



# TALKING GRAMMAR



Ижевск 2009

**ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«УДМУРТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»  
ФАКУЛЬТЕТ ПРОФЕССИОНАЛЬНОГО ИНОСТРАННОГО ЯЗЫКА**

# **TALKING GRAMMAR**

**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ**

**Ижевск  
2009**

УДК 821.111'25(07)

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Т

Данное учебно-методическое пособие предназначено для студентов неязыковых факультетов, а также для студентов, обучающихся на дополнительной квалификации «Переводчик в сфере профессиональной коммуникации». Пособие может быть использовано преподавателями для проведения практических занятий по иностранному языку, предполагает самостоятельную подготовку студентов к занятию и представляет интерес для желающих развить коммуникативные способности на иностранном языке.

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## ПРЕДИСЛОВИЕ

Данное методическое пособие является дополнением к основным учебникам, используемым преподавателями вузов на практических занятиях по дисциплине «Иностранный язык» (английский язык). Главная задача – предложить пути развития коммуникативных навыков у студентов неязыковых специальностей, которые необходимо сформировать у студентов для успешной реализации процесса изучения иностранного языка в рамках высшего учебного заведения. Развитие коммуникативных навыков включает не только свободное владение языковыми единицами данного иностранного языка, но и правильное построение предложений в соответствии с грамматическими нормами изучаемого языка, распознавание грамматических формул в ситуациях говорения и их проговаривание.

Говорение один из самых сложных элементов изучения языка и введение в речь студентов грамматических формул является сложнейшей задачей преподавателя. Снятие языкового барьера первоначально в рамках студенческой группы за счет ролевых игр, персонализации заданий, песен, стихов позволяет в дальнейшем раскрыть языковые возможности студента в ситуациях реального общения. Предложение спеть, сыграть затрагивает эмоциональную сторону и ориентирует на непринужденную манеру поведения, что и предоставляет возможность «разговорить» студента.

Методическое пособие состоит из 13 разделов, каждый из которых посвящен определенной грамматической структуре. Авторы данного методического пособия предлагают задания для закрепления грамматического материала, которые прошли апробацию в процессе обучения студентов неязыковых специальностей и ориентированы на средний уровень (intermediate level) владения иностранным языком. С помощью представленных в работе видов коммуникативной деятельности (Activities) удастся сформировать необходимые для данного уровня навыки языковой и грамматической компетенции. Предложенные виды деятельности рекомендуется использовать на занятиях (Activities) в качестве разминки,

закрепления грамматических структур, обсуждения темы с прорабатыванием грамматического материала.

Данное методическое пособие предлагает интерактивные задания, но, тем не менее, может быть использовано для развития навыков самостоятельной работы студентов: подразумевает возможность самостоятельного знакомства студентов с популярными английскими песнями, являющимися культурным наследием англо-говорящих стран, самостоятельное распознавание грамматических структур в предложенных видах деятельности.

Идеи были заимствованы на специализированных электронных сайтах, содержащих планы уроков по проведению занятий на английском языке, среди которых

1 <http://www.ac-nancy-metz.fr>

2 <http://bogglesworldesl.com>

3 <http://busyteacher.org>

4 <http://www.eslcafe.com>

5 <http://www.esl-lounge.com>

6 <http://www.youtube.com>

7 <http://www.listverse.com>

8 <http://www.lyrics.com>

# Pronouns

## Activity 1

Task 1: Listen and translate the song.

### All By Myself

When I was young, I never needed anyone  
And making love was just for fun  
Those days are gone  
Living alone, I think of all the friends I've known  
But when I dial the telephone  
Nobody's home  
All by myself, I don't want to be  
All by myself...anymore  
All by myself, I don't want to live  
All by myself...anymore  
Hard to be sure  
Sometimes I feel so insecure  
And love's so distant and obscure  
Remains the cure  
All by myself, I don't want to be  
All by myself... anymore  
All by myself, I don't want to live  
All by myself anymore  
All by myself, I don't want to be  
All by myself...anymore  
All by myself, I don't want to live  
All by myself.....Anymore

Task 2: Explain

WHY it is good/bad to be by yourself

WHY it is good/bad for a man/a woman to be by himself/herself

WHY it is good/bad for a child to be by himself /herself at home

WHY it is good/bad for a mouse to be by itself in the refrigerator



## Activity 2

Task 1: Match the parts of the English anecdotes and read them.

<p>What's the difference between a rotwieler and a poodle?</p>	<p>"That's an awful big hole for a goldfish, ain't it?" asked the neighbor.</p> <p>He shot back, "That's because he's inside <i>your cat!</i>"</p>
<p>A guy calls the hospital. He says, "You gotta send help! My wife's going into labor!"</p>	<p>While a couple of birds sitting at the edge of a branch, looking the turtle with pain. Suddenly the female bird says to the male: "Hey dear, I think it's time to tell <i>our little turtle</i> he is adopted."</p>
<p>One day Mongo is in the back of <i>his yard</i> digging a hole. <i>His neighbor</i>, seeing him there, decides to investigate. "Whatcha doin?" he asked. Mongo replies, "My goldfish died and I'm burying him."</p>	<p>If the first starts humping <i>your leg</i> you let it finish.</p>
<p>First snake: I hope I'm not poisonous.</p> <p>Second snake: Why?</p>	<p>Another guest, sitting opposite, asked quietly: 'Which end of <i>you fork</i> is you referring to?'</p>
<p>A little turtle begins to climb a tree slowly. After long hours of effort, he reaches the top, jumps into the air waving <i>his front legs</i>, until reaches heavily into the ground with a hard knock over <i>his shell</i>. After recovering <i>his consciousness</i>, he starts to climb the tree again, jumps again, and knocks the ground heavily again. The little turtle insisted again and again after each knock.</p>	<p>The first one: Because I bit <i>my lip!</i></p>
<p>What's worse than finding a worm in the apple you're eating?</p>	<p>The nurse says, "Calm down. Is this <i>her first child?</i>" He says, "No! This is <i>her husband!</i>"</p>
<p>At a dinner party, one of the guests, an obnoxiously loud young man, tried to make clever remarks about everyone and everything. When he was served a piece of meat, he picked it up with <i>his fork</i>, held it up and smirked: 'Is this pig?'</p>	<p>Finding <i>its half</i>.</p>

Task 2: Change the underlined possessive pronouns into absolute pronouns.

Task 3: Work in pairs. Retell your partner the anecdotes imagining that your partner hasn't got a sense of humor and doesn't understand the anecdotes. You should swap your roles.

## Comparative forms of adjectives

### Activity 1

Task 1: Listen and translate the song

#### Relax-Ay-Voo by DEAN MARTIN

(Dean) When you're too tense it's common sense to relax-ay-voo  
(Dean) The more you earn the less you learn to relax-ay-voo  
(Line) We French you'll find are more inclined to relax-ay-voo  
(Both) Relax, relax, relax, relax-ay-voo

(Line) Your doctor bills they hold for pills to relax-ay-voo  
(Line) You're in your prime so now's the time to relax-ay-voo  
(Dean) The girls pursue those fellows who can relax-ay-voo  
(Both) Relax, relax, relax, relax-ay-voo

(Dean) You're as tight as a drum  
(Line) You're as gay as a tune  
(Dean) You better loosen up chum  
(Dean) Your drum is apt to snap and go boom boom  
(Dean) And when you go they'll take your dough  
(Line) Cause it's tax-ay-voo (D) relax-ay-voo  
(Both) Get your sneakers and slacks and relax-ay-voo

(Line) I don't have to try to relax-ay-voo  
(Dean) Chum I'm much to numb to relax-ay-voo  
(Line) We French you'll find are more inclined to relax-ay-voo  
(Both) Relax, relax, relax, relax-ay-voo

(Line) Bub, I take a tub to relax-ay-voo  
(Dean) Bub, I sit and scrub to relax-ay-voo  
(Line) The girls pursue those fellows who can relax-ay-voo  
(Both) Relax, relax, relax, relax-ay-voo

(Line) You're as tight as a drum  
(Dean) I was loose as a deuce  
(Line) You're as gay as a tune  
(Dean) I was light as a kite  
(Line) Better loosen up chum  
(Line) Your drum is apt to snap and go boom boom



(Line) And when you go they'll take your dough  
 (Dean) For a tax-ay-voo (L) relax-ay-voo  
 (Both) Get your sneakers and slacks and relax-ay-voo  
 (Both) Get your sneakers and slacks and relax-ay-voo

Task 2: Continue the sentence: The more I study the smarter I get.  
 The smarter I get the.....

Make up your own situations and expand them using the grammar structures given below:

the more...the more...  
 neither...nor...  
 as...as...

## Activity 2

### Inventions

Task 1: Make the list of important inventions of the 20th century that have changed the world, and think over the impact they had on the mankind.

Task 2: Look through the information from a major survey in Britain to find the ten best and ten worst inventions of all time. In pairs or small groups, decide which column each item goes into – and which two appeared in both the best and worst inventions lists. You can also order the inventions into ‘top tens.’

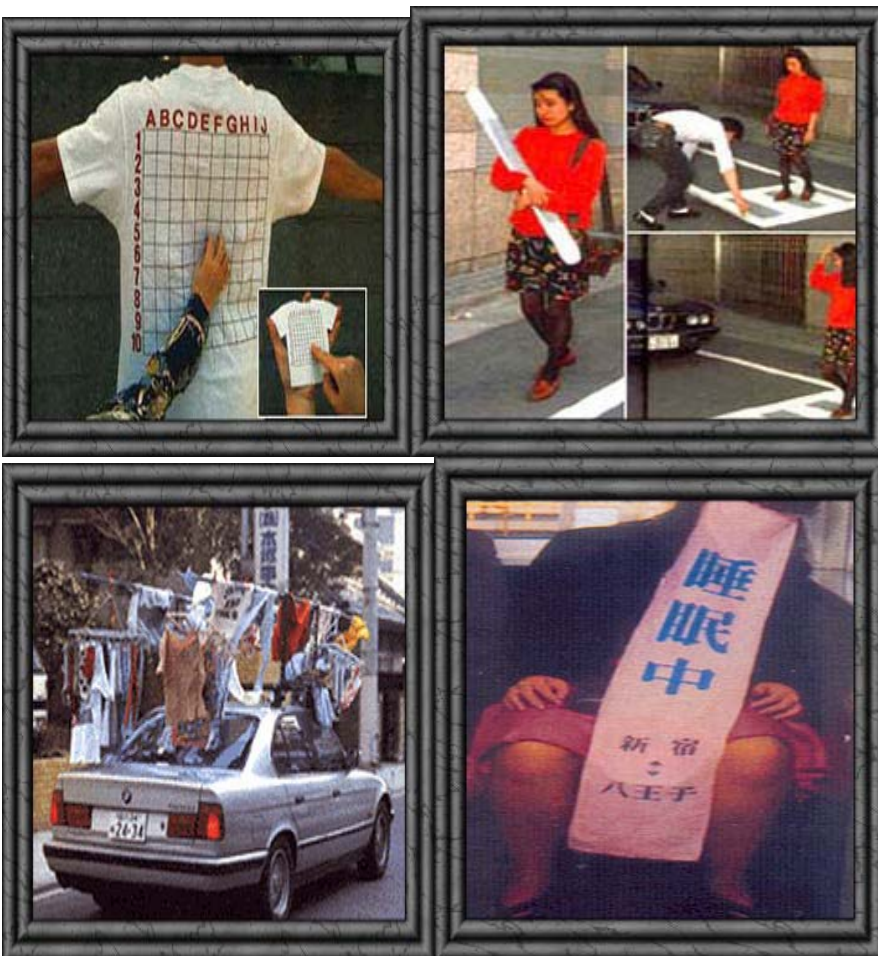
The best inventions were:	The worst inventions were:
1. Bicycle	1. Nuclear weapons
2. Radio	2. Landmines
3. Computer	3. Internal combustion engine
4. Penicillin (annoying because it isn't really an invention!)	4. Plastic bags
5. Internal combustion engine	5. Speed cameras
6. Internet	6. Mobile phones
7. Light bulb	7. Car alarms
8. Cat's eyes	8. Television
9. Telephone	9. Tetra-pak cartons
10. Television	10. Sinclair C5 (an early and widely-ridiculed electric car.)

Task 3: Look at the pictures of Japanese ‘chindogu’ (the art of inventing things that seem practical but have obvious and comical drawbacks). Work in pairs, describe the pictures and speculate about their use.

**Chindogu Inventions (student 1)**



**Chindogu Inventions (student 2)**



Task 4: Look through the descriptions and match them to the pictures.

### Chindogu descriptions

---

For the businessman who is afraid of sudden changes in the weather but finds an umbrella inconvenient comes this versatile '**umbrella tie.**' A high quality tie for sunny days, take it off and use it just like an ordinary umbrella if you're caught in a shower.

---

Noodles are always served hot so the customer can choose to eat them as they are, or leave them to cool for a few minutes. The problem is when you haven't got time to wait. The answer is this convenient **chopstick fan**, which cools your food while you are eating.

---

Now your pet can help with the most boring job in the house! If you hate dusting, you'll love these special **duster socks** for your cat. As it moves around, it cleans where it walks.

---

A lot of people spend so much time driving that the car is like a second home. Now you can use it to help with your washing! With this **washing line roof rack**, your wet clothes will be dry and fresh when you arrive home.

---

Falling asleep on the underground can be embarrassing, especially for a woman in a skirt. This **subway sleeper screen** covers your face and legs to stop these difficult situations. You can also write the name of the station you want on the front so that other passengers can wake you up when you arrive.

---

Make sure nobody is following you by wearing these **backwards shoes**. From the top, they look just like smart leather shoes, but if somebody tries to follow your footprints, they'll walk completely the wrong way!

---

The person who scratches the itch on your back is a true friend. The problem is when they just can't find the right spot. For people who are tired of saying 'up, up, down, left!' comes this **back scratchers' t-shirt**. Also included is a small 'map' t-shirt to help you to explain where your itch is.

---

There are so many cars in cities today that crossing the road can be dangerous and time-consuming. With this **roll-up zebra crossing**, you can cross quickly and safely wherever you choose.

