Final Report of Odlar Yurdu University on preparation of Pilot Program

1) **Name of the Pilot program:**

Total number of Bachelor students: 85

Name of pilot subjects:

Reading and speech in foreign language-2

Grammar of foreign language-2

Phonetics of foreign language-2

Reading and speech in foreign language-3

Grammar of foreign language-3

Phonetics of foreign language-3

Reading and speech in foreign language-6

Methods of teaching foreign language-1

Stylistics of foreign language

Number of pilot teachers: 7

Nasirova Ulviyya

Bakirova Aynura

Valiyeva Samira

Khanpashayeva Matanat

Mammadova Nafila

Saliyeva Hadiyya

Shukurova Malahat

Annex 1 – official documents for selection of pilot program, subjects and teachers

2) **Program commission**

When was it established? 12/10/2019

About the members:

Qabil Qaffarov- Vice-rector for Educational Organization and New Training Technologies

Zaur Mammadov- Head of International Relations, Projects, Strategic Development Department

Saadat Abdurahmanova-Head of Department of Languages

Elda Huseynov- Head of Quality Assurance Centre
Hadiyya Saliyeva-Methodist of Department of Languages
Ulviyya Nasirova-Head of Section on General English subjects

The responsibilities and the tasks of Program commission

Annex 2. Official documents about the approval of program commission

3) **Monitoring of Pilot teachers' teaching method**

The goal of the monitoring: To identify

How many lessons observed? 7

Who were the observers? Established committee board:
Qabil Qaffarov- Vice-rector for Educational Organization and New Training Technologies
Zaur Mammadov- Head of International Relations, Projects, Strategic Development Department
Saadat Abdurahmanova-Head of Department of Languages
Elda Huseynov- Head of Quality Assurance Centre

Results of the observation: During the monitoring strength and weaknesses of the program were identified. Some action points were planned to eliminate the weaknesses.

Annex 3: Report on monitoring

4) **Trainings for teaching staff**

Number of trainings organized: 6
Number of teachers participated: 70
Date of trainings: From October 22 to November 12
Results of the trainings: Teachers were aware of ESG standards and new teaching methods within pilot program

Annex 4: Approved Agenda of trainings (link to videos if possible) and report on training

5) **Conducting survey among teaching staff**
Number of participants:
Number of round tables organized with teachers:
Main findings from surveys
Annex 5: Report on survey of teaching staff

6) Trainings for students

Number of trainings organized: 5
Number of students participated: 90
Results of the trainings:
Annex 6: Report on student trainings

7) Survey among students

Number of students participated in surveys:
Main findings:

Annex 7: Report on student survey

8) Updated syllabus

Number of syllabus updated (the name of subjects): 9
Number of teachers prepared the syllabus: 7
Annex 8: Updated program
Annex 9: Updated syllabuses
Annex 10: Approved teaching methods and assignments

Co-funded by the
Erasmus+ Programme
of the European Union

PILOT PROGRAMME COMMISSION

for "Establishment and Development of Quality Assurance Centers in Azerbaijan Universities" (EQAC)
Erasmus + CBHE Project

PILOT PROQRAM KOMMİSİYASI

"Azərbaycan universitetlərində keyfiyyətə nəzarət mərkəzlərinin yaradılması və inkişafı" adlı

Erasmus + CBHE layihəsi çərçivəsində

In English		Azərbaycan dilində	
№	Commission members	№	Komissiya üzvləri
1	Qabil Qaffarov- Vice-rector for Educational Organization and New Training Technologies	1	Qabil Qaffarov - Tədrisin təşkili və yeni təlim texnologiyaları üzrə prorektor
2	Zaur Mammadov- Head of International Relations, Projects, Strategic Development Department	2	Zaur Məmmədov – Beynəlxalq əlaqələr, layihələr və strateji inkişaf departamentinin rəhbəri
3	Saadat Abdurahmanova-Head of Department of Languages	3	Səadət Abdurəhmanova – Dillər kafedrasının rəhbəri
4	Elda Huseynov- Head of Quality Assurance Centre	4	Eldar Hüseynova – Keyfiyyətin təminatı mərkəzinin rəhbəri
5	Hadiyya Saliyeva-Methodist of Department of Languages	5	Hədiyyə Saliyeva – Dillər kafedrasının metodisti
6	Ulviyya Nasirova-Head of Section on General English subjects	6	Ülviyyə Nəsirova - Ümumi ingilis dili fənləri üzrə bölmə rəhbəri
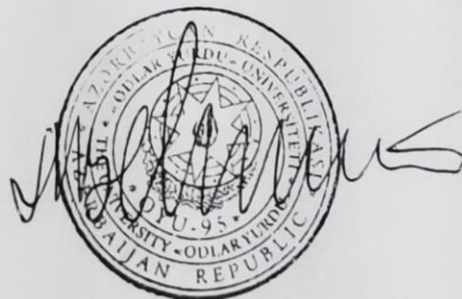
Rektor: prof. Ə.A.Vəliyev

