.

"The ball is in your court" - it's up to you to make the next move or decision.

"A piece of the pie" - a share of something profitable or desirable.

"Hit the hay" - to go to bed or go to sleep.

"Kill two birds with one stone" - to accomplish two tasks with a single action.

Activity 17. Divide into two teams. A teacher writes a sentence containing a phrasal verb on the board with the phrasal verb missing. One student from each team runs to the board, fills in the missing phrasal verb, and runs back to tag the next teammate. The first team to complete all sentences correctly wins.

run into somebody/ something

meet unexpectedly

I ran into an old school-friend at the mall.

run over somebody/ something

drive a vehicle over a person or thing

I accidentally ran over your bicycle in the driveway.

run over/ through something

rehearse, review

Let's run over/through these lines one more time before the show.

run away

leave unexpectedly, escape

The child ran away from home and has been missing for three days.

run out

have none left

We ran out of shampoo so I had to wash my hair with soap.

send something back

return (usually by mail)

My letter got sent back to me because I used the wrong stamp.

set something up

arrange, organize

Our boss set a meeting up with the president of the company.

set somebody up

trick, trap

The police set up the car thief by using a hidden camera.

shop around

compare prices

I want to shop around a little before I decide on these boots.

show off

act extra special for people watching (usually boastfully)

He always shows off on his skateboard

sleep over

stay somewhere for the night (informal)

You should sleep over tonight if the weather is too bad to drive home.

sort something out

organize, resolve a problem

We need to sort the bills out before the first of the month.

stick to something

continue doing something, limit yourself to one particular thing

You will lose weight if you stick to the diet.

switch something off

stop the energy flow, turn off

The light's too bright. Could you switch it off.

switch something on

start the energy flow, turn on

We heard the news as soon as we switched on the car radio.

Activity 18. Play phrasal verb scavenger hunt: take a list of phrasal verbs to find in authentic texts, such as newspapers, magazines, or online articles. Then write down the sentences containing the phrasal verbs and explain their meanings. Create lists from the phrasal given below.

take after somebody

resemble a family member

I take after my mother. We are both impatient.

take something apart

purposely break into pieces

He took the car brakes apart and found the problem.

take something back

return an item

I have to take our new TV back because it doesn't work.

take off

start to fly

My plane takes off in five minutes.

take something off

remove something (usually clothing)

Take off your socks and shoes and come in the lake!

take something out

remove from a place or thing

Can you take the garbage out to the street for me?

take somebody out

pay for somebody to go somewhere with you

My grandparents took us out for dinner and a movie.

tear something up

rip into pieces

I tore up my ex-boyfriend's letters and gave them back to him.

think back

remember (often + to, sometimes + on)

When I think back on my youth, I wish I had studied harder.

think something over

consider

I'll have to think this job offer over before I make my final decision.

throw something away

dispose of

We threw our old furniture away when we won the lottery.

turn something down

decrease the volume or strength (heat, light etc)

Please turn the TV down while the guests are here.

turn something down

refuse

I turned the job down because I don't want to move.

turn something off

stop the energy flow, switch off

Your mother wants you to turn the TV off and come for dinner.

turn something on

start the energy, switch on

It's too dark in here. Let's turn some lights on.

turn something up

increase the volume or strength (heat, light etc)

Can you turn the music up? This is my favourite song.

turn up

appear suddenly

Our cat turned up after we put posters up all over the neighbourhood.

try something on

sample clothing

I'm going to try these jeans on, but I don't think they will fit.

try something out

test

I am going to try this new brand of detergent out.

use something up

finish the supply

The kids used all of the toothpaste up so we need to buy some more.

wake up

stop sleeping

We have to wake up early for work on Monday.

warm somebody/ something up

increase the temperature

You can warm your feet up in front of the fireplace.

warm up

prepare body for exercise

I always warm up by doing sit-ups before I go for a run.

wear off

fade away

Most of my make-up wore off before I got to the party.

work out

exercise

I work out at the gym three times a week.

work out

be successful

Our plan worked out fine.

work something out

make a calculation

We have to work out the total cost before we buy the house.