Task 5: Create a chindogu invention of your own. You can then make a promotional campaign and two-minute presentation to 'sell' your idea to the rest of the group.

### Activity 3

#### Three brothers

by Matthew English

Task 1: Explain the meaning of each brother's name. Offer one or two adjectives to describe their character and appearance. Emphasize that each brother's name reflects who they are:

“Fantastic Frank is really fantastic! He is strong, intelligent ...”

“Horrible Henry is really horrible! He is nasty, stupid ...”

Task 2: Ten minutes to brainstorm other adjectives to describe each brother's character and appearance. You can write these on the sheet or on a separate piece of paper.

Suggestions:

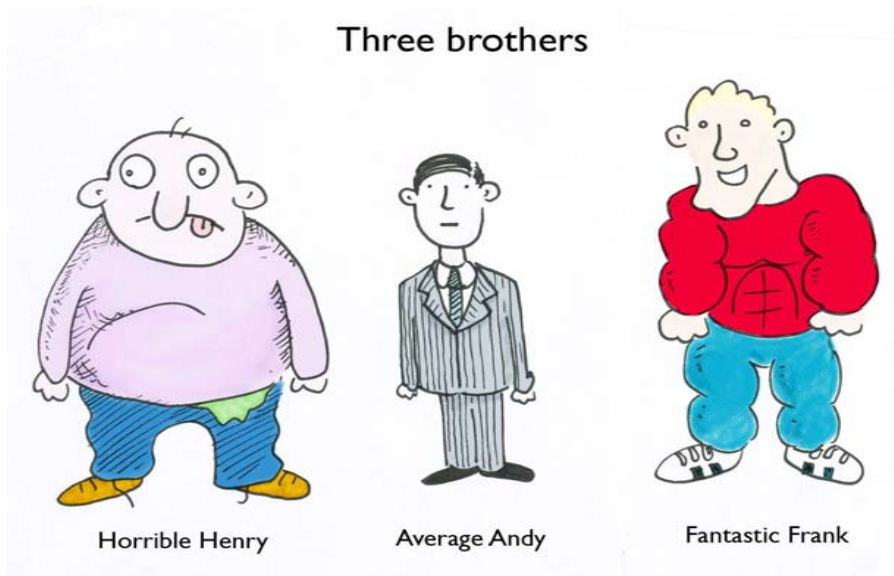
Henry: nasty, mean, greedy, ugly, stupid, smelly, untidy, cruel, selfish...

Andy: boring, smart, organized, short, thin, tidy, reasonable....

Frank: tall, strong, generous, handsome, rich, strong, intelligent...

Task 3: Compare these brothers and sometimes make your explanations more emotional by using *much more construction*.

Follow up: This process can then be repeated with superlatives.



## Present Simple

### Activity 1

Task1: Read the proverb and answer the questions.

**Monday is the key day of the week.**

Do you agree with the proverb? Why?

Does your daily routine differ according to the day of the week?

What do you do on different days of the week?

What day of the week do you prefer?

Do you tend to break the week into more stressful – less painful periods?

Do you think it is possible to start the countdown with another day – say, Sunday and begin a week in a happier mood? Do you think it can bring about changes in our attitude towards a daily grind?

Task 2: Read the quotes and say whether you agree or not. Change the proverb to express your life motto.

Life is a wretched gray Saturday, but you have to live through it.

Weekends don't count unless you spend them doing something completely pointless.

There aren't enough days in the weekend.

## Activity 2

Task 1: Study the lyrics and fill in the gaps with the appropriate day of the week and explain your choice. (days of the week can be repeated more than once). Listen and check your ideas up.

### Friday, I'm In Love The Cure

I don't care if ..... 's blue  
..... 's grey and ..... too  
..... I don't care about you  
It's ....., I'm in love  
..... you can fall apart  
..... , ..... break my heart  
..... doesn't even start  
It's ..... I'm in love  
....., wait  
And ..... always comes too late  
But ....., never hesitate...

I don't care if Mondays black  
Tuesday, Wednesday - heart attack  
Thursday, never looking back  
It's Friday, I'm in love  
Monday, you can hold your head  
Tuesday, Wednesday stay in bed  
Or Thursday - watch the walls instead  
It's Friday, I'm in love  
Saturday, wait  
And Sunday always comes too late  
But Friday, never hesitate...  
Dressed up to the eyes

It's a wonderful surprise  
 To see your shoes and your spirits rise  
 Throwing out your frown  
 And just smiling at the sound  
 And as sleek as a shriek  
 Spinning round and round  
 Always take a big bite  
 It's such a gorgeous sight  
 To see you eat in the middle of the night  
 You can never get enough  
 Enough of this stuff  
 It's Friday, I'm in love

Task 2: In the song days of the week are compared with colors and every color shows the mood which the singer has on these days. Imagine that you have the power to add an adjective to describe each day or to give a new name to the seven days of the week according to your mood or daily routine. Make up a list of the new names. Share the list with your partner without mentioning the day and see if your partner can guess what day you are describing.

Task 3: Make up a list of ten things which you do during the week but never do at the weekend.

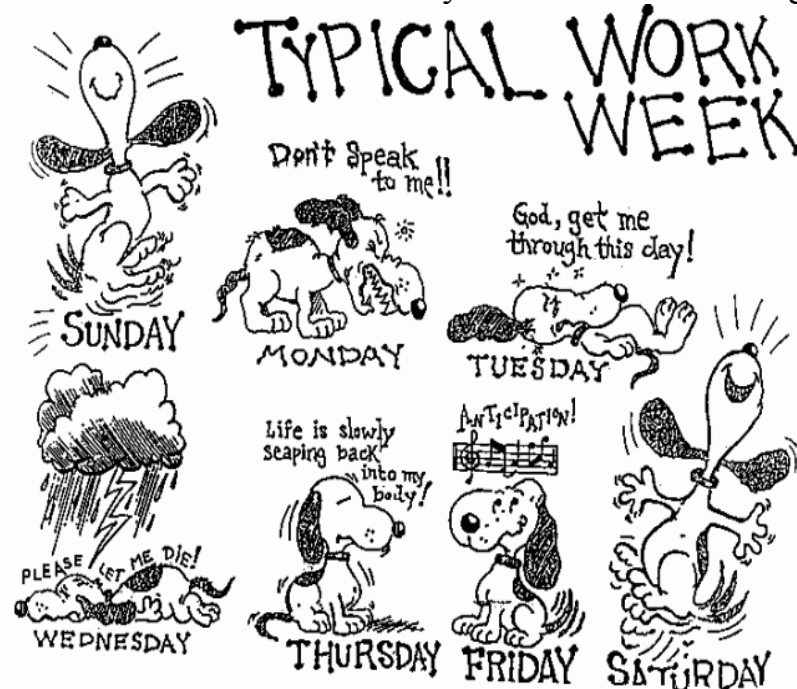
Variation: Challenge! Learn to think out of the box and make up a list of ten reasons why you prefer Monday to Friday.

### Activity 3

Task 1: What does the proverb mean?

Every Dog Has His Day.

Look at the cartoon. What day of the week is this dog's happiest day?



Task 2. What do you think of this quote?

"The more one gets to know men, the more one values dogs."

Can we compare dogs and people? What other comparisons can you produce?

Similes

A dog is like	an expensive diamond ring	a Chinese restaurant
	a pillow	the best friend
	an old-favourite movie	a space shuttle
	comfortable snickers	Friday

Task 3. Some men say that they prefer to have two dogs and not two wives. Can you think of any reasons for this? Study the list and express your opinion.

1. The later you are, the more excited they are to see you.
2. Dogs do not mind if you play with other dogs
3. If a dog is gorgeous, other dogs don't hate it.
4. Dogs don't notice if you call them by another dog's name.
5. A dog's mood stays the same all month long.
6. Dogs like it if you leave a lot of things on the floor.
7. A dog's parents never visit.
8. Dogs do not hate their bodies.
9. Dogs agree that you have to raise your voice to get your point across.
10. Dogs like to do their snooping outside rather than in your wallet or desk.
11. Dogs seldom outlive you.
12. Dogs can't talk.
13. You never have to wait for a dog; they're ready to go 24-hours a day.
14. Dogs find you amusing when you're drunk.
15. Dogs like to go hunting and fishing.
16. Another man will seldom steal your dog.
17. If you bring another dog home, your dog happily plays with both of you.
18. A dog does not wake you up at night to ask, "If I died would you get another dog?"
19. If you pretend to be blind, your dog can stay in your hotel room for free.
20. If a dog has babies, you can put an ad in the paper and give them away.
21. If a dog smells another dog on you, they don't get mad, they just think it's interesting.
22. On a car trip, your dog never insists on running the heater.

23. Dogs don't let magazine articles guide their lives.
24. When your dog gets old, you can have it put to sleep.
25. Dogs like to ride in the back of a pickup truck.
26. If a dog leaves, it does not take half of your stuff!

Task 4. Make a list of ten reasons why a cat (a tortoise, a parrot or a crocodile) is a better pet than a dog.

## Present Continuous

### Activity 1

Task 1: Listen to the song and correct the mistakes.

**Tom's Diner"**  
 I am sitting  
 In the morning  
 At the diner  
 On the corner  
 I am looking  
 At the counter  
 For the man  
 To pour the coffee  
 And he fills it  
 Only halfway  
 And before  
 I even argue  
 He is jumping  
 Out the window  
 At somebody  
 Coming in  
 "It is always  
 Nice to see you"  
 Says the man  
 Behind the counter  
 To the woman  
 Who has come in  
 She is selling  
 Her umbrella  
 And I look  
 The other way  
 As they are dancing

Their hellos  
 I'm pretending  
 Not to see them  
 Instead  
 I pour the milk  
 I open  
 Up the paper  
 There's a story  
 Of an actor  
 Who had died  
 While he was drinking  
 It was no one  
 I had heard of  
 And I'm smiling  
 To the horoscope  
 And looking  
 For the funnies  
 When I'm crying  
 Someone watching  
 me  
 And so  
 I raise my head  
 There's a woman  
 On the outside  
 Looking inside  
 Does she see me?  
 No she does not  
 Really see me  
 Cause she sees

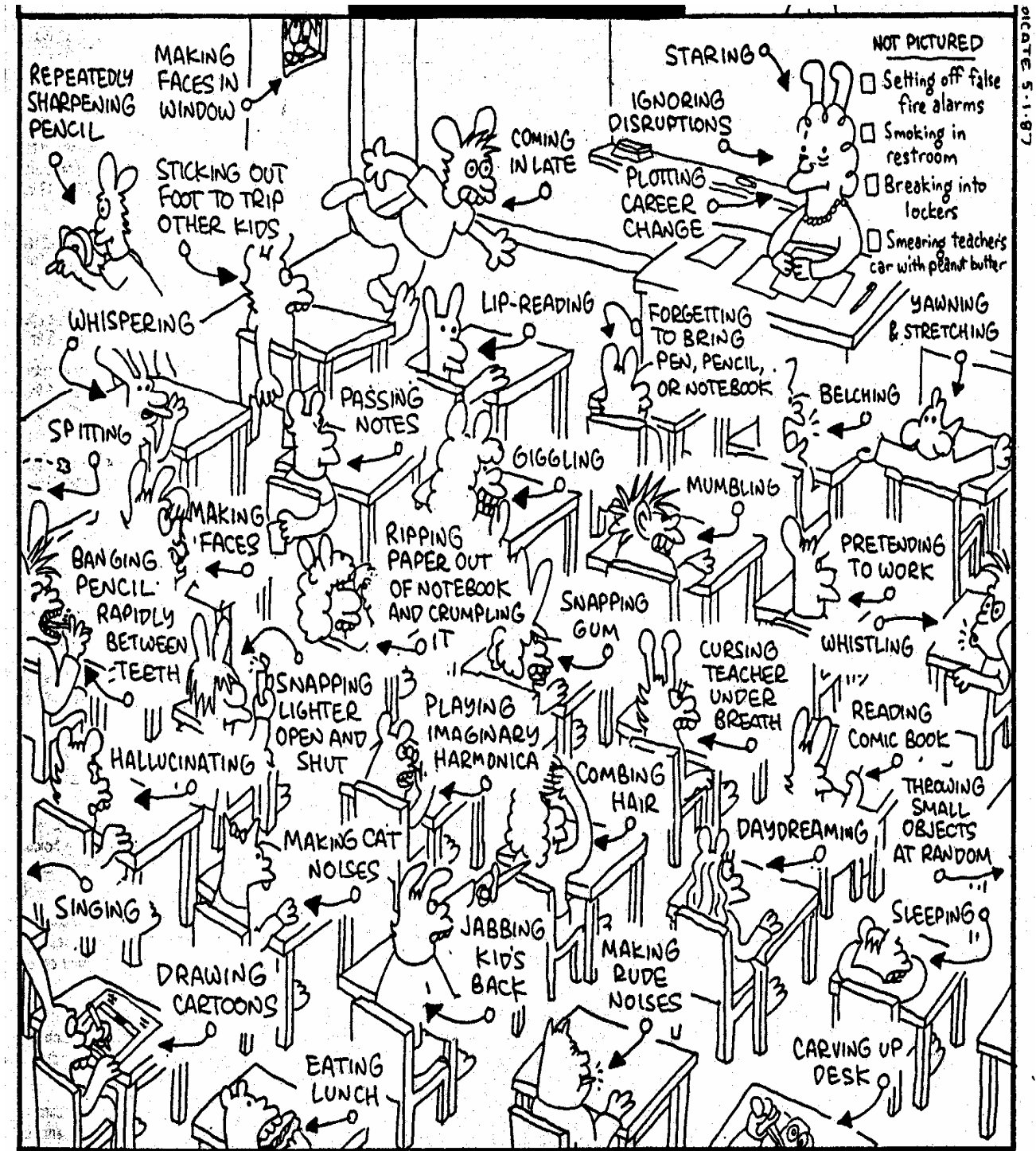
Her own reflection  
 And I'm preying  
 Not to notice  
 That she's cutting  
 Up her skirt  
 And while she's  
 Straightening her  
 stockings  
 Her hair  
 Has gotten wet  
 Oh, this rain  
 It will continue  
 Through the morning  
 As I'm singing  
 To the bells  
 Of the cathedral  
 I am thinking  
 Of your voice...  
 And of the midnight  
 picnic  
 Once upon a time  
 Before the rain  
 began...  
 I finish up my coffee  
 It's time to catch the  
 train



Task 2: Draw a picture in your copybook to illustrate the song but change some details. Then show it to your partner and see if your partner can spot all the mistakes.