PILOT PROGRAMME

for "Establishment and Development of Quality Assurance Centers in Azerbaijan Universities" (EQAC)

Erasmus + CBHE Project

PILOT PROQRAM

"Azərbaycan universitetlərində keyfiyyətə nəzarət mərkəzlərinin yaradılması və inkişafı" adlı

Erasmus + CBHE layihəsi çərçivəsində

In English	Azərbaycan dilində
Pilot speciality: Foreign language teaching speciality	**Pilot ixtisas: Xarici dil müəllimliyi**

№	Pilot Subjects	№	Pilot fənlər
1	Reading and speech in foreign language 2	1	Xarici dildə oxu və nitq-2
2	Grammar of foreign language-2	2	Xarici dilin qrammatikası-2
3	Phonetics of foreign language-2	3	Xarici dilin fonetikası-2
4	Reading and speech in foreign language-3	4	Xarici dildə oxu və nitq-3
5	Grammar of foreign language-3	5	Xarici dilin qrammatikası-3
6	Phonetics of foreign language-3	6	Xarici dilin fonetikası-3
7	Reading and speech in foreign language-6	7	Xarici dildə oxu və nitq-6
8	Methods of teaching foreign language-1	8	Xarici dilin tədrisi metodikası-1
9	Stylistics of foreign language	9	Xarici dilin üslubiyyəti

Rektor: _____ prof. Ə.A.Vəliyev

Co-funded by the
Erasmus+ Programme
of the European Union

Təsdiq edirəm:

Rektor prof. Ə.A.Vəliyev

"08" Noyabr 2019-cu il

Yeni kurrikulumun tətbiqi layihəsi

Odlar Yurdu Universiteti

Layihənin məqsədi: "Xarici dil müəllimliyi" ixtisası üzrə kurrikulumun ESG standartlarına əsasən yenilənməsi və akademik heyətə müvafiq təlimlərin keçirilməsi.

MN1: ESG standardlarına uyğun olaraq Sillabusların yazılması
MN2: Tələbə yönümlü təhsil sistemində mənimsəmə nəticələrinin yazılması qaydalarının tətbiqi
MN3: Maraqlı tərəfdaşların maraqlarının proqram tərtibində nəzərə alınması
MN4: Proqram tərtibinə tələbələrin cəlb olunması
MN5: Yeni qiymətləndirmə metodlarının tətbiq olunması
MN6: Kurs işlərinin layihə formasında tətbiq olunması
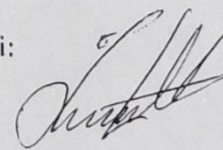MN7: Mütəmadi sorğu və geri bildirim sisteminin tətbiq olunması

Fəaliyyətin adı	Tarix
Pilot ixtisasın seçilməsi	Oktyabr 22
Pilot fənnlərin seçilməsi	Oktyabr 22
Pilot proqram komissiyasının təşkili	Oktyabr 22
Yeni sillabus qaydalarının hazırlanması	Oktyabr 30
Pilot müəllimlərin seçilməsi və onların cari tədris metodlarının monitorinq edilməsi	Oktyabr 25
Yeni qiymətləndirmə qaydalarının hazırlanması	Noyabr 15
Proqramın məqsəd və Öyrənmə nəticələrinin hazırlanması	Noyabr 29
Fənnlərin məqsəd və Öyrənmə nəticələrinin hazırlanması	Noyabr 29
Fənn ədəbiyyatlarının və semestr müddətində həmin fənn üzrə veriləcək tapşırıqların komissiya tərəfindən yoxlanılması və qiymətləndirilməsi	Dekabr 13
Sorğuların keçirilməsi	Mütəmadi
Təlimlər	
ESG standartlarına uyğun Sillabus və Kurrikulumun yazılması qaydası	Noyabr 01
Maraqlı tərəfdaşların proqram tərtibində rolu	Noyabr 01
Tələbələrin proqram tərtibinə cəlb olunması	Noyabr 04
Fənnlərin monitorinqi qaydaları	Noyabr 04
Müəllimlərin monitorinqi qaydaları	Noyabr 08