Activity 19. Answer the following questions paying attention to the meaning of phrasals:

1. Describe a time when you "took on" a new responsibility or challenge. What was it, and how did you handle it?
2. Have you ever "put up with" a difficult person or situation for a long time? What kept you going?
3. Can you recall a time when you "broke up" with a friend or romantic partner? What led to the decision?
4. Share a story about a time when you "made out" like a bandit in a bargain or deal. What did you get, and how?
5. Describe a situation where you "ran out of" time or resources to complete a task. What did you do?
6. Have you ever "looked up to" someone as a role model or mentor? Who were they, and why did you admire them?
7. Can you think of a time when you "passed out" from exhaustion or fatigue? What happened afterward?

8. Share an experience when you "got over" a fear or phobia. How did you conquer it?
9. Describe a time when you "turned down" an opportunity or invitation. Why did you decline it?
10. Have you ever "grown apart" from a friend or group of friends over time? What caused the distance?
11. Share a story about a time when you "fell through" on a promise or commitment. What were the consequences?
12. Can you recall a time when you "picked up" a new skill or hobby? What motivated you to learn it?
13. Describe a situation where you "came up against" a difficult obstacle or challenge. How did you overcome it?
14. Have you ever "gotten by" with minimal effort or preparation? What was the outcome?
15. Share an experience when you "looked forward to" something eagerly. What was it, and did it meet your expectations?

Activity 20. Continue the sentences paying attention to these phrasals. Compare your results with the group.

1. Last weekend, I went to my favorite band's concert, and it was ...
2. Despite the challenges, I pushed through and achieved my
3. Every morning, I get up early and make a to-do list for the ...
4. During the trip, we stayed over in a cozy cottage in ...
5. Before making a decision, I always think it over and weigh ...
6. When I moved to a new city, I reached out to meet new people and ...
7. During the exam, I focused in and managed to finish
8. After a disagreement, it's important to talk it out and try to ...
9. When faced with a challenge, I always give it a shot and give it my best shot
10. Whenever I travel, I chat up with locals to learn about ...

Activity 21. Practice using these idioms and phrasal verbs in context and reflect on their meanings while answering the questions given below.

1. Can you think of an idiomatic expression that describes a situation when someone is very nervous, like "to have butterflies in one's stomach" and "let smbd down"?
2. Share an idiomatic phrase that means to have a difficult decision to make, such as "to be stuck between a rock and a hard place", "think over."
3. Describe a time when you were "on cloud nine" (extremely happy) and explain what made you feel that way, use phrasal verb "cheer up".
4. Have you ever experienced a situation that made you "hit the nail on the head" (accurately describe or identify something), "be spot-on"? What was it?
5. Share an idiom that means to be cautious or careful about something, like "to tread carefully." Use phrasals "go up, go on" to describe the situation.
6. Can you think of an idiomatic expression related to learning from one's mistakes, such as "to learn the hard way"? Use phrasals "go on, keep on" to describe the situation and the consequences.

UNIT 7. PARTS OF SPEECH

Activity 1. Get acquainted with the poem.

Work in groups and make a list of examples of all parts of speech presented in the poem. Present your variants to other groups.

The Parts of Speech

Every name is called a **NOUN**,
As *field* and *fountain*, *street* and *town*;

In place of noun the **PRONOUN** stands
As *he* and *she* can clap *their* hands;

The **ADJECTIVE** describes a thing,
As *magic* wand and *bridal* ring;

The **VERB** means action, something done –
To *read*, to *write*, to *jump*, to *run*;

How things are done, the **ADVERBS** tell,
As *quickly*, *slowly*, *badly*, *well*;

The **PREPOSITION** shows relation,
As *in* the street, *at* the station;

CONJUNCTIONS join in many ways,
Sentences, words, *or* phrase *and* phrase;

The **INTERJECTION** cries out, ‘Hark!
I need an exclamation mark!’