### Activity 2

Task 1: Look at the cartoon. Do you think students in the next room are doing some of these activities at the moment?



Task 2: Make up a list of activities that people can be engaged in and mime them to the class. Others have to guess.

Task 3: Choose one of the things below and make the noise while others are trying to guess

You are kissing someone

You are smelling a nappy

You are using a pencil sharpener

You are shooting a water pistol

You are scratching your nails on the blackboard

You are eating crunchy food

You are ripping (= tearing) some paper

You are splashing

A duck is quacking

Two cars are crashing

You are banging your belly

You are slapping someone's cheeks

You are bursting balloons

You are snoring

You are nibbling a carrot

You are drinking soup

You are crying

You are spitting

You are sneezing

Task 4: Have you got a dream? What is it about – is it a dream destination that you want to visit, a new fashion item or just a cup of a properly spiced coffee? Close your eyes and imagine that your dream has come true. What is happening in the picture?

Task 5: Students try to give as many different excuses as they can why the person calling can't speak to the person they want to, e.g. "He is meeting a client" or "He is flying to New York in 5 minutes".

Task 6: Read a joke.

Mum: Alice, what are you doing in here in the bathroom?

Alice: I'm standing on a chair.

Mum: But why are you standing on the chair?

Alice: I'm looking into the mirror, mum.

Mum: But you've got your eyes closed, Alice. Why are you doing that?

Alice: I want to see what I look like when I'm sleeping.

## Present Perfect

### Activity 1

#### Are you experienced?

Task 1: Read and translate the poem. Cover a part of the text and reproduce it. Do you think the character of the story is a man or a woman?

Have you ever seen the beaches of Mexico?  
Have you ever walked the streets of San Juan?  
Have you ever been to Haiti?  
Have you ever been to Spain?  
Have you ever walked barefoot in a heavy rain?  
Have you ever been in trouble?  
Have you ever been in pain?  
Have you ever been in love?  
Would you do it all again?  
Well, I've never seen the beaches of Mexico.  
I've never walked the streets of San Juan.  
I've never been to Haiti.  
I've never been to Spain.  
I've never walked barefoot  
in a heavy rain.  
But I've sure been in trouble,  
I've sure been in pain,  
I've sure been in love,  
I'd\_do it all again.

Task 2: Have you ever done any activities mentioned above?

Take a look at the list of experiences and tick those experiences which you think your partner has had. Check up and see how well you know each other.

Have you ever been in a fist fight?  
Have you ever laughed so hard you cried?  
Have you ever skipped school?  
Have you ever egged someone's house?  
Have you ever hitchhiked?  
Have you ever fainted?  
Have you ever walked into a lamppost?  
Have you ever shaken hands with a monkey?  
Have you ever lied about your age?  
Have you ever missed a plane?  
Have you ever fallen asleep at the party?

Continue the conversation in the following manner:

Have you ever eaten anything strange?

Yes, I have.

When was it?

It was 5 years ago when I was on holiday in Greece...

Task 3: Present Perfect Snowball. Make sentences using verbs in Present Perfect in an alphabetical order. Every time students are to repeat what has been said before:

I have answered her letter. I have bought a new car. I have caught a robber...

Task 4: Bragging game.

Students play in a group of four. Students think of something extraordinary that they have done, a unique experience which they think no one else has had. They share it with the group, but the task of the group is to outsmart the speaker by thinking up a statement which would be more impressive. It might look something like this:

Student1: "I've eaten lunch with Al Gore"

S2: So what? I've eaten lunch with Bill Clinton!"

S3: So what? I've eaten lunch with Al Gore and Bill Clinton"

S4: So what? I've eaten Gore and Clinton for lunch"

Task 5: Two students come in front of the class and turn their backs to the class facing blackboard. Others change two things about the room, for instance, move a box of chalk, or have another student change chairs. Then the two students turn around and guess what has changed by saying "You have moved the chalk box" or "Ludivine has changed chairs".

Task 6 : Listen to the sounds and say what has happened.

## **Activity 2.**

Task1: Listen to the song.

### **I Have Seen It All**

**Bjork**

I have seen it all  
I have seen the trees  
I have seen the willow leaves  
Dancing in the breeze

I've seen a man killed  
By his best friend,  
And lives that were over  
Before they were spent.

I've seen what I was  
And I know what I'll be  
I've seen it all  
There is no more to see

You haven't seen elephants  
Kings or Peru  
I'm happy to say  
I had better to do

What about China?  
Have you seen the Great Wall?  
All walls are great  
If the roof doesn't fall  
And the man you will marry  
The home you will share

To be honest  
I really don't care  
You've never been  
To Niagara Falls  
I have seen water  
It's water, that's all

The Eiffel Tower  
The Empire State  
My pulse was as high  
On my very first date

And your grandson's hand  
As he plays with your hair  
To be honest  
I really don't care

I've seen it all  
I've seen the dark  
I've seen the brightness  
In one little spark  
I've seen what I chose  
And I've seen what I need  
And that is enough  
To want more would be greed  
I've seen what I was  
And I know what I'll be  
I've seen it all  
There is no more to see

You've seen it all  
And all you have seen

You can always review on  
Your own little screen  
The light and the dark  
The big and the small  
Just keep in mind  
You need no more at all

You've seen what you were  
And know what you'll be  
You've seen it all  
There is no more to see

Task 2: The song is a dialogue between a woman and a man. How does this woman feel? What do you think is the cause of her mood? What has happened to her to make her feel that way? What life situations trigger this attitude towards the world – “I have seen this all, There is no more to see”? How can we help a person to overcome this condition?

### **Activity 3**

#### **Nobody is perfect.**

##### Task 1: Perfect Challenge

Try to find things that you have done more of or have been doing for longer than your partner (i.e. things where the number in your answer is bigger than your partner's) by asking and answering questions, e.g. “How long have you been wearing the shoes you have on now?”, “How many countries have you visited?” or “How long have you been studying in this class?”

##### Task 2: We're Both Perfect

Try to find things that are connected to the past and present that you and your partner have in common, e.g. “How many foreign countries have you been to?” - “Seven” - “Me too!”

##### Task 3: I am perfectly sane!

Do something strange like hop around the room. Announce to the class 'This is the first time I have ever hopped in a lesson.' You can make strange noises, roll up your trouser leg, put your pen in your shoe and announce your achievement to the class.

##### Task 4: I can win this!

Work in groups. You have to produce as many true “I have never ...”sentences as you can. Take turns in saying things you have never done. The student who has nothing to say stands up as a punishment.

Task 5: Life is never perfect as there is always something that is missing. It is something that people look for but can not find. Listen to the song and say what the singer is looking for.

## **I Still Haven't Found What I'm Looking For**

**U2**

I have climbed highest mountains

I have run through the fields

Only to be with you

Only to be with you

I have run

I have crawled

I have scaled these city walls

These city walls

Only to be with you

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

I have kissed honey lips

Felt the healing in her fingertips

It burned like a fire

This burning desire

I have spoken with the tongue of angels

I have held the hand of a devil

It was warm in the night

I was cold as a stone

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

I believe in the Kingdom Come

Then all the colors will bleed into one

Bleed into one

But yes I'm still running

You broke the bonds

And you loosed the chains

Carried the cross

Of my shame

Oh my shame

You know I believe it

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

Task 6: What are you looking for? What have you done to find it? Share your personal results with others. Do people look for different things?

Task 7: Is there anything that you would like to do but have never done? And is there anything that you have never done and would not like to do? Look at the ideas below.

Example:

Have you ever fallen in love at first sight?  
Have you ever sung at the top of your voice in front of a big audience?  
Have you ever been to New York?  
I haven't, but I think I would like to.

Have you ever lost your wallet?  
Have you ever seen a ghost?  
Have you ever 30 cups of coffee in a row?  
I haven't and I do not think I'd like to.

Write similar sentences which are true about you on the separate sheets of paper, mix them with works of other students. Draw a paper, read it aloud and try to guess who the author is.

## Present Perfect Continuous

### Activity 1

Task 1: Listen to the song and fill in the gaps.

#### The Rasmus - In The Shadows

No sleep - No sleep until I am done with finding the answer  
Won't stop - Won't stop before I find a cure for this cancer  
Sometimes I feel I going down and so disconnected  
Somehow I know that I am haunted to be wanted  
I've been .....  
I've been .....  
In the shadows all my time  
I've been .....  
I've been .....  
For tomorrows all my life  
In the shadows  
In the shadows

They say that I must learn to kill before I can feel safe  
But I'd rather kill myself then turn into their slave  
Sometimes I feel that I should go and play with the thunder  
Somehow I just don't wanna stay and wait for a wonder



I've been watching  
I've been waiting  
In the shadows all my time  
I've been searching  
I've been living  
For tomorrows all my life

Lately I been walking walking in circles, watching waiting for something  
Feel me touch me heal me, come take me higher

I've been watching  
I've been waiting  
In the shadows all my time  
I've been searching  
I've been living  
For tomorrows all my life  
I've been watching  
I've been waiting  
I've been searching  
I've been living for tomorrows

In the shadows  
In the shadows  
I've been waiting

Task 2: What is the song about? What has the singer been waiting for all his life? Why has he been living in the shadow? What life situation is behind the idea of living in the shadow? How can people get over this? Make up a list of life occupations which equal up to living in the shadow, for example, “A man has been sitting at home for two years”, or “A woman feels her life is boring because she has been working all her life at the same place doing the same monotonous routine”. Role-play a conversation between this person and a friend who is trying to help. Begin a conversation by saying “Hey, you have been living in the shadow for two long, it is time to get out”.

Task 3: People tend to put off till tomorrow what they have been dreaming about all their life. Have you got things that you have been planning to do for ages but never got around to do? What are they?

## Activity 2

Task 1: Biography. Write 10 things that you started in the past and are still doing now. Write when each thing started and figure out how long you have been doing it. Share your biography details with your partner and find things in common.

Task 2: Write periods of different length of time on each, e.g. “About 2 years”, “Since January” and “Seven”. Do not show them to your partner. Ask your partner

questions to get those answers from their partner, e.g. “How long have you had that coat?”

Task 3: If a person has been doing something for some time he usually can feel worked up. Look at the list of human conditions. What have they been doing? Think of more than 2 possible answers for each point.

1. I am sweating because...
2. My eyes are red because ....
3. My clothes are all wet because...
4. I'm really angry because...
5. I'm very tired because...
6. There are envelopes everywhere because...
7. The children are exhausted because...
8. There is paint on the floor because...
9. My eyes are tired because...
10. My hands are dirty because...

Task 4: Your task is to describe what you have been doing without mentioning the underlined words:

- 1 You have been walking in the rain.
- 2 You have been dancing with a charming person.
- 3 You have been playing hide and seek with your groupmates.
- 4 You have been lifting weights in the gym.
- 5 You have been riding a camel.
- 6 You have been lying in the bed because of the flu.
- 7 You have been cooking pasta for your Italian friend.
- 8 You have been running after your cat.
- 9 You have been looking for your glasses.
- 10 You have been writing a love letter.

## Past simple

### Activity 1

Task 1: Put the verbs in brackets in Past Simple, then listen and check up.

#### Paroles Yodelice - Sunday With A

(Close) my door, (forget) my key  
(Miss) my bus in the pouring rain  
It's been the usual sunday with a flu  
And I just can't get over you

(Burn) my toast and (lose) your number

(Cut) my finger, (spill) my beer  
It's been the usual Sunday with a flu  
And I just can't get over you

I (put) your stockings in my purple boots  
What if I don't get over you ?

(Have) a chat and (leave) my hat  
(Eat) my dog and (walk) my cat  
It's been the usual Sunday with a flu  
And I just can't get over you

I put your stockings in my purple boots  
What if I don't get over you ?

I put your stockings in my purple boots  
What if I don't get over you ?

(Call) a cabbage, (throw) the garbage  
(Ask) for help and (get) some kelp  
It's been the usual Sunday with a flu  
And I just can't get over you

Task 2: There are days when everything goes wrong. Have you ever had such a day – a day from hell? Do you remember a day when you got out of bed on the wrong side and had bad luck for the rest of the day? Use Past Simple to share your stories with your group mates, then combine your stories and make the day even worse – it is like an International Bad Luck Day.

Task 3: Read the poem. How did the author prefer to “call it a day”? How did you end your bad luck day?

I overslept and missed my train,  
slipped on the sidewalk in the pouring rain,  
sprained my ankle, skinned my knees,  
broke my glasses, lost my keys,  
got stuck in the elevator,  
it wouldn't go,  
kicked it twice and stubbed my toe,

bought a pen that didn't write,  
took it back and had a fight,  
went home angry,  
locked the door,  
crawled into bed,  
couldn't take any more.

Task 4: Read the proverbs. Which one do you agree with?

He that is afraid of bad luck will never know good.  
To a brave man, good and bad luck are like his right and left hand. He  
uses both.

Too much luck is bad luck.

The only good luck many great men ever had was being born with the  
ability and determination to overcome bad luck.

Task 5: In English there is an idiom to describe a day when everything goes wrong – a bad hair day. But as the proverb has it, whether it is good luck or bad luck it is the question of our perception and evaluation. If we look at the bright side of things, a bad hair day can mean a good hat day. In one split second a day “when everything went wrong”, can turn into a day “when everything went wrong, then everything went right”. Look again at your story in Task 2 and think of possible happy outcomes of all misfortunes that took place on that day.

## Activity 2

Task 1: Listen to the song. It is a good introduction to the World History of the 20<sup>th</sup> century. What famous people or famous events mentioned in the song do you know? Share your ideas with the group.

