

ENGLISH LANGUAGE LITERACY - LESSON 1 (A)

LESSON 1 (A) (BEGINNER LEVEL)

Title: **GRAMMAR**

VET Curriculum contents in text-shape

- **Word order. Rules for making English sentences.**

There are **three types of sentences** in English: **simple**, **compound**, and **complex**. The type of sentence depends on how many clauses (subject–verb groups) are included in the sentence. A simple sentence structure has one independent clause: “I went on a trip.” A compound sentence has at least two independent clauses: “I woke up, and I went to work.” In that sentence, both clauses can stand on their own as complete sentences. A complex sentence includes an independent clause and one or more dependent clauses: “I woke up and then went to work.” In that sentence, “I woke up” works as a complete sentence but “then went to work” does not.

Most sentences in English are constructed using one of the following five patterns:

Subject–Verb, e.g. Steve swims.

Subject–Verb–Object, e.g. He plays the guitar.

Subject–Verb–Adjective, e.g. She is clever.

Subject–Verb–Adverb, e.g. My sister walked to town.

Subject–Verb–Noun, e.g. We are teachers.

Source (modified): <https://www.wordy.com/writers-workshop/basic-english-sentence-structure/>

- **Parts of speech.**

Every word in English is a part of speech. The term “part of speech” defines the role a word plays in a sentence. And like any part of a more complex entity, these roles work together.

There are 8 parts of speech:

1. Nouns
2. Pronouns
3. Adjectives
4. Verbs
5. Adverbs
6. Prepositions
7. Conjunctions
8. Articles

More information on parts of speech in Lesson 1 (B).

Source (modified):

https://www.grammarly.com/blog/parts-of-speech/?gclid=Cj0KCQiA3-yQBhD3ARIsAHuHT67WvO6plba_3KITulEgVNAPmhrUm88rPinlakeO9WFd6Ixi7xTsDCEaAuahEALw_wcB

- **To be. Uses. Full and contracted versions. Affirmative, negative, and interrogative forms.**

The verb *to be*

The verb **to be** is the fundamental verb in the English language. Unfortunately, it is irregular in almost all of its forms. In the simple present tense, to be is conjugated as follows:

Affirmative forms of the verb to be

Subject Pronouns	Full Form	Contracted Form
I	am	'm
you	are	're

he/she/it	is	's
we	are	're
you	are	're
they	are	're

Interrogative forms of the verb to be:

Am	I?
Are	you?
Is	he/she/it?

Are	we?
Are	you?
Are	they?

Negative Forms of the verb to be:

Subject Pronouns	Full Form	Contracted Form
I	am not	'm not
you	are not	aren't
he/she/it	is not	isn't
we	are not	aren't
you	are not	aren't
they	are not	aren't

Examples:

- **Is** Jason Momoa French?
- No, he **isn't**. He's American.
- What about Emma Stone? **Is** she American, too?
- Yes, she **is**. She **is** American.
- **Are** Jason Momoa and Emma Stone French?
- No, They **aren't**. They **are** American.

Use of the simple present of to be

The main use of the simple present is to refer to an action/event that takes place regularly, but with the verb "to be" the simple present tense also refers to a present or general state, whether temporary, permanent, or habitual.

- I **am** hungry.
- She **is** friendly.

The verb to be in the simple present can be also used to refer to something true at the present moment.

- She **is** 10 years old.
- He **is** a dentist.

Source (modified): <https://www.myenglishpages.com/english/grammar-lesson-simple-present-be.php>

● **Present Simple. Uses. Basic affirmative, interrogative, and negative sentence structures.**

The **positive** is really easy. It's just the verb with an extra 's' if the subject is 'he', 'she', or 'it'. Let's take the verb 'play' as an example:

Positive (of 'play')

SINGULAR

I **play**
you **play**
he **plays**
she **plays**
it **plays**

PLURAL

we **play**
you **play**
they **play**

- Don't forget the 's'! It is a very common mistake.
- For a few verbs, there is a spelling change before the 's'. For example, '**study**' becomes '**studies**'.
- There are also few verbs which are irregular in the present simple:

1. 'have' - 'has'
2. 'do' - 'does'
3. 'go' - 'goes'

To make the **negative** form, you need to use 'do not' (don't) or 'does not' (doesn't).