Activity 2. Identifying Parts of Speech.

Work in groups. Have a look at a short paragraph with missing words. Fill in the blanks with the appropriate parts of speech (noun, verb, adjective, adverb, etc.). Compare your variants with other groups.

Yesterday, I went to the _____(noun) to buy some _____(adjective) apples. I walked _____(adverb) and _____(adverb) reached the fruit section. There, I _____(verb) the _____(adjective) apples and _____(verb) them in my basket. As I was about to _____(verb), I noticed a _____(adjective) cashier who _____(verb) me warmly. After paying, I _____(adverb) _____(verb) my groceries and _____(verb) the market feeling _____(adjective).

Activity 3. Sentence Transformation. Pair work.

Work in pairs. Transform the sentences below by changing one part of speech while keeping the meaning as close as possible.

e.g., The cat slept *peacefully*. - The cat slept *soundly*.

1. She danced gracefully across the stage.
2. The sun shone brightly in the clear sky.
3. The dog barked loudly at the mailman.
4. He spoke softly, trying not to wake the sleeping baby.
5. The flowers bloomed beautifully in the garden.
6. The children laughed joyfully as they played in the park.
7. She sang beautifully, captivating the audience with her voice.
8. The car drove quickly down the winding road.

Activity 4. Word Association Game.

Someone starts with a word from any part of speech. Then, other students take turns saying a word that belongs to the same part of speech. The game continues until someone hesitates or repeats a word.

e.g., "tree" - "oak," "maple," "pine".

Nouns: Dog; Chair; Book; Tree; Computer; Sun; River; Cake; Guitar; Elephant.

Verbs: Run; Jump; Dance; Swim; Eat; Write; Sing; Drive;
Sleep; Talk.

Adjectives: Happy; Beautiful; Tall; Fast; Bright; Delicious;
Friendly; Cold; Clever; Loud.

Adverbs: Quickly; Slowly; Happily; Carefully; Loudly;
Quietly; Well; Suddenly; Often; Always.

UNIT 8. PRONOUNS

Indefinite Pronouns

Activity 1. Supermarket Shopping Scenario. Pair work.

You and your partner are planning a shopping trip to the supermarket. Discuss the list of items you need to buy. Use 'some' or 'any' to complete the sentences. Start with the following questions:

1. A: Do we need _____ milk? B: No, we don't need _____ milk. We already have enough.

2. A: Is there _____ bread left? B: Yes, there's still _____ bread in the pantry.

3. A: Should I buy _____ fruit? B: Yes, let's get _____ apples and oranges.

4. A: Do we have _____ eggs? B: No, we don't have _____ eggs. We need to buy some.

Continue with your variants.

Activity 2. Planning a Picnic Scenario. Pair work.

You and your friend are planning a picnic in the park. Decide what food and drinks to bring. Use 'some' or 'any' in your responses.

A: Should we bring _____ sandwiches?

B: Yes, we should bring _____ sandwiches. Let's make them ourselves.

A: Do we need to pack _____ drinks?

B: Yes, we should bring _____ drinks. How about some lemonade?

A: Should we bring _____ snacks?

B: No, we don't need to bring _____ snacks. I think we have enough.

A: Is there _____ dessert left in the fridge?

B: Yes, there's still _____ cake left. We can bring it for dessert.

Continue with your variants.

Activity 3. Restaurant Reservation Scenario. Pair work. You are making a reservation at a restaurant for dinner. Discuss the menu options with your partner. Use 'some' or 'any' in your conversation.