Sorğu nəticələrinin təhlili		
Seçilmiş ixtisas üzrə müəllim və idarəetmə heyətinə veriləcək təlimlər		Noyabr 08
ESG standartları və onların keyfiyyət təminatında rolu		Noyabr 01
Tələbə yönümlü təhsil sistemində mənimsəmə nəticələrinin hazırlanmasının rolu		Noyabr 04
Bloom taksanomiyası		Noyabr 04
Araşdırma və analitik təhlil		Noyabr 04
Yeni tədris metodları		Noyabr 04
Məqalələrin təhlili qaydası		Noyabr 05
Layihələrin (kurs işlərinin) yazılması qaydası		Noyabr 06
Sorğu nəticələrinin təhlili		Noyabr 07
Seçilmiş ixtisas üzrə tələbə heyətinə veriləcək təlimlər		
Keyfiyyət təminatında tələbələrin rolu		Noyabr 11
Yeni tədris metodlarının tədbiqi		Noyabr 11
Layihələrin (kurs işlərinin) yazılması qaydası		Noyabr 12
Yeni qiymətləndirmə qaydaları		Noyabr 13
Sorğularda iştirakın əhəmiyyəti		Mütəmadi

Pilot fənlər və icraçılar

№	Pilot fənlər	İcraçıları
1	Xarici dildə oxu və nitq-2	Məmmədova Fəridə Məmmədova Nafilə
2	Xarici dilin qrammatikası-2	Saliyeva Hədiyyə
3	Xarici dilin fonetikası-2	Vəliyeva Samirə
4	Xarici dildə oxu və nitq-3	Nəsirova Ülviyyə
5	Xarici dilin qrammatikası-3	Saliyeva Hədiyyə
6	Xarici dilin fonetikası-3	Xanpaşayeva Mətanət Səfərova Röya
7	Xarici dildə oxu və nitq-6	Məmmədova Nafilə
8	Xarici dilin tədrisi metodikasi-1	Sükürova Məlahət
9	Xarici dilin üslubiyyəti	Bəkirova Aynurə

Beynəlxalq Əlaqələr,
Layihələr və Strateji İnkişaf Departamentinin Rəhbəri: Z.S.Məmmədov

Annex 3 (Report on monitoring)
Report on trainings for teaching staff of OYU

1 ESG Standarts :

- On this 3 day trainings were held for teaching staff of OYU at university. This training was dedicated to the "ESG standards and their role in quality assurance". 50 teachers from different faculties attended the workshop. The main aim was to explain that the ESG aim is to clarify the organization of quality assurance and lay down the standards and guidelines for internal and external quality assurance within higher education institutions. The result is that the university should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders. The university should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

2. The Role of preparation of learning outcomes in student-oriented education

"The Role of preparation of learning outcomes in student-oriented education". 40 teachers were participated in the training. Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course. Why learning outcomes? How learning outcomes need to be? and other questions were discussed in the workshop.