Negative (of 'play')

SINGULAR

I **do not** play
 you **do not** play
 he **does not** play
 she **does not** play
 it **does not** play

I **don't** play
 you **don't** play
 he **doesn't** play
 she **doesn't** play
 it **doesn't** play

PLURAL

we **do not** play
 you **do not** play
 they **do not** play

we **don't** play
 you **don't** play
 they **don't** play

How about the **question** form of the present simple tense?

We use 'do' or 'does' before the subject to make the **'yes / no' question**:

Yes / No questions

SINGULAR

Do I play?
Do you play?
Does he play?
Does she play?

Does it play?

PLURAL

Do we play?
Do you play?
Do they play?

Just like with 'be', if you'd like to make a **'wh' question**, you just put the question word at the front:

Wh Questions:

Where do I play?
What do you play?
Why does he play?
Who does she play with?
How do we play?
How often do they play?

Source (modified): <https://www.perfect-english-grammar.com/present-simple.html>

Uses:

- **For traditions or habits**
 He drinks coffee at breakfast.
 She doesn't eat fish.
 They watch TV regularly.
- **For repeated actions or events**
 We go to school by bus every day.
 It rains very often in the hot season.
 They drive to the coast every summer.
- **For general truths**
 Water freezes at zero degrees.

The Earth goes around the Sun.
Her father is French.

- **For instructions or directions**

Open the container and pour its contents into cold water.
You take the No.12 bus to Soho and then get off at the third stop.

- **For fixed arrangements**

My new colleague arrives tomorrow.
Our bus leaves at 10 a.m.

- **With future constructions**

My train leaves at 08:30
Our English class starts at 10.

Source (modified): <https://www.ef.com/wwen/english-resources/english-grammar/simple-present-tense/>

- **Present Continuous. Uses. Basic affirmative, interrogative, and negative sentence structures.**

The Present Continuous is made from the **present tense of the verb *be*** and the ***-ing* form** of a verb:

SINGULAR

I **am** learning
You **are** learning
He **is** learning
She **is** learning
It **is** learning

PLURAL

We **are** learning
You **are** learning
They **are** learning

Present continuous questions

We make questions by putting ***am, is*** or ***are*** in front of the **subject**:

Are you listening?

Are they coming to your party?

When ***is she*** going home?

What ***am I*** doing here?

Present continuous negatives

We make negatives by putting ***not*** (or ***n't***) after ***am, is*** or ***are***:

I'm not doing that.

You ***aren't*** listening. (or You're ***not*** listening.)

They ***aren't*** coming to the party. (or They're ***not*** coming to the party.)

She ***isn't*** going home until Monday. (or She's ***not*** going home until Monday.)

Stative verbs

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- verbs of **thinking and feeling**, e.g. love, hate, prefer, understand, want, know, believe, remember, think (= believe), etc.
- verbs of the senses: look, smell, taste, seem, feel, sound, appear, etc.
- others: agree, own, belong, disagree, be, possess, etc.

We normally use the simple instead:

I understand you. (NOT I ~~am understanding~~ you.)

This cake tastes wonderful. (NOT This cake ~~is tasting~~ wonderful.)

We use the present continuous to talk about:

- **activities at the moment of speaking:**

I'm just **leaving** work. I'll be home in an hour.

Sssh! The children **are sleeping**.

- **future plans or arrangements:**

I **am going** to a new school **next semester**.

What **are you doing next week**?

- **Past Simple. Uses. Basic affirmative, interrogative, and negative sentence structures.**

1. Positive sentences

SUBJECT + MAIN VERB in the PAST

Some verbs are regular, in this case you add „ed“ ending, some are irregular and you have to learn them by heart.

I visited my grandmother last week. (regular)

We went to the centre to see a show. (irregular: go – went)

2. Negative and question sentences

SUBJECT + DID + MAIN VERB in the base form

Where did you go yesterday?

I did not meet Ms Muliner.

Contracted form – did not – didn't

Don't forget! Use the verb in the past form for affirmative sentences, but the verb in the present form for negative sentences and questions:

REGULAR

+ I **worked** from home.

? **Did** you **worked** from home?

- I **didn't worked** from home.

IRREGULAR

+ I **bought** a new book.

? **Did** you **buy** a new book?

- I **didn't buy** a new book.