1. A: Do you think they'll have _____ vegetarian options?
B: Yes, I'm sure they'll have _____ vegetarian dishes on the menu.
2. A: Should we order _____ appetizers?
B: Yes, let's order _____ appetizers to share before the main course.
3. A: Is there _____ seafood on the menu?
B: Yes, there's definitely _____ seafood dishes available.
4. A: Do you want to try _____ dessert?
B: No, I'm too full for _____ dessert. Let's skip it this time.

Continue with your variants.

Activity 4. The smuggling game. Pair work.

Student A, you are a passenger crossing the border. Lead a conversation with a customs officer (Student B) about your baggage using 'some' and 'any'.

- e.g., - Do you have
- No, I don't have, but I have
- Okay, that's fine. /That's not OK.

Using this frame as a base, a passenger should try to “smuggle” his or her items into the country. The police officer asks him about each item.

Activity 5. Pair work. Discuss with your partner what you need for these things. Use the ideas in brackets and your own variants, using *some, no, any*.

1. Happiness (friends, stress, family, money, health)
e.g., Some good friends. No stress. All of these things!
2. Good health (fun, food, exercise, vitamins)

3. An interesting film (actors, special effects, marketing, story)

4. A great holiday (friends, money, rain, sun)

5. A successful brand (research, advertising, quality products)

6. A thought-provoking book (plot, heroes, philosophy)

7. A thriving career (money, skills, promotion)

8. Luxurious life (money, jewelry, cars, houses, stress)

9. Organized crime (violence, acts, threats, property)

10. A desert island (animals, plants, inhabitants)

UNIT 9. PREPOSITIONS

Activity 1. Pair work. Work in pairs.

Student A.

Choose the correct preposition and write the corresponding letters in the boxes. Re-arrange the letters to make the name of one of the places Charles Darwin visited on his round-the-world voyage.

--	--	--	--	--	--	--	--	--

Answer: _____

The British naturalist, Charles Darwin, was the first person to suggest that all living things evolve by means of natural selection.

He was born on February 12, 1809 in Shrewsbury, England. He wasn't a very successful student **(B) in (P) at (R) to** school, but when he was a teenager, he became interested **(A) in (E) for (U) about** natural sciences and started many collections. He went to Edinburgh University to study medicine but did not do very well so he transferred to Cambridge to study theology. There he met Professor John Henslow, a botanist, who persuaded him to study geology.

After graduating from Cambridge in 1831, the 22-year-old Darwin got a job **(M) at (S) on (W) in** board the English survey ship HMS Beagle as an unpaid naturalist on a scientific expedition around the world. Unfortunately, Darwin suffered **(A) from (O) through (U) for** seasickness so he tried to spend as much time as he could **(C) away (G) off (K) down** the ship. Sometimes he travelled overland to meet the ship at another port,

(A) During (E) In (O) Since his long trip, Darwin spent much of his time collecting specimens of insects, animals and plant life. He also observed fossils and the various geological formation she found in the places he visited.

When he got back, he began to publish his **ideas (D) around (L) on (M) into** evolution. For 20 years, he researched and developed his theory and other natural history projects. Darwin came from a

wealthy family and never had to work **(E) about (I) on (O) for** a living. In 1839, he married his first cousin, Emma Wedgwood, and they moved to a small estate, Down House, in Kent. They had ten children but three died **(G) in (N) for (T) before** infancy. Darwin's most famous work, *The Origin of the Species*, was published in 1859. He died on April 19, 1882.

Check your answer with your partner.

Student B.

Choose the correct preposition and write the corresponding letters in the boxes. Re-arrange the letters to make the name of one of the places Charles Darwin visited on his round-the-world voyage.

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Answer: _____

The British naturalist, Charles Darwin, was the first person to suggest that all living things evolve **(A) by (E) about (U) through** means of natural selection.

He was born on February 12, 1809 in Shrewsbury, England. He wasn't a very successful student at school, but when he was a teenager, he became interested in natural sciences and started many collections. He went **(C) at (G) to (K) in** Edinburgh University to study medicine but did not do very well so he transferred to Cambridge to study theology. There he met Professor John Henslow, a botanist, who persuaded him to study geology.