3. Bloom taxonomy

This training about role of bloom taxonomy of teaching prosess.
60 teachers from different faculties attended the workshop

4. What is the difference between objectives and Learning Outcomes?

65 teachers from different faculties attended the workshop

5.Presentation and training methods

6. Student-centred learning, teaching and assessment

The following issues and questions were discussed and answered:

- **Importance of bloom taxonomy**
- **How to design learning outcomes, which meet labor market demand?**
- **How to design assessment methods to ensure all learning outcomes?**
- **What is the difference between objectives and Learning Outcomes?**
- **Time management during lesson prosses**
- **Student-centred learning, teaching and assessment**
- **Redesigned of Study programmes**
- **Regularly evaluates and adjusts the modes of delivery and pedagogical methods**
- **Promotes mutual respect within the learner-teacher relationship**
- **Student progression, success**
- **The involvement of external stakeholders in quality assurance.**
- **The Role of preparation of learning outcomes in student-oriented education**
- **Redesigned of syllabus**

Annex 3 (Report on monitoring)

After organizing trainings, following improvements have been observed among Pilot teachers:

- Trainings increased the motivation of the teachers
- After the trainings, teachers used interactive teaching methods
- After the trainings, teachers used different type of presentation methods
- After the training, the teachers organized the curriculum in accordance the requirements of the labor market
- Pilot teachers try to apply shift from teacher-centered teaching methodology to student-centred education system;

- Pilot teachers try to apply shift from teacher-centered teaching methodology to student-centred education system;

- Pilot teachers are well informed about new teaching methods and student-centered education systems;

- Pilot teachers are well informed about the European Standards and Guidelines (ESG);

- The ESG standards are taken into account in the preparation of syllabus;

- Pilot teachers try to involve student or business world to the development of the syllabus;

- Active involvement of students in the educational process is satisfactory;

- It is satisfactory to take into account competences when evaluating;

- The process of extracting outdated information from the program is not satisfactory when developing sillabus or other teaching materials;

- The vocational and generic educational competencies provided in the curriculum are taken into account in the development of syllabus or other teaching materials;

- When designing syllabus or other teaching materials, the purpose and results of the course, learning outcomes are properly stated;

- Pilot teachers' awareness of writing learning outcomes is satisfactory;

- The process of designing students' survey methodologies is satisfactory;

Odlar Yurdu University has rankging system for academic staff. After monitoring and evaluation of performance of academic staff, results affected the teachers' salary system. OYU developed motivation system for teacher. This method direcly effected of teacher performance and motivation. After trainings, teacher learn detailed information about international standards, ESG standards, student-centred education system, Importance of bloom taxonomy, design assessment methods to ensure all learning outcomes. After these processes, we conducted satisfaction survey among all students. The lack of some teacher don't apply new strategy including project base and student-centred learning. After trainings teachers understood their weaknesses.

Annex 6: Report on student trainings

Report on student trainings

1. The role of students in quality assurance

Nearly 70 students from different specialties and faculties attended the training

2. "Introduction of new teaching methods"

Nearly 60 students from different specialties and faculties attended the training

3. ESG Standarts

4. What is quality of education?

Nearly 60 students from different specialties and faculties attended the trainig

The following topics and questions were discussed and answered:

- What are the responsibilities of students to ensure quality within the education?
- International experience
- Requirements of labor market
- Presentation skills
- Project base learning prosess
- What is the difference between teachers centered education system and student centered education system?
- What is quality of education?
- The ways to shift from teachers- centered education system to student centered education system;
- The involvement of students to the designing of curriculum, syllabi, study programs;
- The involvement of students to the learning process;
- Make teachers use modern interactive teaching methods.;
- Importance of Learning Outcomes for Labor Market;
- The importance of getting in touch with alumni and get information about the current requirements of their own specialties;

After trainings, students learn detailed information about international standards, modern interactive teaching methods, Requirements of labor market, quality of education, student centered education system and ets. All these processes increased the motivation of students.

Updated syllabuses
Example

Head of Department:_____

"30" January 2020

ODLAR YURDU UNİVERSİTY

"GRAMMAR OF FOREIGN LANGUAGE"
S İ L L A B U S

Faculty	"Humanitarian and Languages"	Qualification /code	050103
Department	"Languages"	Subject/code	
Subject teacher	Saliyeva Hadiyya Aghadur	Group	950 X1
Degree	-	Program	Bachelor
E-mail	saliyeva-1987@mail.ru	Credit and hour	6 90 hours (seminar)

Contact number	(+99455) 848-71-42	Type of subject	Compulsory
Linkedinprofili		Prequisite subject	Not found
OYU sayt	www.oyu.edu.az	Form of Education	Full time education
OYU e-mail	info@oyu.edu.az	Teaching language of the subject	Azerbaijan language
		Academic year	2019 2020

UNIT DESCRIPTION

Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.