### **Billy Joel ~ We Didn't Start The Fire**

Joseph Stalin, Malenkov, Nasser and Prokofiev  
Rockefeller, Campanella, Communist Bloc  
Roy Cohn, Juan Peron, Toscanini, Dacron  
Dien Bien Phu Falls, Rock Around The Clock  
Einstein, James Dean, Brooklyn's got a winning team  
Davy Crockett, Peter Pan, Elvis Presley, Disneyland  
Bardot, Budapest, Alabama, Krushchev  
Princess Grace, Peyton Place, Trouble in the Suez

We didn't start the fire  
 It was always burning  
 Since the world's been turning  
 We didn't start the fire  
 No we didn't light it  
 But we tried to fight it  
 Little Rock, Pasternak, Mickey Mantle, Kerouac  
 Sputnik, Chou En-Lai, Bridge On The River Kwai  
 Lebanon, Charles de Gaulle, California baseball  
 Starkweather, Homicide, Children of Thalidomide  
 Buddy Holly, Ben Hur, Space Monkey, Mafia  
 Hula Hoops, Castro, Edsel is a no-go  
 U-2, Syngman Rhee, Payola and Kennedy  
 Chubby Checker, Psycho, Belgians in the Congo  
 We didn't start the fire  
 It was always burning  
 Since the world's been turning  
 We didn't start the fire  
 No we didn't light it  
 But we tried to fight it  
 Hemingway, Eichmann, Stranger In A Strange Land  
 Dylan, Berlin, Bay Of Pigs Invasion  
 Lawrence Of Arabia, British Beatlemania  
 Ole Miss, John Glenn, Liston beats Patterson  
 Pope Paul, Malcom X, British Politician Sex  
 J.F.K. blown away, what else do I have to say  
 We didn't start the fire  
 It was always burning  
 Since the world's been turning  
 We didn't start the fire  
 No we didn't light it  
 But we tried to fight it  
 Birth Control, Ho Chi Minh, Richard Nixon back again  
 Moonshot, Woodstock, Watergate, Punk Rock  
 Begin, Reagan, Palestine, Terror on the airline  
 Ayatollah's in Iran, Russians in Afghanistan  
 Wheel Of Fortune, Sally Ride, Heavy Metal, Suicide

Foreign debts, Homeless Vets, AIDS, Crack, Bernie Goetz  
Hypodermics on the shores, China's under martial law  
Rock and Roller Cola Wars, I can't take it anymore  
We didn't start the fire  
It was always burning  
Since the world's been turning on us  
We didn't start the fire  
But when we are gone  
Will it still burn on, and on, and on, and on...

Task 2: Here is a list of events that are mentioned in the first verse but they are mixed. Can you match an event or a famous person from the first verse with the definitions below?

- the city in which Anti-communist riots took place in 1956. Soviet troops put down the revolt and arrested many Hungarians, especially students.
- was a popular leader in Argentina and was elected first in 1946 and then again in 1952. He tried to help the poor.
- was an American industrialist who revolutionized the petroleum industry and was the wealthiest man in the history
- was a movie star who became a symbol of young people for his role in the movie Rebel Without a Cause.
- was a member of the House of Representatives from California when he became involved in the trial of Alger Hiss, who was accused of being a Communist and a spy. Years later, he became President of the United States.
- was a famous Ukrainian composer who died in 1953.
- a theme park which was developed by Walt Disney and was based around his cartoon characters. It was designated as a place for family entertainment. It opened in 1955 in Anaheim, California.
- developed the Theory of Relativity in 1903 and was considered one the world's smartest scientists.
- was the first rock-and-roll hit song.
- was a leader in the Soviet Union after the death of dictator Josef Stalin. In 1956, he advocated reform and indirectly criticized Stalin and his methods.

-the state where African-American Rosa Parks sat in a bus seat which was designated "for whites only". This event was also a starting point for the Civil Rights movement of Martin Luther King and others

- was a world-famous conductor. The last time he conducted live in public he suffered a memory lapse during the performance.

-a Hollywood actress who left the movie industry to marry Prince Ranier of Monaco.

Task 3: Study the other verses at home, choose some names from the song, surf the Internet and find out what are the historical facts behind these names. In the class, check up how well your classmates are ready with this task. Tell the historical fact and the task of other students is to match the fact with the name. This task will help you to broaden your horizon and get to know main events in the world history of the 20<sup>th</sup> century.

Task 4: Choose 10 most significant events from the list and rank them in order of impact they had on the history of the mankind.

Variation: Make a list 10 worst/greatest/most embarrassing moments in the world history.

Task 5: Choose some well-known facts from the history/culture/books/films. Change some details and ask your partner to correct them. For example,

Cinderella had a wealthy father and lived in the castle.

Charlie Chaplin wrote great books about car industry. He lived in Japan.

Frankenstein was a kind monster and people loved him.

Task 6: Read a joke.

The old lady and her dog

Mrs Gibson was 82 years old. Her son owned an airline company. One day, she went to the airport to take a plane from Australia to the USA. With her she had a flight bag and a pet basket with her little pet dog called 'Spotty' inside. The flight that day was very crowded. Mrs Gibson sat down on a window seat and put her dog basket down on the seat next to her.

A flight attendant said to her, 'I'm very sorry, madam, but this flight is fully booked. I'm afraid I have to take your dog and put it at the back of the plane for the journey.'

The old lady didn't argue and gave the basket to the flight attendant.

After an hour in the air, the flight attendant checked on the little dog. She was horrified to see that the dog was dead at the bottom of the basket. She told the pilot and the pilot told the airport in New York. The company director was furious, because Mrs Gibson was the airline owner's mother. In the end, they decided to buy a different dog to replace the dead one. The flight attendant took a photo of the dog

with her phone and sent it to New York to show them what it looked like. When the plane landed, Mrs Gibson got off the plane and the flight attendant brought her the basket with a new dog in it.

Mrs Gibson looked very quickly into the basket and immediately said, 'That's not my dog. Where's my dog? What did you do with little Spotty?'

The flight attendant told Mrs Gibson, 'Yes, of course it's your dog. It has the same spots, the same size - it's the same dog.'

'No,' said Mrs Gibson, 'I know it isn't.'

'But how do you know? You didn't look at it for very long.'

'I know,' said Mrs Gibson, 'Because my dog was dead when I put him in the basket.'

## Past Continuous

### Activity 1

Task 1: Read the joke and put the verbs into Past Simple or Past Continuous.

#### Fishing in the rain

It was a cold dark evening in February in the city. It (rain) heavily and the roads were covered in water. George (leave) his office after work when he (notice) a poor old man. The man (stand) next to a puddle in the road. He (wear) long rubber fishing boots and he (hold) a stick with a piece of string. The string (hang) in the puddle. George asked the old man what he (do) and the man (reply) that he (fish). 'Poor guy!', George (think). The old man obviously (go) crazy. George (feel) sorry for the old man, and he (get) very wet, standing outside in the rain, so he (decide) to invite the old man to have a drink with him in a nearby bar.

George (order) a drink for himself and (buy) one for the old man. The old man (smile) happily as he (drink). While they (finish) their drinks, George tried to start a conversation. He turned to the old man and asked,

'So is the fishing good today?'

'Not bad today, thanks.' replied the old man.

'And how many have you caught?'

'You're the eighth,' the old man answered.

Task 2: Read the beginning of the story and continue it by answering questions.

It was a cold dark evening in October. I was 7 o'clock and people were going home from work. Martha was driving out of the town. She was in a hurry but she was not driving home. She stopped to buy a bottle of wine, then she got back into the car and drove off.



**Where do you think she was going?**

She was driving to her uncle's house to have a talk about the business they were running together. Her uncle's name was Luke and he lived in the country house. Martha was listening to the radio and relaxing after a hard day at work. She was driving past some bushes when she hit something. She stopped the car and got out to see what it was.

**What do you think she saw?**

A dog was lying on side of the road. It was still alive and Martha decided to take it to her uncle as his wife was a vet. It took her some time to take the body over to the front seat of her car. After it she continued driving. Suddenly she saw a car behind her. When she turned right it turned right and when she turned left the car turned left. It was following her!

**Why was the car following her?**

Martha was sure the driver of the car was following her because the dog was his and he was mad at her. Now he was flashing the lights!

**What do you think she did?**

She drove faster but the car drove faster too. Suddenly the 8 o'clock news started on the radio. It said that the police was looking for the criminal who escaped from the prison and was wandering around that area. Martha started panicking.

**How do you think she felt?**

Martha was absolutely terrified! She was convinced that the man who was following her was the criminal. She drove faster but the car was right behind her. The country house of her house was near now but it seemed to Martha it was miles away. Finally she got to the house and knocked at the door. Nobody answered.

**What do you think her uncle was doing?**

Her uncle Luke was watching a football match full blast and did not hear a sound. When he heard that somebody was trying to break down the door he got out of his armchair to check it out. He saw Martha who was crying.

**Why was she crying?**

She was crying as the man from the car behind her car was coming over to her. Her uncle hugged her and tried to comfort Martha. He was patting her on the shoulder when a man came up to them. Martha shouted - He is going to kill us!

**What did the man say?**

The man said – No, do not worry I am not the criminal and I am not going to hurt you.

### **Why was he following Martha?**

He said that he was following Martha as he saw her when she was helping a dog and noticed that there was a sign on her jacket "If I was you, I wouldn't be me!" It turned out he was a journalist and was interviewing people about quotes they have on their clothes. He said he was interested in having a talk to Martha. He said he was going to write an article about people's attitudes. When he turned around Martha saw a quote on his back.

### **What did this quote say?**

Task 2: Yesterday there was an accident in the middle of London. A young woman was crossing the street at the wrong traffic light and was hit by an ambulance that was rushing to save somebody's life. Apparently the woman was in a hurry as she was running without any regard whatsoever to what was happening around her. She was taken to hospital where she remains unconscious. The police can not find any ID in her bag. However, they found a number of other personal belongings, such as – a helmet, a statue of Oscar, medicine, wedding rings, a silver spoon, a violin, some money and coins which were currency in Mexico in the 19<sup>th</sup> century, a letter in French and a fake beard. You are a detective and your task is to try to come up with a plausible story about this woman. Where was she going and why was she carrying all these things in her bag? Is she married and what is her job?

### **Task 3: Alibi!**

Yesterday was a very eventful day. The biggest bank was robbed at 4 o'clock. The criminals stole all the money and got away. Split into two groups. One half of the students are criminals who robbed the bank yesterday. They leave the room and discuss their alibi – they say they were having a party at this time yesterday at one of the restaurants of your city. Criminals discuss all the details of their meeting including their biographies – where they met for the first time, what they were doing at 5 o'clock, when they left the restaurant, what they were wearing, if there were many people dancing in the restaurant and so on. While criminals are discussing their alibi, the rest of the group who act as detectives have to make up as many questions to check up the validity of the story as they can. Criminals come back, all students split into pairs – a criminal and a detective – and detectives start questioning! At the end detectives compare their stories.

Task 4: Look at the list of strange things you saw your partner doing yesterday. Ask him why he was doing it. Keep asking questions until you fish out the whole story.

**I saw you yesterday! Why were you wearing a costume of gorilla?**

**Why were you distributing eggs in the library?**

Why were you standing on the table in the restaurant wearing pajamas?  
Why were you wearing only one shoe at the University?  
Why were you holding a fish over your head in the post office?  
Why were you shouting - "It was not me"?  
Why were you hiding under your desk in the classroom during a lesson?  
Why were you swimming in the pool with your clothes on?  
Why were you collecting pigeon feathers in the park?

Task 5: Work in pairs. Make up sentences in Past Continuous and act them out! The class tries to guess it. It may help, especially with more complex sentences, to write the sentence outline on the board (one underline for each word) and fill in words as the class guesses them.

Some suggested sentences:








1 I was climbing a 200-year old oak tree in the middle of the forest when one of the branches broke and I fell 50 feet to the ground.

2 Two lovers were watching a cheap television when it suddenly exploded and showered them with glass. I was driving my mother-in-law's car when a policeman stopped me because he thought that I was speeding.

3 A blind man was withdrawing money from his bank's cash dispenser when three masked gunmen attacked him and stole his wallet.

4 I was walking down the road when a mad dog bit me.

Task 6: Play the board game! Have a fun!

33. I was looking for my cat this morning...	34. ...when I stepped on vomit.	35.  <b>Start again</b>	36. <b>Finish</b>
32. ...when a tiger attacked me.	31. She was speaking to my brother last night ...	30. They were going home after school yesterday...	29.  <b>Go back 5 spaces</b>
25.  <b>Go forward 3 spaces</b>	26. ...when a dog bit her.	27. I was taking a shower this morning...	28. ...when he had a nightmare.
24.  <b>Start again</b>	23. My mother was cooking yesterday...	22. ...when I started dreaming about a dog.	21. I was walking through the forest last evening...
17. ...when I heard a loud noise.	18. My sister was watching a movie last night...	19. ...when a crocodile bit him.	20. ...when a policeman arrested me.
16. We were talking in the classroom yesterday...	15. ...when the accident happened.	14. ... when someone knocked at the door.	13.  <b>Go forward 3 spaces</b>
9.  <b>Start again</b>	10. The power went off in my building just...	11. ...when I caught a cold.	12. The phone was ringing this morning...
8. Tom was walking in the park...	7. Paul was driving his car too quickly yesterday...	6.  <b>Go back 3 spaces</b>	5. While I was having a bath yesterday...
1. <b>Start</b>	2. ...when the phone rang.	3. ...when she fell asleep.	4. I was riding my bicycle yesterday...

# Future Tenses

## Activity 1

Task 1: Listen and translate the song.

### In the Year 2525

In the year 2525  
If man is still alive.  
If woman can survive, they may find.

In the year 3535  
Ain't gonna need to tell the truth, tell no lies.  
Everything you think, do and say, is in the pill you took today.

In the year 4545  
Ain't gonna need your teeth, won't need your eyes.  
You won't find a thing to chew.  
Nobody's gonna look at you.

In the year 5555  
Your arms hanging limp at your sides.  
Your legs got nothing to do.  
Some machine doing that for you.