(A)After (I) Before (O) While graduating from Cambridge in 1831, the 22-year-old Darwin got a job on board the English survey ship HMS Beagle as an unpaid naturalist on a scientific expedition **(L) over (N) in (T) around** the world. Unfortunately, Darwin suffered from seasickness so he tried to spend as much time as he could off the ship. Sometimes he travelled overland to meet the ship **(A) at (E) on (O) for** another port,

During his long trip, Darwin spent much of his time collecting specimens of insects, animals and plant life. He also observed fossils

and the various geological formation she found **(F) down (P) in (R)** to the places he visited.

When he got back, he began to publish his on evolution. **(A) Since (I) For (O) During** 20 years, he researched and developed his theory and other natural history projects. Darwin came from a wealthy family and never had to work for a living. In 1839, he married his first cousin, Emma Wedgwood, and they moved **(H) in (N) to (S) into** a small estate, Down House, in Kent. They had ten children but three died in infancy. Darwin's most famous work, *The Origin of the Species*, was published in 1859. He died **(A) in (O) on (U) at** April 19, 1882.

Check your answer with your partner.

Activity 2. Listen to or watch the video of the song "Can't Stop the Feeling!" by Justin Timberlake
(https://www.youtube.com/watch?v=ru0K8uYEZWw&ab_channel=justintimberlakeVEVO). **Fill in the missing prepositions. In groups, discuss the meaning and usage of each preposition in the context of the song.**

Justin Timberlake — Can't Stop The feeling

I got this feeling ____ my bones
It goes electric, wavey when I turn it on
All ____ my city, all ____ my home
We're flying ____, no ceiling, when we ____ our zone
I got that sunshine ____ my pocket
Got that good soul ____ my feet
I feel that hot blood ____ my body when it drops, ooh
I can't take my eyes up off it, moving so phenomenally
You gonna like the way we rock it, so don't stop
And ____ the lights when everything goes
Nowhere to hide when I'm getting you close
When we move, well, you already know
So just imagine, just imagine, just imagine
Nothing I can see, but you when you dance, dance, dance
Feeling good, good, creeping up ____ you
So just dance, dance, dance, come on

All those things I shouldn't do
But you dance, dance, dance
And ain't nobody leaving soon, so keep dancing
I can't stop the feeling
So just dance, dance, dance
I can't stop the feeling
So just dance, dance, dance, come on
Ooh, it's something magical
It's ___ the air, it's ___ my blood, it's rushing on
Don't need no reason, don't need control
I fly so high, no ceiling, when I'm ___ my zone

Activity 3. Travel Itinerary Discussion

Work in pairs or groups. Get acquainted with a hypothetical travel itinerary that includes various destinations and activities. Discuss the itinerary, using prepositions to describe the locations and directions of each activity.

e.g., "We'll start our day by visiting the museum in the heart of the city," "After lunch, we'll head towards the beach for some relaxation," etc.

A hypothetical travel itinerary for a weeklong trip to Barcelona, Spain:

Day 1:

- Arrival in Barcelona
- Check-in at the hotel located in the city center
- Explore the Gothic Quarter, including landmarks such as the Barcelona Cathedral and Plaça Reial
- Dinner at a traditional Spanish restaurant in the Old Town

Day 2:

- Breakfast at a café overlooking La Rambla
- Visit the iconic Sagrada Família basilica, designed by Antoni Gaudí

- Explore Park Güell, another masterpiece by Gaudí, with its colorful mosaic sculptures and panoramic views of the city
- Lunch at a local tapas bar in the Gràcia neighborhood
- Afternoon stroll along the Barceloneta beach promenade
- Dinner at a seafood restaurant by the beach

Day 3:

- Day trip to Montserrat, a stunning mountain range located about an hour away from Barcelona
- Visit the Benedictine monastery of Santa Maria de Montserrat and admire the breathtaking views from the mountain
- Lunch at a restaurant serving traditional Catalan cuisine
- Explore hiking trails or take a cable car ride for more panoramic views
- Return to Barcelona in the evening

Day 4:

- Breakfast at a bakery in the Eixample district
- Explore the works of Pablo Picasso at the Picasso Museum
- Visit the historic La Boqueria Market to experience the vibrant atmosphere and sample local delicacies
- Take a guided tour of the Gothic Quarter to learn about its rich history and architecture
- Dinner at a rooftop restaurant with views of the city skyline

Day 5:

- Morning visit to the Camp Nou Stadium, home to FC Barcelona, for a stadium tour and museum visit
- Lunch at a nearby café specializing in Catalan cuisine

- Explore the Poble Espanyol, an open-air architectural museum showcasing the diversity of Spanish architecture
- Free time for shopping and leisure in the trendy El Born district
- Dinner at a trendy restaurant serving modern Spanish cuisine

Day 6:

- Day trip to the nearby town of Sitges, known for its beautiful beaches and vibrant nightlife
- Relax on the sandy shores of Sitges Beach or explore the town's charming streets and boutiques
- Lunch at a beachfront restaurant serving fresh seafood
- Return to Barcelona in the late afternoon
- Farewell dinner at a Michelin-starred restaurant, indulging in gourmet Catalan dishes

Day 7:

- Check-out from the hotel
- Last-minute souvenir shopping in the city center
- Transfer to the airport for departure from Barcelona

Activity 4. Apartment Hunting Simulation.

Pair work. Get acquainted with descriptions of different available apartments. In pairs, one student plays the role of the prospective tenant, while the other plays the role of the landlord or real estate agent. The tenant asks questions about the apartment's features and amenities, using prepositions to inquire about the layout and location.

e.g., "Is the bedroom adjacent to the living room?" "Could you describe the view from the balcony?"

Three different apartments available for rent in Barcelona:

1. Modern Loft in Eixample District:

This stylish loft apartment is located in the heart of the Eixample district, one of Barcelona's most vibrant

neighborhoods. The apartment features an open-plan layout with high ceilings and large windows, flooding the space with natural light. The modern kitchen is equipped with stainless steel appliances and sleek countertops, perfect for preparing meals at home. The spacious living area offers plenty of room for entertaining guests or relaxing after a day of exploring the city. The bedroom area is tucked away on a mezzanine level, providing privacy and tranquility. Residents will enjoy access to a communal rooftop terrace with panoramic views of the city skyline. With its central location and contemporary design, this loft apartment offers the ideal urban living experience in Barcelona

2. Cozy Apartment in Gràcia Neighborhood: Nestled in the charming Gràcia neighborhood, this cozy apartment exudes warmth and character. The apartment features traditional Catalan architecture, including exposed wooden beams and mosaic tile floors, adding to its rustic charm. The living room is furnished with comfortable seating and a decorative fireplace, creating a cozy atmosphere for relaxing evenings at home. The compact kitchen is fully equipped with modern appliances and ample storage space. The bedroom overlooks a quiet courtyard, ensuring a peaceful night's sleep. Residents will appreciate the neighborhood's bohemian vibe, with its eclectic mix of cafes, boutiques, and artisanal shops just steps away. With its intimate ambiance and authentic charm, this apartment offers a true taste of Barcelona living.

3. Luxurious Penthouse in Diagonal Mar: Perched atop a modern high-rise building in the upscale Diagonal Mar district, this luxurious penthouse offers unparalleled luxury and sophistication. The apartment boasts expansive floor-to-ceiling windows, commanding breathtaking views of the Mediterranean Sea and the city skyline. The spacious living area is elegantly appointed with designer furniture and tasteful decor, creating an atmosphere of refined elegance. The state-of-

the-art kitchen features top-of-the-line appliances and sleek cabinetry, making it a chef's dream. The master bedroom suite is a private oasis, complete with a spa-like unsuited bathroom and a walk-in closet. Residents will have exclusive access to a private terrace, perfect for al fresco dining and entertaining. With its lavish amenities and prestigious location, this penthouse epitomizes the epitome of luxury living in Barcelona.