In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. For a better language improvement, grammar plays a crucial role.

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages.

To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills.

AIMS

This unit aims to:

- The students will communicate comfortably and effectively in both spoken and written Standard English

- The students will integrate form, meaning and use in academic discourse settings
- The students will demonstrate consistent and appropriate language use in extended conversations and discussions.
- The students will transfer their knowledge of the structure of English into effective, concise and grammatically correct longer types of writing such as multi-paragraph academic essays and personal journals.
- The students will self-edit oral and written production.

LEARNING OUTCOMES

By the end of the unit, a student will be able to:

- recognize and understand the meaning of targeted grammatical structures in written and spoken form
- use targeted grammatical structures meaningfully and appropriately in oral and written production
- self-correct when using targeted grammatical structures
- demonstrate consistent and appropriate language use in extended conversations and discussions.
- self-edit oral and written production.

TEACHING & LEARNING METHODS

The following teaching & learning methods will be employed:

CCQ: A concept checking question is designed to highlight the essence of the meaning of the target language and verbally check for understanding of grammar

Communicative approach: When student are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Flipped-learning method: the conventional notion of classroom based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated.

Case Studies: cases will be analyzed and discussed through the contribution of the theoretical lectures. This method will help students to develop their critical thinking as well as a particular awareness and understanding of specific issues

Exercises, presentations, workshops and group discussions (pyramid method): will help students to apply theories practice and to demonstrate knowledge, understanding and critical thinking.

Social media: The page will have links to YouTube featuring some videos discussed in class. Students will be encouraged to share and discuss examples related to grammar rules.

FEEDBACK PROVISION

The following methods will be used to provide formative and summative feedback to students:

- Face to face feedback on course works' ideas to be provided in class.
- Individual summative and formative feedback.
- Any further specific qualitative feedback will be addressed on an individual basis.
- Error feedback focused on grammar

Evaluation system of our university is as follows:

- -less than 51 points - «bad » -   F
- -51-60 bal - «satisfactory» - E
- -61-70 bal - «not good»   - D
- -71-80 bal - «good»   - C
- -81-90 bal - «very good »   - B
- -91-100 bal - «excellent»   - A

RECOMMENDED TEXTBOOK(S)

1. Oxford Practice Grammar , Norman Coe,Ken Paterson
2. English grammar In Use, Raymond Murphy
3. English grammar In Use Supplementary Exercises, Louise Hashemi with Raymond Murphy
4. Macmillan English Grammar in Context, Michael Vince
5. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press.
6. Intermediate Grammar Games, Jill Hadfield, Longman

Key resources:

1. https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=grammar
2. https://learnenglish.britishcouncil.org/english-grammar-reference
3. https://www.perfect-english-grammar.com/
4. https://www.grammar.cl
5. https://www.esl-lounge.com
6. www.eslcafe.com
7. https://www.fluentu.com
8. https://www.englishpage.com/
9. https://www.examenglish.com/IELTS/ielts_grammar_test.htm
10. http://www.advanced-english-grammar.com/
11. https://www.ielts-exam.net/grammar/

Outline

Session II

#1

Present Simple" to be"(1,2)

Present Simple, its formation and usage

Present Continuous tense

"to be " –its usage to the persons

Present simple's positive,negative and question forms,

The present continuous formation

Case discussions: The difference between "I always do" and "I am always doing".
The difference between "I am always doing" and "keep doing"

Communicative approach: Situation in context (answer personal questions, name, address, phone number; give directions to another person to get to a store, the post office, or a bank using a map.); Interviews and songs,

Grammar game: Lend a hand

Song: Are you Lonesome Tonight? Elvis Presley

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p3-5, p6-9, p10-13

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 2-9
2. Macmillan English Grammar in Context, Michael Vince, p 5-9
3. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 14-15

#2
Past Simple , past simple "to be"
Past Continuous, past simple or past continuous
Positive ,negative and questions'formation,regular and irregular forms
The formation of past continuous,its positive,negativeand questions

Field work: Describe a past vacation, weekend, etc., songs
Grammar game: Sweet memories
Song: Because You Loved Me   Celine Dion
You are beautiful, James Blunt

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p20-23, p24-27

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 12-13
2. Macmillan English Grammar in Context, Michael Vince, p14-17
3. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 24-25

#3
Present Perfect(1,2)
Present perfect(3),Past simple or present perfect
Present perfect's formation, its positive ,negative,questions
The adverbs are used in present perfect, to compare these tenses
Present perfect continuous, Present perfect continuous's positive,negative and questions formation, more detail "how long", "how many,much"

Communicative approach: gossiping about life experiences; a medical interview on a visit with a new doctor.