In the year 6565  
Ain't gonna need no husband, won't need no wife.  
You'll pick your son, pick your daughter too.  
From the bottom of a long glass tube. Whoa-oh

In the year 7510  
If God's a-comin, he oughta make it by then.  
Maybe he'll look around himself and say.  
Guess it's time for the judgment day.

In the year 8510  
God is gonna shake his mighty head.  
He'll either say. I'm pleased where man has been.  
Or tear it down and start again. Whoa-oh

In the year 9595  
I'm kinda wonderin if man is gonna be alive.  
He's taken everything this old Earth can give.  
And he ain't put back nothing. Whoa-oh  
Now it's been ten thousand years  
Man has cried a billion tears.  
For what he never knew,  
now man's reign is through.

But through eternal night.  
 The twinkling of starlight.  
 So very far away.  
 Maybe it's only yesterday.  
 In the year 2525  
 If man is still alive.  
 If woman can survive, they may find.  
 In the year 3535 {fade}

Task 2: Discussion. Divide into two groups. A-group heartily believes that everything will be this way in the future, and B-group does not think it will ever come true.

Proverbs and statements recommended for using in dialogues:

Not to know is bad, not to wish to know is worse.

Those who cannot change their minds cannot change anything. Bernard Shaw

Two things are infinite: the universe and human stupidity; and I'm not sure about the universe. Albert Einstein

Being entirely honest with oneself is a good exercise. Sigmund Freud

Facts are stubborn things, but statistics are more pliable. Mark Twain

Task 3: Divide into three groups: the first group should talk about their activities in Future Simple, the second one using the same idea talk in Future Continuous, the third one in Future Perfect. They should make necessary additions marking FC and FP. The groups should exchange their grammar roles.

## Activity 2

### A student of the future

Task 1: Work in groups. For each quote below, decide how much you agree (1 = don't agree and 5 = agree completely)

‘Learners will still want teachers.’

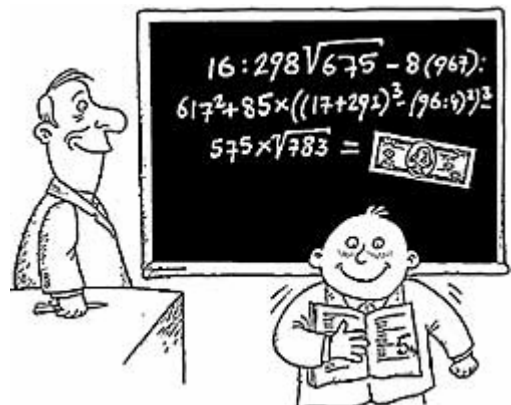
‘Learners are going to send their homework to the teacher via email.’

‘Learners will take more and more classes online, meeting only in cyberspace for classes.’

‘Learners will expect more technology in the classroom. In the future, they won't be learning with books, but with CD-ROMs and websites.’

‘People will learn languages with interactive video games or online video games’

‘Learners will not have classes in a formal classroom - their classes will be at home, or on their mobile phone or MP3 player.’



### Activity 3

**Note:** This is a lesson about predicting the future by reading cards (cartomancy) or the palm of your hand (palmistry). The lesson is just for fun.

**Preparation:** You need some playing cards. This lesson only uses 13 of the playing cards:

Hearts: Ace, Jack, 10, 9, 8, 6, 4; Clubs: Ace, Jack, 9, 5; Spades: 6; Diamonds: 8

Set of cards for each member of the cartomancy group. (If you don't have enough decks, you could photocopy the 13 cards that are needed and laminate them or paste them onto card so that you can re-use them).

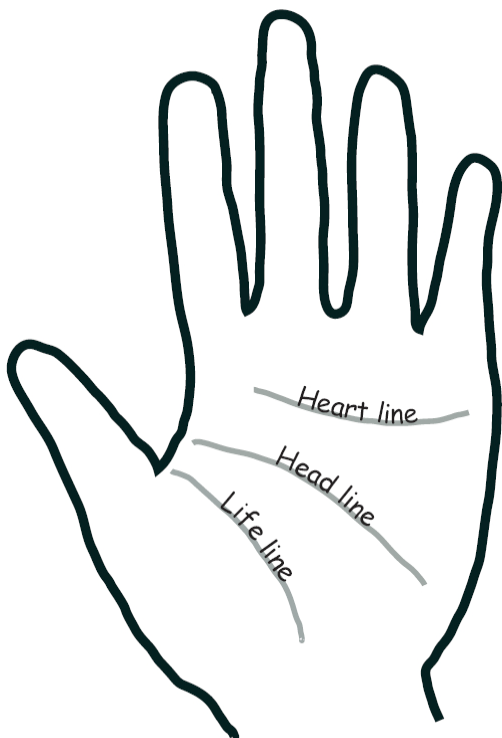
**Step one:** Discuss the following questions: What is fortune telling? What are the different ways of predicting the future? Don't forget about *palmistry* and *card reading*. Do you believe in fortune telling? Have you or someone you know ever gone to a fortune teller?

**Step two:** Split into two groups: one group will learn about palmistry and the other group will learn about cartomancy (card reading).

Begin with the palmistry group. Each student has a copy of the hand diagram and the prediction handout. Find the lines on your own hands and look up what they mean. When you have done your own, you can practice on your partner's hand. Be creative with your predictions.

The cartomancy group is given the prediction handout and a deck of cards each. Demonstrate by shuffling the cards and then laying six cards face up. Find the meanings of the cards on the worksheet. First practice on yourselves and then on your partner. Be creative with your predictions.

#### Palmistry: Hand diagram



## Palmistry

People have always been fascinated with fortune telling (predicting the future). Palmistry is fortune telling by reading the lines on a person's hand. The three main lines are the heart line, the head line and the life line.

**The life line** is a very important line and is always present. It represents energy and the length of your life.

Example: 1. If the life line is long and deep it means a long life full of energy and good health.

Prediction: You will live a long and healthy life.

2. If the life line is short and deep it means a long life with great energy and an ability to overcome health problems.

You will: \_\_\_\_\_

3. A double or a triple line means a great love of life and adventure.

You will: \_\_\_\_\_

**The head line** is also very important. It represents what you believe in, your attitude and how you see life.

4. If the head and the life lines are joined at the beginning it means the person has a very strong mind and knows exactly what they want out of life.

You will: \_\_\_\_\_

5. If the lines are separated it means the person has a love of adventure.

You will: \_\_\_\_\_

6. A long deep line means the person has a good memory.

You will: \_\_\_\_\_

7. A short line means the person is good at sports.

You will: \_\_\_\_\_

8. If line is curved upwards it means the person has a short attention span.

You will: \_\_\_\_\_

9. If line is curved downwards it represents intelligence and creativity.

You will: \_\_\_\_\_

**The heart line** represents emotions and anything to do with love.

10. If the heart line starts beneath the index finger it represents a normal and happy love life.

You will: \_\_\_\_\_

11. If it starts beneath the middle finger it means that the person falls in love too easily.

You will: \_\_\_\_\_

12. If the line is long and curved it means the person is romantic.

You will: \_\_\_\_\_

13. If the line is short it shows a lack of interest in the matters of love.

You will: \_\_\_\_\_



## Cartomancy

Predicting the future using playing cards is called *cartomancy*. In fact, cards were used to predict the future long before they were used for games. There are 52 cards in a pack, the cards are divided into four suits: Hearts, Clubs, Spades and Diamonds. Today we are only using 13 cards. First, shuffle the cards. Then choose six cards and place them face up on the table. This is called a spread.

### Hearts

Example: 1. The Ace of Hearts means love and happiness, a very good card to get.

Prediction: You will live a very happy life and be lucky in love.

2. Jack of Hearts indicates a fair haired admirer in the future.

You will: \_\_\_\_\_

3. 10 of Hearts means good luck and success.

You will: \_\_\_\_\_

4. 9 of Hearts means a wish or a dream coming true.

You will: \_\_\_\_\_

5. 8 of Hearts means an invitation to a party.

You will: \_\_\_\_\_

6. 6 of Hearts means sudden good luck.

You will: \_\_\_\_\_

7. 4 of Hearts means travel.

You will: \_\_\_\_\_

### Clubs

8. Ace of Clubs means wealth.

You will: \_\_\_\_\_

9. 5 of Clubs means new friendship.

You will: \_\_\_\_\_

10. Jack of Clubs indicates a dark-haired admirer.

You will: \_\_\_\_\_

11. 9 of Clubs means sudden wealth, maybe a win.

You will: \_\_\_\_\_

### Spades

12. 6 of Spades means small changes in the future.

You will: \_\_\_\_\_

### Diamonds

13. 8 of Diamonds means finding new love on a trip.

You will: \_\_\_\_\_

## Activity 4

### New Year Resolution

Task 1: Read New Year Resolutions of different people. Divide these people into two groups: optimist and pessimist.

My resolution is to spend more time living life and less time earning a living.

To smoke as many cigarettes as I can....in NON-SMOKING areas!  
I'm not coming into work ever again. I'm not even telling my boss. I'm off. I'm going to be a teacher and I'm heading off around the world.

To laugh at the news instead of getting wound up by it.  
I'm dreadful at keeping New Years Resolutions, so this year I only made one... Not to make any New Years Resolutions... and I even failed to do that!

To realise that 'New Year Resolutions' are poppycock. If one wishes to resolve a problem, then this should be done at the time one realises that such a problem exists.

Write a children's book, sell a painting and lose 15 lbs. so that I will look good when I become rich and famous.

My New Year's resolution is to remain positive despite all the troubles this world is going through. I also want to stop believing in luck and start believing in myself more.

During this year I will try to make more time for my friends and family because they give me so much support and love and without them life would be so empty and meaningless.

My last year's resolution was to use public transport more - especially to and from work. This year, my resolution is to never have such a stupid idea ever again.

Less complaining, beer and sitting in airport departure lounges. More golf, listening to music and eating Yorkshire pudding!

Task 2: Write down your own New Year Resolution on the paper. Mix all students' resolutions, students draw a paper and try to guess who it belongs to.

## Going to

### Activity 1

Task 1: Listen and translate the song.

**The Beatles "You're Going to Lose That Girl"**  
(Lennon/McCartney)

You're going to lose that girl,  
You're going to lose that girl.

If you don't take her out tonight,  
She's going to change her mind,  
And I will take her out tonight,  
And I will treat her kind.

You're going to lose that girl,  
You're going to lose that girl.  
If you don't treat her right, my friend,  
You're going to find her gone,  
'cause I will treat her right, and then  
You'll be the lonely one.

You're going to lose that girl,  
You're going to lose that girl.  
I'll make a point  
Of taking her away from you, yeah,  
The way you treat her what else can I do?

You're going to lose that girl,  
You're going to lose that girl.  
I'll make a point  
Of taking her away from you, yeah,  
The way you treat her what else can I do?  
If you don't take her out tonight,  
She's going to change her mind,  
And I will take her out tonight,  
And I will treat her kind.  
You're going to lose that girl,  
You're going to lose that girl

Task 2: Give 7 reasons why a boy is going to lose his girlfriend, and 7 reasons why a girl is going to lose her boyfriend.

## Activity 2

### A Drink at the Bar

Task 1: After a stressful day, Mr. Jackson relaxes at the bar. The bartender, Mark, responds to a few complaints while he serves Mr. Jackson his favorite cocktail. Read and translate the dialogue.