For positive sentences:

- There is **no auxiliary verb**.
- The main verb is conjugated in the Past Simple: *-ed (or irregular)*

For negative and question sentences:

- The auxiliary is conjugated in the Past Simple, invariable: *did*
- The main verb is invariable in base form: *base*
- For negative sentences, we insert **not** between the auxiliary verb and main verb.
- For question sentences, we **exchange** the subject and the auxiliary verb.

Past Simple with main verb **TO BE**

The structure of the Past Simple with the main verb *be* is:

1. Positive sentences

SUBJECT + TO BE in the PAST

I was here yesterday.

We were sick.

With I, he/she/it, we use WAS. With you, they, and we, we use WERE.

2. Negative and question sentences

SUBJECT + TO BE in the past – change of word order

I was at school.

I was not at school. (Contracted form – was not – wasn't)

We were not at school. (Contracted form – were not – weren't)

Was she at school?

Were they at school?

- There is **no auxiliary verb**, even for questions and negatives.
- The main verb (be) is conjugated in the Past Simple: *was, were*
- For negative sentences, we insert **not** after the main verb.
- For question sentences, we **exchange** the subject and the main verb.

USES:

- Short or one-time event/action

We **opened** the door.

The motorbike **exploded** last night.

She **did not arrive** on time.

Did you **see** him?

past	present	future
■		
The action is in the past.		

- Long event/action

We **lived** in the UK for 15 years.

I **did not sing** at the concert.

The Jurassic period **lasted** around 62 million years.

Did he **watch** the news yesterday?

past	present	future
■		
The action is in the past.		

It is not important how long ago the event was: it can be years, weeks, or seconds in the past, or even millions of years. Similarly, it is not important how long the event/action was – a few seconds (motorbike explosion) or millions of years (Jurassic period). We use THE PAST SIMPLE when

- the action/event is in the past
- it is completely finished
- we say or understand the time and/or place of the event/action

Source (modified): https://www.englishclub.com/grammar/verb-tenses_past.htm

- **Future Simple. Uses. Basic affirmative, interrogative, and negative sentence structures.**

The future simple is a tense very easy to understand and form. You just need these two verbs: **shall** (for the first person – **I, we**) and **will** (for all the rest). This is the case with British English; in American English, **shall** is rarely used, and **will** is used in all cases.

In recent times, **shall** is used in more formal speech or in writing, and **will** is used in all cases in conversational speech.

Contracted form: **'ll** (makes it easier because you don't have to worry about which word to use)

AFFIRMATIVE SENTENCES

Structure: subject + **will/shall** + basic verb

- **I'll clean** the Windows tomorrow.

- Jack **will** probably **go** to London next year.
- **We shall** make a party for her next weekend.

NEGATIVE STATEMENTS: add **not** after the auxiliary verb **will/shall**.

Or you can combine them into one word using a contraction: **will + not = won't**, **shall + not = shan't** (used more often in British English)

- I **shall not come** tomorrow!
- She **won't say** a word to you.
- Julia **won't come** to our place because of you.

QUESTIONS

Use the auxiliary verb at the beginning of the sentence:

- **Shall we go** out now?
- **Will you visit** me soon?
- **Will he play** with us?

USES of the Future Simple:

- **When speaking about a simple, one-time action in the future**

I'll see you soon.

It won't be difficult to convince her.

- **When speaking about regularly occurring, repetitive actions in the future**

I'll call you every day. I promise!

She will take German lessons three times a week.

- **When speaking about simple facts in the future**

It will be hot in July here.

You will be cold if you don't wear a warm coat.

- **When speaking about decisions which are made at the moment of speaking**

You know, I'll take two of them.

He doesn't have my number? OK, I'll call him myself.

- **When speaking about a series of actions in the future**

She can't wait for her holidays. I know she will go to Barcelona, visit all the galleries and museums and go to the Sagrada Familia.

- **When expressing predictions (often the sentence begins with I think or I hope)**

I hope he'll be well again tomorrow.

I think it will be really windy today.

Source (modified): <https://preply.com/en/blog/forming-and-using-the-future-simple-tens>

Syllabus

Aims:

The aim of this lesson is to make the participants familiar with some basic grammatical structures of the English language they could use in their real lives. Its aim is to help participants to become more confident when using English. The lesson is intended to be a useful theoretical and practical aid to all participants who want to use English on a basic level (A1 - A2).