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p28-31, p32-35, p36-39

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING

English grammar In Use, Raymond Murphy, P 14-29

Macmillan English Grammar in Context, Michael Vince, p22-25

#4

Past Perfect tense, Past perfect continuous

"Used to" –expression, Used to-talk about a past situation or habitual actions, compare past simple and "used to"

Communicative approach: Writing and showing movie plot;

Communicative approach: Have pairs of students ask what their partner had been doing before that event in the past. Each person should share their partner's answers with the class

Grammar game: before or after?

Song: "Used to" Cris Daughtry

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p40-43

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING

1. English grammar In Use, Raymond Murphy, P 30-33, p 36-37
2. Macmillan English Grammar in Context, Michael Vince, p 20
3. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 35-37

#5

"Be going to " ,will and shall Unit 26. Future

Will or be going to ,Present continuous for the future

Positive, negative and questions of the expression"to be going",usage of will and shall

The use of "will" with an infinitive, then "to be going with "to"+ infinitive, the usage of present continuous

Communicative approach: Dialogues, orders in restaurant.

Grammar game: Make it snappy

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p46-49, p50-53

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 40-47
2. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 40-42

#6
Unit 25.Present tense; when, before,after,until,etc.
When instead of future used present simple,future time with different verbs

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 54-57

Flipped learning method

#7
U 29.”Yes or no” questions
Called”yes or no”because the answer is either “ yes or no”
U30,31. Where,when,why,how,who,what,which
They are question words,the form questions with where, when,why and how

Grammar Game: Question Tags

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 64-65, p 66-69

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 98-99
2. English grammar In Use Supplementary Exercises, Louise Hashemi with Raymond Murphy, p 72-75
3. Intermediate Grammar Games, Jill Hadfield, Longman, p 32

#8

So am I, I am too,Neither am I,etc.

Instead of so am I, I'm too can be used.for replying to a negative statement used neither am I.

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p82-83

 # 9

U39,40. Ability: can,can't,could,couldn't. Can/could/? Can/could you?/ could have done, couldn't have done

How do we form questions with "can or may" . can, may or could to ask for permission.

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p86-89

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 52-55
2. English grammar In Use Supplementary Exercises, Louise Hashemi with Raymond Murphy, p 41
3. Macmillan English Grammar in Context, Michael Vince, p 86-89

#10

U41,42.Must, musn't. Have to.

U43,44.Must/have to, mustn't/don't have to.Must,can't, may,might,could

The use of " must", its meanings,"must"generally use in question form

Must- is used when the speaker thinks necessary or important actions

Grammar game: Let's go together

Song: It must have been love by Roxette Flor

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p90-93, p94-97

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 56, p 62-65
2. English grammar In Use Supplementary Exercises, Louise Hashemi with Raymond Murphy, p45
3. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 62-65

#11

U45,46. Should, shouldn't.Should,ought to, had better, should have done/gone
Should is used when something is good for us to do

Grammar game: Spinning ideas

Song: Because of you Kelly Clarckson

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p98-101

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 56, p 66-71
2. English grammar In Use Supplementary Exercises, Louise Hashemi with Raymond Murphy, p45
3. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 66-67

#12
U47.Need,needn't,needn't have.
Need- is used while the things are necessary, need –as as a notional or modal verb

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p102-103

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 64-65

#13
U49,50.Articles(1) a,an or the.A/an,the or no article

The use of the indefinite article ,use of the definite article with nouns, countable or uncountable

Grammar game: Come one, come on

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p108-111

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 144-157
2. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 87-89

#14
Unit 56. There or it/ they.
We use "there is/are" when we talk about smth for the first time in a conversation.