Activity 5. Job Interview Role-play.

Pair work. Student A performs the role of an interviewer and Student B performs the role of an interviewee. The interviewer asks questions about the interviewee's previous work experiences, using prepositions to inquire about specific tasks and responsibilities.

e.g., "Can you tell me about a project where you had to work closely with a team?"

"How did you manage your time while working on multiple assignments simultaneously?"

"How do you handle conflict or disagreements within a team or with clients/customers?"

"What are your greatest strengths and weaknesses, and how do you leverage them in the workplace?"

"Tell me about a time when you had to adapt to a significant change or challenge in your work environment. How did you handle it?"

"How do you stay updated on industry trends and developments related to your field?"

"Can you describe a successful project or initiative you spearheaded or contributed to? What was the impact?"

Activity 6. Examine the picture carefully, paying close attention to the placement and arrangement of each object within the scene. Identify each object in the image that you intend to describe. For each object, determine its position relative to other objects in the scene using prepositions of place such as "on," "under," "beside," "in front of," "behind," "above," "below," "between," etc.



Activity 7. Guessing locations

There is a treasure hidden in the classroom. The task is to guess where the treasure is, using prepositions of place.

- e.g., Is it near the window?
- Is it behind the blackboard?

Activity 8. Way to the university. Individual/Pair work.

Imagine that something unusual happened on your way to the university this morning. Write at least ten sentences and include as many prepositions as you can. Use the beginning given below.

In the morning, I always walk the same way to the university and I always see the same people. But not today. Today was different
.....

Activity 8. Pair/Group work.

Discuss with your partner and complete the sentences, starting with an appropriate preposition in each case. Present your variants to other students.

1. At the moment, I'm a bit worried _____.
2. I very quickly get bored _____.

3. I've never really got used _____.
4. My hometown is famous _____.
5. When I was younger, I was scared _____.
6. As a child, I was obsessed _____.
7. I would love to be skilled _____.
8. I was disappointed _____.
9. I get furious _____.
10. Something surprising about me is that I am good _____.
11. He is always nervous _____.
12. I am totally addicted to _____.
13. My best friend is responsible _____.
14. I am fed up _____.
15. We are totally hooked _____.
16. She is very close _____.
17. I am very pleased _____.

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Навчальне видання

Отрощенко Лариса Степанівна,
Міхно Світлана Василівна

ТРЕНАЖЕР З КОМУНІКАТИВНОЇ ГРАМАТИКИ

Навчальний посібник (Англійською мовою)

Відповідальний за випуск Н. В. Таценко
Редактори Л.С. Отрощенко, С.В. Міхно
Комп'ютерне верстання Л.С. Отрощенко, С.В. Міхно

Формат 60×84/16. Ум. друк. арк. 6,21. Обл.-вид. арк. 7,31.

Видавець і виготовлювач
Сумський державний університет,
вул. Римського-Корсакова, 2, м. Суми, 40007
Свідоцтво суб'єкта видавничої справи ДК № 3062 від 17.12.2007.

Навчальний посібник «Тренажер з комунікативної граматики» - це курс для студентів, яким потрібно ефективно використовувати граматику, щоб виражати свої думки та розуміти інших у реальних ситуаціях спілкування. Курс підходить як для самостійного вивчення, так і для використання в класі. Окрім різноманітних динамічних інтерактивних вправ, посібник містить автентичні матеріали та змістовні комунікативні завдання для залучення студентів до використання граматики в контексті; він дає студентам можливість застосувати вивчене, закріпити базові комунікативні навички.