**Mr. Jackson:** Bartender, could I have a drink? What's taking so long?!

**Bartender:** Excuse me, sir. Yes, what can I get you?

**Mr. Jackson:** I'd like a whiskey sour.

**Bartender:** Certainly sir, I'll get that straight away.

**Mr. Jackson:** What a day! My feet are aching! Where's an ashtray?!

**Bartender:** Here you go sir. Did you have a busy day?

**Mr. Jackson:** Yes, I had to walk all over town to get to meetings. I'm exhausted.

**Bartender:** I'm sorry to hear that, sir. Here's your drink. That should help.

**Mr. Jackson:** (takes a long sip) That's what I needed. Much better. Do you have any snacks?

**Bartender:** Certainly, here are some peanuts and some savory crackers, and a napkin.

**Mr. Jackson:** Could I have a stir stick?

**Bartender:** Coming up... Here you are.

**Mr. Jackson:** Thanks. You know, I'm sorry to say this, but these snacks are awful.

**Bartender:** I'm terribly sorry about that, sir. What seems to be the matter?

**Mr. Jackson:** The peanuts are stale!

**Bartender:** I apologize sir, I'll open a fresh can immediately.

**Mr. Jackson:** Thanks. Sorry to be in such a bad mood.

**Bartender:** That's quite alright. Can I get you another drink? This one's on the house.

**Mr. Jackson:** That's kind of you. Yes, I'll have another whiskey sour.

**Bartender:** Right away, sir. Do you have any preferences on the whiskey?

**Mr. Jackson:** Hmm, what's that bottle over there?

**Bartender:** That's Jack Daniel's - aged 12 years.

**Mr. Jackson:** That sounds good. I'd like to smoke...

**Bartender:** Just a moment, here's an ashtray.

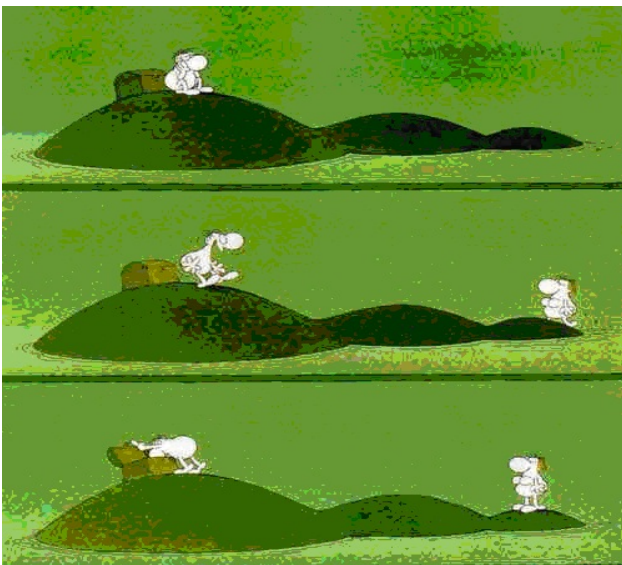
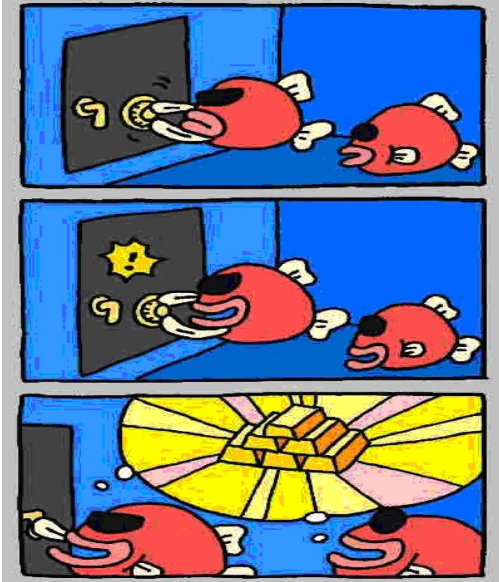
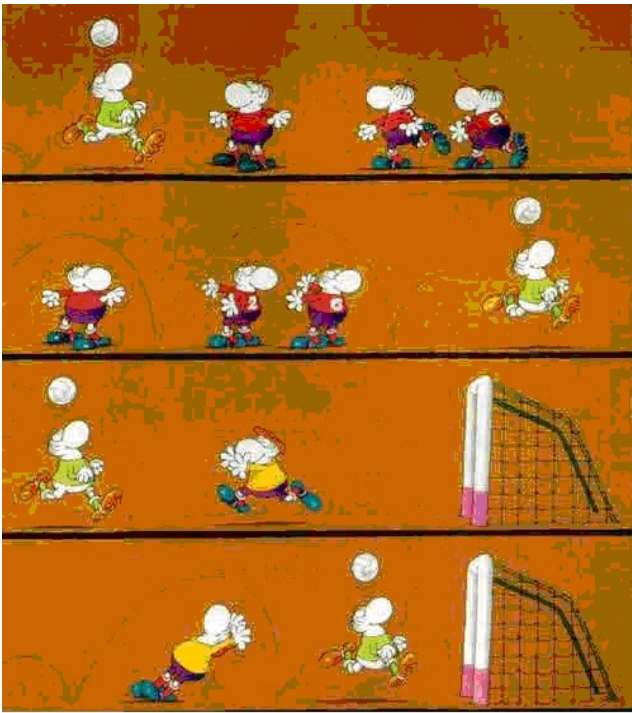
**Mr. Jackson:** Thanks. So how long have you worked at this bar?

**Bartender:** It's been about three years now. I love this job...

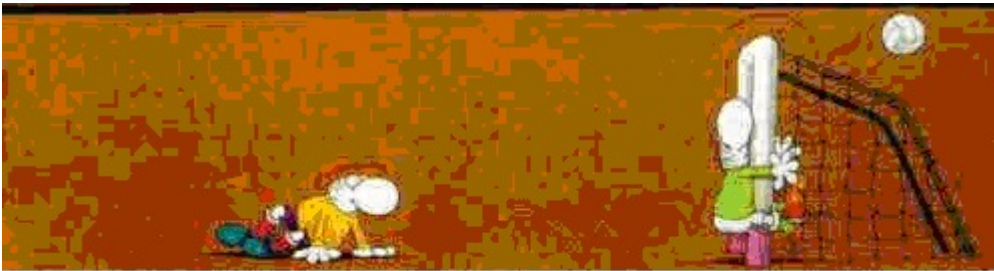
Task 2: Add a sentence with “*going to*” to each line of the dialogue. Expand the conversation by saying what these people are going to do next.

**Activity 3** Task 1: Look through the funny comic stories. The ends of the stories have been cut out. Try to imagine the end of each comic strip using *going to*.





Task 2: Check your ideas and explain what the characters of these stories *were going to do*.



## Questions.

### Activity 1

Task 1: Listen to the song.

#### Alanis Morissette - Thank you

How bout getting off of these antibiotics  
How bout stopping eating when I'm full up  
How bout them transparent dangling carrots  
How bout that ever elusive kudo  
Thank you India

Thank you terror  
Thank you disillusionment  
Thank you frailty  
Thank you consequence  
Thank you thank you silence

How bout me not blaming you for everything  
 How bout me enjoying the moment for once  
 How bout how good it feels to finally forgive you  
 How bout grieving it all one at a time  
 Thank you India  
 Thank you terror  
 Thank you disillusionment  
 Thank you frailty  
 Thank you consequence  
 Thank you thank you silence  
 The moment I let go of it was  
 The moment I got more than I could handle  
 The moment I jumped off of it was  
 The moment I touched down  
 How bout no longer being masochistic  
 How bout remembering your divinity  
 How bout unabashedly bawling your eyes out  
 How bout not equating death with stopping  
 Thank you India  
 Thank you providence  
 Thank you disillusionment  
 Thank you nothingness  
 Thank you clarity  
 Thank you thank you silence

Task 2:

What is the general mood of the song? Are there things you need to stop doing?  
 Write a letter to yourself asking yourself questions like  
 How about .....?

## Activity 2

Task 1: Look at the list of words below. They are all answers. Your task is to make up as many questions as you can to match the answers.

Strawberry.

No, thanks.

Never.

A carpet from the eastern bazaar.

Sometimes.

Two eggs.

A laughing child.

Maybe.

It depends.

Nobody knows.

Oh yes.

I love you.

Quentin Tarantino.

Every once in a blue moon.

Ask yourself.

On Fridays.

Yes, you are.

By train.

Task 2: Answer a question with a question. Write a short dialogue using only questions.

F.ex. Have you ever seen a crocodile?

Do you mean a real crocodile or a toy?

Do you have many toys?

Isn't a toy the best toy to cuddle with?

Are you saying a crocodile toy is better than a teddy bear?

And so on...

Task 3: **Twenty questions.**

Choose an object/a famous person. The task of the group is to ask Yes/No question to guess the answer.

Task 4: Look at the list of questions children ask their parents and try to come up with an answer.

1. WHY DON'T ALL FISH DIE WHEN LIGHTNING HITS THE SEA?

2. HOW MUCH DOES THE SKY WEIGH?

3. WHY CAN'T PEOPLE LEAVE OTHER PEOPLE ALONE?

4. WHY AREN'T BIRDS ELECTROCUTED ON WIRES?

5. WHAT IS TIME?

6. WHY IS THE MOON SOMETIMES OUT IN THE DAY, TOO?

7. WHY DID GOD LET MY KITTEN DIE?

8. WHY DO I LIKE PINK?

9. WHY IS WATER WET?

10. WHY DOES MY BEST FRIEND HAVE TWO DADS?

Task 5: You might still have some questions unanswered. Write them down. All students take turns in being an expert who answers all questions.

Task 6: What are the life big questions? What are they about? Make them up then in pairs choose one question and act out an answer to this question.

Task 7: The star of your life.

Draw a star in your copybook and at every point write some words which are related to your biography (it could be dates, places, colors etc.) The task of your partner is to guess what these words stand for by asking Yes/No questions.

Task 8: Do you often ask questions? Do other people often ask you questions? Are there questions you hate? Are there questions which you enjoy answering? Look at the questions below. What questions below do you think people hate and what questions they like?

When are you going to do this?

Can I talk to you about this?

Do you think what I did was OK?





Why didn't you come earlier?



Why didn't you think before you spoke.  
 What present would you like to get for your happy birthday?

Continue the list of these questions.

Task 9: Play a board game.

<b>START</b>	1. How often...?	2. What else...?	3. How long have you...?	4. How long have...?	5. How many times...?
	11. Where did you...?	10. Trade Places	9. Why do you...?	8. How high...?	6. Go forward 2 spaces 
12. When was the last time...?	13. Have you ever...?	14. How much...?	15. <b>START AGAIN</b> 	16. Who was...?	17. Which country...?
23. Why is Mars...?	22. Go back 3 spaces 	21. How often does...?	20. What does your mum do if...?	19. Can I have ...?	18. Trade Places
24. Did China...?	25. How long does it take...?	26. What can I ...?	27. What should you do if...?	28. Why don't we...?	29. Why can't people...?
<b>END</b>	34. When did you...?	33. <b>START AGAIN</b> 	32. Who was...?	31. Why does a hurricane...?	30. Loose a Turn

# Modal Verbs

## Activity 1

Task 1: Listen and translate the song.

### I Believe I Can Fly

by R. Kelly

I used to think that I could not go on  
And life was nothing but an awful song  
But now I know the meaning of true love  
I'm leaning on the everlasting arms  
If I can see it, then I can do it  
If I just believe it, there's nothing to it

Bridge:

If I can see it, then I can be it  
If I just believe it, there's nothing to it

Chorus:

I believe I can fly  
I believe I can touch the sky  
I think about it every night and day  
Spread my wings and fly away  
I believe I can soar  
I see me running through that open door  
I believe I can fly  
I believe I can fly  
I believe I can fly  
See I was on the verge of breaking down  
Sometimes silence can seem so loud  
There are miracles in life I must achieve  
But first I know it starts inside of me  
Cause I believe in me  
If I just spread my wings  
I can fly  
I can fly, I can fly  
If I just spread my wings  
I can fly, woo  
Check it out  
Hmm.. fly fly fly

Task 2: After you listen. There are things mentioned in the song which you can think over and discuss in pairs or small groups.

-The singer says that he is different than he was in the past.  
In your opinion, why are the possible reasons that made him change?  
-The singer talks about miracles.  
What do you think he means when he says that it must start inside of him?  
- The singer is a person, so he can't really fly.  
What do you think he means when he says he can fly?

Task 3: Tell your neighbor what you believe you can do and ask for advice what you should do to make your dream come true.

## Activity 2



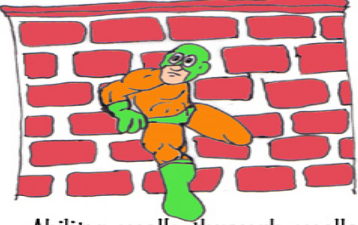

Task 1: Listen and translate the song.

I can be loud man, I can be silent.  
I could be young man or I could be old.  
I can be a gentleman or I can be violent.  
I could turn hot yeah or I can be cold.  
I could be just like the calm before the storm boy,  
Waiting for all hell yeah to break loose.  
I could be innocent or I could be guilty.  
Doesn't mean that I don't believe in the news.  
So I'm singin' ....la da da di da budom  
budom la da da di di bi boa bi boa {repeat}  
play that funky hip hop(trio solo)  
I could be rich like a wandering Gypsy.  
I could be poor like a fat wallet lost.  
I could be first man or I could come last.  
It's not who breaks the ribbon boy it's how you get across.  
I could be red, blue, black and white,  
Sunset darkest at day boy, brightest at night.  
I could be the sun boy or I could be the moon.  
I'm made up from the stars boy I'm shining so bright.  
So I'm singin' ....  
I could be asleep boy, or I could be awake.  
I can be alive man or be the walking dead.  
I can be ignorant or I could be informed. (Yes sir)  
I could lead my life man or I could be led. (That's right)  
I can be anything I put my mind to boy,  
All I gotta do is give myself a half a chance.  
I could bring love back into my life.  
Share it with the world if I got some balance.  
and bio da




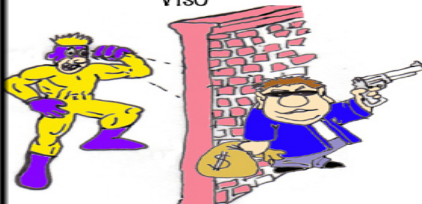
Task 2: Choose two animals and tell what it can do without saying who it is. Other students try to guess the animal.

Task 3: Look through the pictures of Supermen/women. Every student should take one card and compare with the cards of other students using *can/can't/could/couldn't*.

### Card 1

<p>Bloko</p>  <p>Ability: stop bullets.</p> <p><small>www.bogglesworldesl.com</small></p>	<p>Skul</p>  <p>Ability: ride skateboards.</p>
<p>Grool</p>  <p>Ability: walk through walls.</p>	<p>Asendo</p>  <p>Ability: climb buildings.</p>





### Card 2

<p>Melkor</p>  <p>Ability: fly.</p> <p><small>www.bogglesworldesl.com</small></p>	<p>Glida</p>  <p>Ability: fly hang gliders.</p>
<p>Flexo</p>  <p>Ability: lift heavy objects.</p>	<p>Viso</p>  <p>Ability: see through walls.</p>





Card 3

<p>Plaz</p>  <p>Ability: walk on water</p>	<p>Raineer</p>  <p>Ability: put out fires.</p>
<p>Gira</p>  <p>Ability: talk to animals.</p>	<p>Marto</p>  <p>Ability: breathe underwater.</p> <p><small>www.bogglesworldesl.com</small></p>

Card 4

<p>Steele</p>  <p>Ability: bend steel.</p> <p><small>www.bogglesworldesl.com</small></p>	<p>Twista</p>  <p>Ability: create tornadoes.</p>
<p>Mina</p>  <p>Ability: shrink.</p>	<p>Geero</p>  <p>Ability: run fast.</p>

Card 5

<p>C-lin</p>  <p>Ability: walk on ceilings.</p> <p><small>www.bogglesworldesl.com</small></p>	<p>Aira</p>  <p>Ability: fly airplanes.</p>
<p>Zapra</p>  <p>Ability: shoot lightning.</p>	<p>Opso</p>  <p>Ability: turn invisible.</p>

Card 6



Task 4: Imagine that you're the hero of the 21st century. What three abilities will you choose? Then listen and translate the song.