Flipped learning method

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 122

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 168-169

#15
Unit 57. The possessive pronouns "my, your: mine, yours"
Possessive pronouns have got two forms: conjoint and absolute

Grammar game: Family album

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 124

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING

1. English grammar In Use, Raymond Murphy, P 164-167
2. Games for Grammar Practice, Maria Lucia Zaorob and Elizabeth Chin, Cambridge University Press. P 109-111

16
Unit 58. Reflexive pronouns-" myself, yourself, etc.; "each other"
Reflexive pronouns are used to emphasize that the subject did the action , not another person

Communicative approach: Student interview (Jobs and Work Environments)

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 126

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 164-167
2. http://www.cambridge.org/grammarandbeyond/wp-content/uploads/2012/09/Communicative_Activity_Hi-IntAdvanced-Reflexive_Pronouns.pdf

#17
Unit 60, Much, many; how much/many
We use " much and many" to talk about quantity
Unit 61.;more. A lot of, lots of, a little, a few

Communicative activity: Ask yourself; Noughts and Crosses

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 130-133

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 174-175
2. Macmillan English Grammar in Context, Michael Vince, p 126
3. https://www.teach-this.com/parts-of-speech-activities-worksheets/quantifiers

#18

Unit 62. Something, anybody, nothing

" some"and its equivalents are used in positive, " any" and its equivalents in questions and negative sentences..

Unit 63. Every/ each; one/ another/ other/ others

Unit64.All, most,some, none

These pronouns are used when we talk about things or persons in general.

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p 134, 136, 138

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING

1. English grammar In Use, Raymond Murphy, P 170-171, p 176-183
2. Macmillan English Grammar in Context, Michael Vince, p 130-133

#19

Unit 65. One of the notional part of speech – adjectives (order)

We use adjectives to describe people and things

Unit 66. Adjectives: -" ed or ing"

Adjectives that end with " ed" to describe people's feelings, with "ing"to talk about a thing or person that makes us have a feelings

Communicative activity: Adjective opinions (This adjectives worksheet activity helps students learn the difference between adjectives with -ed and -ing endings. Students then practice using the different adjective forms to express opinions and feelings about various things. The class is divided into pairs (A and B) and each student is given a corresponding worksheet. The students complete sentences on their worksheet with true information about themselves. There are ten sentences in total with each one containing an -ed or -ing adjective. When the students have finished, they take it in turns to read their sentences to each other. Students try to explain their answers and keep the conversation going by asking questions. After that, the students test each other by exchanging worksheets and reading their partner's completed sentences, but instead of saying the adjective, they use the word 'blank'. Their partner then repeats the sentence back, adding in the adjective.)

RECOMMENDED BOOK(S)

Oxford Practice Grammar , Norman Coe, Ken Paterson, p 142-146

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 196-201
2. Macmillan English Grammar in Context, Michael Vince, p 138-139
3. https://www.teach-this.com/parts-of-speech-activities-worksheets/adjectives

#20
Unit68. Comparison; (not) as.....as
We use **as**+ **adjective**+**as t**o say that two things or people are the same in some way
Unit 71. Comparative adjectives.
Unit 72. Superlative adjectives.

Communicative approach: Home style Interview (**If your ESL class consists of students who have travelled overseas to study English, they probably have a strong opinion on how life in the U.S., U.K or Australia is different from that of their home country.** Have students interview one another, you can do this in front of the class if you like, and ask about how life is different here than it was at home. Encourage students to use the comparative and superlative as much as possible during their interview. For example, a student might say "People here are busier, but life at home is slower." If you like, have each person follow the activity by writing a paragraph about his own experience living overseas or that of his partner.)

Song: Kelly Clarkson Stronger

RECOMMENDED BOOK(S)
Oxford Practice Grammar , Norman Coe, Ken Paterson, p 212-217

LIST OF REFERENCES / ADDITIONAL RECOMMENDED READING
1. English grammar In Use, Raymond Murphy, P 212-217
2. English grammar In Use Supplementary Exercises, Louise Hashemi with Raymond Murphy , p 104-105
3. https://busyteacher.org/14341-comparative-superlative-activities-how-to-teach.html