### We Could Be Heroes

Take me to the roads where I used to drive  
Away from small town schemes  
Cobblestones on bumpy roads  
To the life on silver screens  
Memories from a life escaping  
When the dark is closing in  
After storms have passed I see at last  
The magic can begin  
There I see the guiding light  
The star you're born to be  
I realize your love has set me free  
We could be heroes  
We could be angels in the sky  
From the rainbow's end to heaven-sent  
We spread our wings and fly  
We could be heroes  
We could be lovers you and I  
And when angels fall and curtains call  
We climb the mountains high  
We could be heroes  
Take me to the streets where I used to walk  
The dreams I sacrificed

Sticks and stones when angels talked  
 Whispering sweet advice  
 Every night I sleep without you  
 Every breath you take away  
 Becomes a foolish game a crying shame  
 Leading me astray  
 Then I see the guiding light  
 The star you're born to be  
 I realize your love has set me free  
 We could be heroes  
 We could be angels in the sky  
 From the rainbow's end to heaven-sent  
 We spread our wings and fly  
 We could be heroes  
 We could be lovers you and I  
 And when angels fall and curtains call  
 We climb the mountains high  
 We could be heroes

### Activity 3

#### Driving and The Highway Code

Task 1: Use The Highway Code to answer these questions.

1. What do the following signs mean?



2. What do these signs mean?



3. What is the stopping distance for a normal car travelling at 50mph?

4. What is the speed limit for a car driving in a built up area?

5. What is the speed limit for a car driving on a motorway?

6. Do pelican crossings have lights?

7. Which light signals mean 'stop'?

8. Can you wait in a box junction if you are turning right?

9. Can you reverse into a main road?

10. Can you stop on the hard shoulder of a motorway?

Task 2: Put should, shouldn't, must, mustn't, have to and don't have to in the spaces.

1. If you drive a car you \_\_\_\_\_ have a driving licence.

2. If you drive a car you \_\_\_\_\_ have insurance.
3. If you drive a car you \_\_\_\_\_ have a radio.
4. If you drive a car you \_\_\_\_\_ have road tax on your car.
5. If you drive a car you \_\_\_\_\_ have an MOT for your car.
6. When you come to a roundabout you \_\_\_\_\_ slow down.
7. If you are driving you \_\_\_\_\_ use your mobile phone.
8. When you are driving you \_\_\_\_\_ wear a seatbelt.
9. If you are a passenger you \_\_\_\_\_ wear a seatbelt.
10. You \_\_\_\_\_ listen to your radio when you are driving.
11. You \_\_\_\_\_ stop at a red traffic light.
12. When you ride a bike you \_\_\_\_\_ wear a helmet.
13. You \_\_\_\_\_ always drive carefully.
14. You \_\_\_\_\_ stop at a zebra crossing all the time.
15. You \_\_\_\_\_ smoke while you are driving.

Task 3: Listen and translate the song. After listening to the song close the books and repeat as many rules of The Highway Code as you remember.

## **THE HIGHWAY CODE**

The Highway Code part one, the road user on foot, walking alone  
 Where there is a pavement or adequate footpath, use it  
 On a pavement or footpath  
 Do not walk next to the kerb with your back to the traffic  
 Do not step into the road without first looking  
 Where there is no adequate footpath  
 Walk on the right of the road to face oncoming traffic  
 Do not loiter in the roadway or walk along cycle tracks  
 A marching body on the road should keep on the left-hand side  
 It should have look-outs at suitable distances at the front and rear  
 And at night they should carry lights  
 White at the front of the column and red at the rear

Always use subways, footbridges, pedestrian crossings or central  
 refuges when provided  
 Otherwise, cross where you have a clear view of the road both ways  
 Take extra care if your view is limited  
 By stationary vehicles or other obstructions  
 Before you cross, stop at the kerb  
 Look right, look left, and right again  
 Do not cross until the road is clear  
 Then cross at right-angles, keeping a careful lookout all the time

When you have stepped off the kerb onto a Zebra Crossing  
 Which must have black and white stripes, studs and lighted beacons  
 You have the right-of-way  
 But allow approaching vehicles ample time to give way  
 Especially if the road is wet or icy  
 When crossing the road at junctions



Lookout for vehicles turning the corner  
 Do not cross the road, either at a Zebra Crossing or elsewhere  
 Against a signal to stop by a Police Officer controlling traffic

Do not get on or off a bus or tram while it is moving  
 Or when it is not at a recognised stopping place  
 Do not step out suddenly from behind a stationary or slowly moving  
 bus or tram

If you want to get on one at a request stop  
 Give a clear signal for it to stop  
 And do not step into the road until it has stop-ped

## Activity 4

Task 1: Look through the pictures which are based on nationality stereotypes. What is tricky about these facts? Continue the sentence “What the perfect European should be like” using this information.



Task 2: Study the picture. Does the artist mean what he says? What should the perfect Brit be like?



## Activity 4

Task 1: Listen and translate the song.

### Moon Shadow

by Cat Stevens

I'm being followed by a moon shadow  
 moon shadow-moon shadow  
 leaping and hopping on a moon shadow  
 moon shadow-moon shadow  
 and if I ever lose my hands  
 lose my plough, lose my land  
 oh, if I ever lose my hands  
 oh, well...

I won't have to work no more  
 and if I ever lose my eyes  
 If my colours all run dry  
 yes, if I ever lose my eyes  
 oh well ...

I won't have to cry no more.  
 yes, I'm being followed by a moon shadow  
 moon shadow - moon shadow  
 leaping and hopping on a moon shadow  
 moon shadow - moon shadow  
 and if I ever lose my legs  
 I won't moan and I won't beg  
 oh if I ever lose my legs  
 oh well...

I won't have to walk no more  
 And if I ever lose my mouth

all my teeth, north and south  
 yes, if I ever lose my mouth  
 oh well...  
 I won't have to talk...  
 Did it take long to find me  
 I ask the faithful light  
 Ooh did it take long to find me  
 And are you going to stay the night  
 I'm being followed by a moon shadow  
 moon shadow - moon shadow  
 leaping and hopping on a moon shadow  
 moon shadow - moon shadow  
 moon shadow - moon shadow  
 moon shadow - moon shadow

Task 2: Make a list of the things that you have to do every day, every hour, every minute.

Make a list of the things that you had to do when you were 5 years old and 15 years old.

Make a list of the thing that you won't have to do

- if the apocalypse ever happens
- if you ever change your sex
- if The Third World ever happens
- if aliens ever visit the Earth
- if the peace ever sets in.

## Activity 5

Task 1: Listen and translate the song.

### **It should have been me by Andreas Johanson**

Lay down by my side, the truth won't hurt me now  
 Even in this last goodbye, there is beauty we can't deny  
 Maybe, maybe, maybe it's a crime dear...  
 Maybe, maybe, maybe I don't want to see  
 Why you give yourself away... when...

It should have been me, should have been my love  
 It should have been me, should have been my kind of love  
 Escape with me tonight, this moment is all there is  
 When the morning comes we're cast aside, now there's farewell in every kiss  
 You stumble through emotions with great and deep concern  
 You cross my line of defence, you know how weakness makes me yearn  
 Then you throw my love away, afraid of what you see  
 Hell, you ought to know by now...

It should have been me, should have been my love  
 It should have been me, should have been my kind of love

When you walk beside him down the aisle in your brilliant wedding dress  
When the ring is on your finger, and he wants you to get undressed  
Will you fall into his arms, will you set his spirit free, will he ever get to know...  
It should have been me  
Maybe, maybe, maybe I'm alone here  
Maybe, maybe, maybe I don't want to see  
When you give yourself away...  
It should have been me, should have been my love  
It should have been me, should have been my kind of love

Task 2: What reasons does the singer have to say "It should have been me"?

Task 3: Complete the sentences by your own ideas and say who should have been different in the following situation and what should have been done. Make up your own sentences.

F. ex.

The engineer treated a cat and the cat ...(died).....

The engineer should not have interfered with the process. He should have designed skyscrapers. It should have been the vet who treated the cat. The cat's owner should not have let his friend engineer treat the cat.

The baby was grown up by wolves and the baby .....

The eggs were boiled in oil and .....

Money was put into a sock and.....

A little boy poured milk into his pockets and .....

The lion trainer let his hungry tigers escape from the circus and .....

The donkey was riding on the man and.....

## Activity 6

Task 1: Listen and translate the song.

### "Leaving New York"

It's quiet now  
And what it brings  
Is everything  
Comes calling back  
A brilliant night  
I'm still awake  
I looked ahead  
I'm sure I saw you there  
You don't need me  
To tell you now  
That nothing can compare

You might have laughed if I told you  
You might have hidden a frown  
You might have succeeded in changing me  
I might have been turned around

It's easier to leave than to be left behind  
 Leaving was never my proud  
 Leaving New York, never easy  
 I saw the light fading out  
 Now life is sweet  
 And what it brings  
 I tried to take  
 But loneliness  
 It wears me out  
 It lies in wait  
 And I've lost  
 Still in my eyes  
 The shadow of necklace  
 Across your thigh  
 I might've lived my life in a dream, but I swear  
 This is real  
 Memory fuses and shatters like glass  
 Mercurial future, forget the past  
 It's you, it's what I feel.  
 You might have laughed if I told you (it's pulling me apart)  
 You might have hidden a frown (change)  
 You might have succeeded in changing me (it's pulling me apart)  
 I might have been turned around (change)  
 It's easier to leave than to be left behind (it's pulling me apart)  
 Leaving was never my proud (change)  
 Leaving New York, never easy (it's pulling me apart)  
 I saw the light fading out  
 You find it in your heart, it's pulling me apart  
 You find it in your heart, change...  
 I told you, forever  
 I love you, forever  
 I told you, I love you  
 I love you, forever  
 I told you, forever  
 You never, you never  
 You told me forever  
 You might have laughed if I told you  
 You might have hidden the frown  
 You might have succeeded in changing me  
 I might have been turned around  
 It's easier to leave than to be left behind (it's pulling me apart)  
 Leaving was never my proud (change)  
 Leaving New York never easy (it's pulling me apart)  
 I saw the life fading out (change)  
 Leaving New York, never easy (it's pulling me apart)  
 I saw the light fading out (change)  
 Leaving New York never easy (it's pulling me apart)  
 I saw the life fading out (change)

Task 2: Read the puzzles and predict what might have happened.

**Puzzle 1**

In June 1998, a man was discovered in the forest in Australia. The trees in the forest had no leaves. The man was wearing a mask. An ambulance took him to hospital.

**Puzzle 2**

A man walked into a bar and asked the barman for a glass of water. The barman pulled out a gun and pointed it at the man. The man said “Thank you” and walked out.

**Puzzle 3**

Two boxers were in a boxing match. The fight was scheduled for around 12 rounds but ended after 6 rounds, after one boxer knocked out the other boxer. Yet no man threw a punch. How was it possible?

*Keys:*

- 1. The man was a diver. He was diving underwater in a lake near the forest. The forest had caught fire. Helicopters had put the fire out with water from the lake. Accidentally, they had picked up the diver and dropped him in the burning forest with the water.*
- 2. The man had hiccups. When he asked for the glass of water, the barman could hear that he had hiccups. He therefore pulled the gun in the order to shock the man and stop the hiccups. It worked, so the man said, “thank you”.*
- 3. The boxers were women.*

**Activity 7**

Task 1: Listen to the songs and focus on the grammar.

<p><b>Could've Been</b> <b>by Tiffany</b></p> <p>The flowers you gave me, Are just about to die. When I think about, What could've been, It makes me want to cry. The sweet words you whispered, Didn't mean a thing. I guess our song is over, As we begin to sing. Could've been so beautiful, Could've been so right, Could've been my lover, Every day of my life. Could've been so beautiful, Could've been so right. I'll never hold what could've been, On a cold and lonely night. The memories of our lovin', Still linger in the air,</p>	<p><b>It Must Have Been Love</b> <b>by Roxette</b></p> <p>Lay a whisper on my pillow, Leave the winter on the ground. I wake up lonely, A stare of silence. In the bedroom, And all around. (all around) Touch me now I close my eyes and dream away.</p> <p>It must've been love But it's over now. It must've been good But I lost it some how. I must've been love But it's over now. From the moment we touched Till the time had run out.</p> <p>Make believing we're together,</p>
---	--

<p>Like the fainted scent of your roses,  They stay with me everywhere.  Every time I get my hopes up,  They always seem to fall.  Still what could've been,  Is better than,  What could never be at all,  At all,  Could've been so beautifull,  Could've been so right,  Could've been my lover,  Every day of my life.  Could've been so beautifull,  Could've been so right.  You can't hold what could've been,  On a cold and lonely night.</p>	<p>That I'm sheltered by your arms.  But on the outside I turn to water,  Like a tear drop in your palm.</p> <p>And it's a hard winters day.  I dream away.</p> <p>It must've been love  But it's over now.  It was all that I wanted  Now I'm livin' without  I must've been love  But it's over now.  From the moment we touched  It's where the water flows  It's where the wind blows.</p>
--	--

Task 2: After you listen. Discuss the following questions in pairs or small groups.

- What things remind the singer of the past?
- Do you think that the singer chose to end the relationship, or do you think that her boyfriend chose to end it? Find evidence for your answer in the song.

Task 3: The singer in this song believes that her life could have been wonderful if her boyfriend had stayed with her. Make three sentences that describe this belief. Use *could have* + past participle. See the examples below.

*If her boyfriend had stayed, she could have had a beautiful life.*

*If her boyfriend had stayed, they could have been very happy together.*

1.

2.

3.

Task 4: In pairs or small groups share your answers to these questions.

Have you ever thought about something that could have happened, but hasn't?

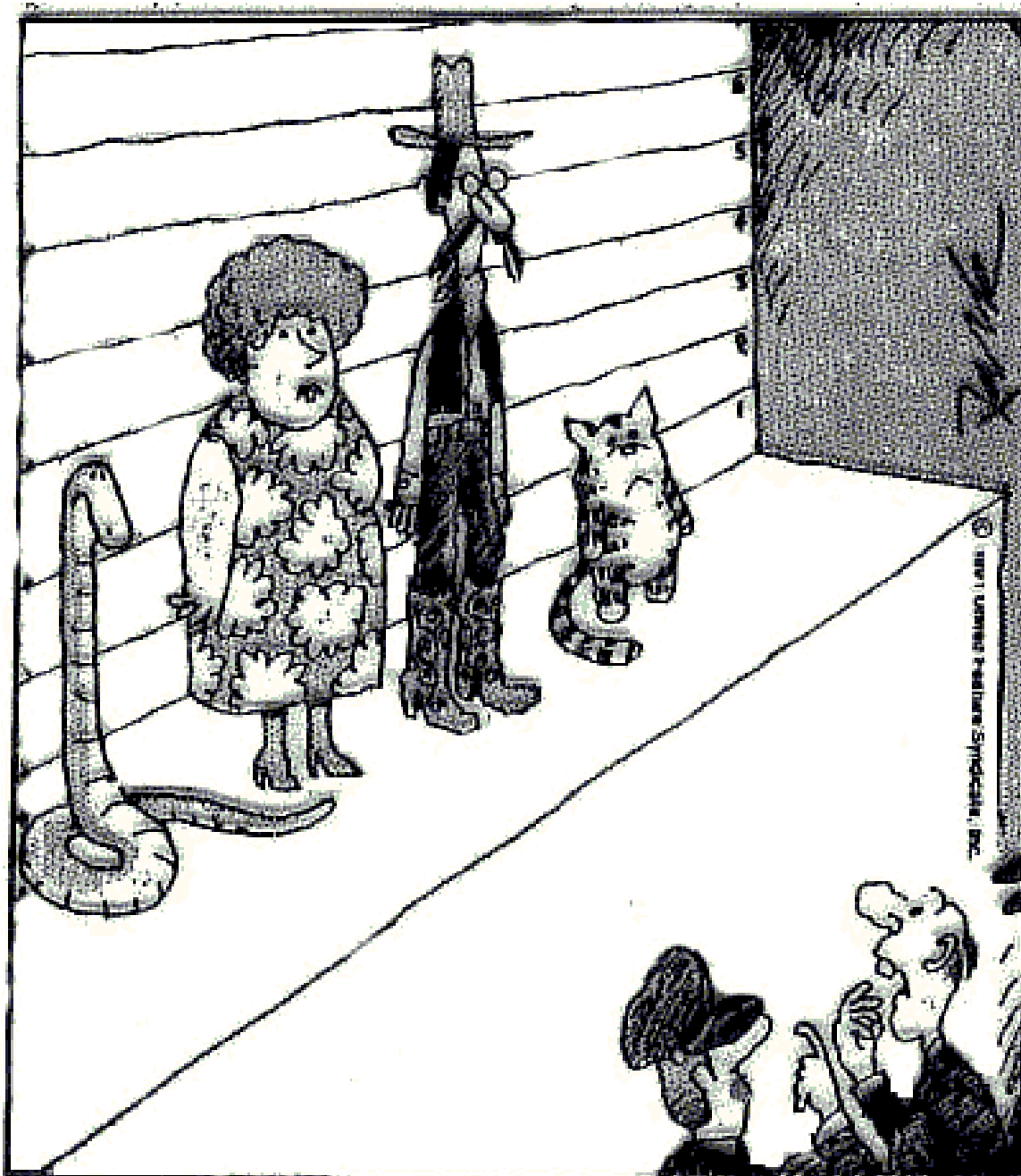
This can be a good thing or a bad thing.

For instance, consider these two examples:

*Last year, I was driving my car when I drove over some ice. My car spun around in circles and I went off the road. I could've hit a tree or I could've died, but fortunately the car just stopped and I was okay.*

*I was offered a job last year in Australia. It was a really good job, but I didn't want to live in Australia because it is so far away. I could've had a really good career, and I could've learned a lot of things, but I was too afraid to take the job.*

Think of something in your life that could have happened differently. Share your story with a partner or a small group.



**"It was . . . the cat! No, the woman! Heck, it could have been any one of them."**



# Passive Voice

## Activity 1

Task 1: Listen and translate the song

### Uncle Earl's Hairpiece

Once I was eaten by a man-eating great white shark  
Once I was crushed by an anvil when it fell from the sky  
Once an old man in a wicker chair smote me with his mind powers  
Once I leapt off a cliff when I thought I could fly

But of all the things that happened, being shot or boiled in hot grease  
Yeah, of all the things that happened  
They can't be as bad as the time I ate my Uncle Earl's hairpiece

Once I was pursued across the Bering Strait by mafiosa eskimos  
I had two tons of uranium surgically embedded in my head  
I was chewed upon by hungry kittens of a rare Siberian white tiger  
Scary guys from Fiji made me use a hot volcano for my bed

But of all the things that happened, being stoned or insulted by my niece  
Yeah of all the things that happened  
They can't be as bad as the time I ate my Uncle Earl's hairpiece

Uncle Earl is not known for his hygiene  
Oooh Chaka Khan  
He has the aroma of old cod  
Zeegan za Fleegan  
He's perfected perfuse perspiration  
Sweaty uncle! Bleah bleah!  
Believe me his flavor's very odd

Once I was trampled by a crazed mob of teenage girls  
I found myself on the business end of Genghis Khan's wrath  
My innards were consumed by a virulent alien bacteria  
My poor brain was pureed when I tried to do math

But of all the things that happened, licking feet or chewing on fleece  
Yeah of all the things that happened  
They can't be as bad as the time I ate my Uncle Earl's hairpiece

Once I was blindsided by a hurricane and carried off to fairyland  
I spent six long years employed as a dummy that they used for crashing cars  
I was slowly stalked and taken out by poorly wardrobeed culinary ninjas  
I was punished for my jokes and exiled to the darker side of Mars

But of all the things that happened, being gonged or mistaken by Maurice  
Yeah of all the things that happened  
They can't be as bad as the time I ate my Uncle Earl's hairpiece

It was sitting on the kitchen table  
I mistook it for a corn soufflé

I had eaten nearly seven-twelfths of that wretched thing  
Before I realized my mistake!

Looks like hair  
Feels like hair  
Tastes like hair  
Not real hair  
I don't wanna eat hair

## Activity 2

### Passive Voice Quiz Game

Task1: Answer the questions and you must answer with the passive voice.

Topics:

Movies:

Who directed *Pulp Fiction*? (Quentin Tarantino)

Where was *Life is Beautiful* produced? (Italy)

Where was *The Lord of the Rings* filmed? (New Zealand)

Who directed *2001: A Space Odyssey*? (Stanley Kubrick)

Writers:

Who wrote *Hamlet*? (Shakespeare)

Who wrote *Moby Dick*? (Melville);

Who wrote *Crime and Punishment*? (Dostoyevsky)

Who wrote *Frankenstein*? (Shelley)

Painters:

Who painted the *Mona Lisa* (Leonardo da Vinci)

Who painted *Starry Night*? (Van Gogh)

Who painted *Guernica*? (Picasso)

Who painted *The Scream*? (Munch)

Inventions:

Who invented the light bulb? (Edison)

Who invented the flying machine? (Wright Brothers)

Who invented the telephone? (Bell)

Who invented the radio? (Marconi)

Discoveries:

Who discovered the law of gravity? (Newton)

Who discovered  $E=mc^2$ ? (Einstein)

Who discovered the moons of Jupiter? (Galileo)

Who discovered radioactivity? (Curie)

Sunken Ships:

How was the Titanic sunk? (By an iceberg)

Where was the Titanic sunk? (Atlantic Ocean)

When was the U.S.S. Arizona sunk? (1941)

Who sank the Russian fleet in 1905? (Japanese)

Destroyed Cities:

How was Pompeii destroyed? (Volcano)

How was San Francisco destroyed in 1906? (Earthquake)

Who destroyed Sodom and Gomorrah? (God)

Who destroyed the city of Troy? (The Greeks or Odysseus)

Production:

Where is rice grown?

Where are cars manufactured?

Where is steel produced?

Where are semiconductors manufactured? (Taiwan, Korea, U.S.)

Uses:

What is wood used for? (Tables, desks . . . )

What is steel used for?

What is rubber used for?

What is leather used for?

Made from

What is popcorn made from?

What is ketchup made from?

What is cheese made from?

What is Kimchi made from?

Task 2: Give causes of beforehand activities in passive voice:

*What causes lung cancer? (Lung cancer is caused by smoking)*

### Activity 3

#### Famous Artists

Task 1: In couples make dialogue to talk about famous works of art.

Who painted/sculpted _____?	It was painted/sculpted by _____?
When was it painted/sculpted?	It was painted/sculpted in _____?
What was it painted with/sculpted from?	It was painted with/sculpted from _____?
Let me get this straight: It was painted/sculpted by _____ in _____ with/from _____.	That's right/correct.

## A Sheet

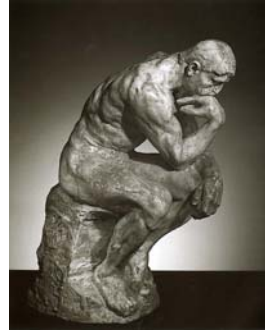


Name: **Sunflowers**

Artist:

Date:

Materials:

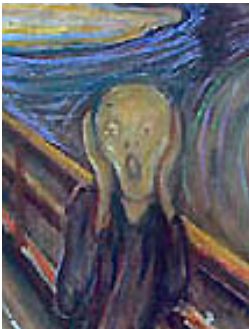


Name: **The Thinker**

Artist: Rodin

Date: 1882

Materials: Bronze



Name: **The Scream**

Artist: Munch

Date: 1893

Materials: Oil Paints



Name: **David**

Artist:

Date:

Materials:



Name: **The Ox**

Artist:

Date:

Materials



Name: **Mona Lisa**

Artist: Da Vinci

Date: 1503-1506

Materials: Oil



Name: **Guernica**

Artist:

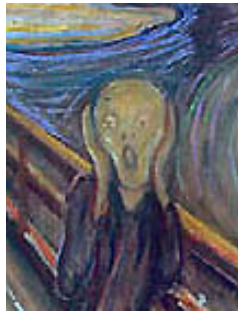
Date:

Materials:

## B Sheet



Name: **Sunflowers**  
Artist: Van Gogh  
Date: 1889  
Materials: Oil Paints



Name: **The Scream**  
Artist:  
Date:  
Materials:



Name: **The Ox**  
Artist: Joong-sup Lee  
Date: In the 1950s  
Materials: Oil paint



Name: **The Thinker**  
Artist:  
Date:  
Materials:



Name: **David**  
Artist: Michelangelo  
Date: 1501-1504  
Materials: Marble



Name: **Mona Lisa**  
Artist:  
Date:  
Materials

Name: **Guernica**  
Artist: Picasso  
Date: 1937  
Materials: Oil Paint

## Activity 4

Task 1: Divide into pairs. Rebuild the newspaper titles.

<b>SMILING IN YOUR PASSPORT PHOTO</b>	<b>SEIZED IN KENT</b>
<b>TWO MAJOR TERRORIST SUSPECTS</b>	<b>WRECKED BY BOLT OF LIGHTNING</b>
<b>LORD LUNCAN MURDER</b>	<b>CAPTURED IN LONDON</b>
<b>YACHT'S CAPTAIN ALONE AT SEA</b>	<b>WILL BE BANNED</b>
<b>£1 MILLION HOUSE</b>	<b>REOPENED</b>
<b>SECOND MAJOR COCAINE CARGO</b>	<b>ABANDONED BY CREW</b>

Task 2: Discuss. What are these articles written about?

Task 3: Match each title to the corresponding article and then to complete the articles by adding auxiliaries and prepositions.

1. Special security measures ..... introduced ..... the UK Passport Service to help facial recognition scanners to function properly. Tinted glasses, head coverings and even dummies in babies' mouths ..... banned. The new passport ..... fitted ..... a microchip containing all information about its holders. But only a neutral expression ..... detected ..... the scanning machines. Existing passport pictures which do not meet the rules ..... accepted until the document expires.

2. A £1MILLION house ..... wrecked by a bolt of lightning yesterday as severe weather battered much of the country once again. The owners, Mary and John Spring, returned to find the property in Kent, in flames. The couple ..... telephoned ..... a neighbour after lightning struck the eaves of three-storey detached house. One resident, who did not wish ..... named, said: 'I heard a sudden

whoosh sound and then a crack. There was smoke pouring out of the roof. I immediately called the fire brigade and phoned the Springs: they ..... absolutely devastated.'

3. A British skipper Stephen Roy, 45, ..... found .....rescuers with his hands tied behind the back, alone on the deck of his yacht as it drifts 100 miles off the French coast. On Friday morning, French authorities ..... informed ..... a Canadian vessel and immediately an helicopter and a rescue boat ..... sent to look for him but he was in a pretty bad way physically with dehydration and psychologically it seems as if he wasn't at all well. Mr Roy ..... taken to the hospital and only after he ..... released, he .....questioned ..... the police.

4. Two of the world's most important terror suspects ..... seized ..... Scotland Yard. One ..... said to be a senior al Qaeda operative while the other ..... accused of being a major fundraiser for terrorism around the world. Ali Abu Abec ..... arrested in Willesden yesterday: he ..... believed ..... US intelligence to be trusted aides of Osama bin Laden and to have plotted to blow up Jewish target and financial institutions. The other man, Mohammed Ali Khan, 30, lived in Chelsea: he ..... Accused of using websites and emails to supply money and property for acts of terrorism. He ..... said ..... New York Times to a relative of Osama bin Laden.

5. The investigation into the Lord Luncan murder case ..... reopened – nearly 30 years after he disappeared. Already existing police evidence ..... examined by detectives who have announced that DNA profiling ..... also ..... used to try to solve the case. The 7th Earl of Luncan vanished in November 1974, a day after the murdered body of his children's nanny Sandra Rivett ..... found at his London home. Over the years people have claimed several sightings of the aristocrat whose body ..... never ..... found.

**6. A second major seizure of cocaine ..... made by Custom officers in a week from a ship at Dover cargo port. Three plastics bags containing 3kg of the Class A drug worth around £1.6m ..... found in the hold of a ship loaded ..... bananas. Officers seized the Liberian-registered Horncliff when it arrived in Kent from Colombia on Wednesday. No arrest ..... yet ..... made. The find follows the discovery of 120kg of cocaine worth £7.2m on Monday.**

## Содержание:

Предисловие	3
Pronouns	5
Comparative forms of adjectives	7
Present Simple	11
Present Continuous	15
Present Perfect	18
Present Perfect Continuous	23
Past Simple	25
Past Continuous	31
Future Tenses	36
Going to	41
Questions	45
Modal Verbs	49
Passive Voice	64



**Notes.**



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## **TALKING GRAMMAR**

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