Objectives:

The objectives of this lesson are:

- to enhance women's confidence in using basic English structures.
- to understand the structure of a sentence in the English language.
- to understand the word order in an English sentence.

Learning Outcomes:

After completing this lesson, the participants should be able to create simple sentences in English, distinguish past, present and future tense, and know how to use a third person. Overall, they should become more confident in using English upon learning or revising these basic structures.

Content: Exercises in the following areas:

- Word order
- Rules for making English sentences. Parts of speech.
- Assessment: Completed – Not completed

- To be.
- Uses. Full and contracted versions. Affirmative, negative, and interrogative forms.
- Assessment: Completed – Not completed

- Present Simple
- Uses. Basic affirmative, interrogative, and negative sentence structures.
- Assessment: Completed – Not completed

- Present Continuous
- Uses. Basic affirmative, interrogative, and negative sentence structures.
- Assessment: Completed – Not completed

- Past Simple
- Uses. Basic affirmative, interrogative, and negative sentence structures.
- Assessment: Completed – Not completed

- Future Simple
- Uses. Basic affirmative, interrogative, and negative sentence structures.
- Assessment: Completed – Not completed

Exercise and tests/quizzes: automatically assessed (Moodle). The progress bar should show the participant at which stage of the lesson he/she is.

Lesson supporting materials

Exercise 1 :

Otázka **1**
Éste
nezodpovedané
Max.
hodnotenie
10,00

Complete the text with verbs in the correct tense: Present Simple, Present Continuous, Future Simple, or Past Simple). Write max. 3 words and do not use contractions.

- Lydia normally works in the city centre but this week she (*work*) from home because she is not well.
- We (*visit*) France in 2005.
- Our technicians (*not test*) the samples at the moment.
- You (*not/need*) a driving license to do this job.
- Mum, you don't have to worry. I (*call*) you again tomorrow.
- Listen! What language (*speak*)?
- My sister is a nurse. She often (*work*) night shifts.
- When I (*be*) a small kid, I lived abroad for a year.
- I think people other (*travel*) more than now in 2030's.
- (*he/use*) a computer at work?

Test 1:

Otázka **1**
Ešte nezodpovedané
Max. hodnotenie 7,00

Choose the correct tense form: Present Simple, Present Continuous, or Past Simple.

- My computer slowly. How soon can you come?
- A: Can you help me with the microphone ?
- How long is running you to get to work yesterday?
- This movie is perfect! It a very nice love story.
- Oh, do you need help? OK, I and help you in the afternoon.
- A: What is he saying? B: No idea, I him.
- My best friend Carl tennis twice a week.

Test 2:

Question **1**
Not yet answered
Marked out of 6.00

Complete the sentences with the words below. One option is extra.

We students. We study biology.

I here an hour ago.

How many countries you visit last year?

I come to help you tomorrow. OK?

What he doing under the table?

What your sister eat for breakfast?

does were will was is are did

Useful sources for further self-study:

Internet

- Youtube: [English Grammar Course For Beginners: Basic English Grammar - YouTube](#)
- British Council: [Beginner grammar | LearnEnglish Teens - British Council](#)
- [Grammar - Basic English Grammar lessons \(talkenglish.com\)](#)

Printed sources:

- Murphy, Raymond: Essential Grammar in Use, Cambridge University Press, 2015
- English for Everyone Business English Course Book Level 1: A Complete Self-Study Programme
- English for Everyone: Level 1 Practice Book - Beginner English: ESL Workbook, Interactive English Learning for Adults

Teacher's version:

Answer key to exercises (automatic):

Exercise 1 (will be automatically evaluated by Moodle):

Complete the text with verbs in the correct tense: Present Simple, Present Continuous, Future Simple, or Past Simple). Write max. 3 words and do not use contractions.

- Lydia normally works in the city centre but this week she {1:SHORTANSWER:%100%is working#} (*work*) from home because she is not well.
- We {1:SHORTANSWER:%100%visited#} (*visit*) France in 2005.
- Our technicians {1:SHORTANSWER:%100%are not testing#} (*not test*) the samples at the moment.
- You {1:SHORTANSWER:%100%do not need#} (*not/need*) a driving license to do this job.
- Mum, you don't have to worry. I {1:SHORTANSWER:%100%will call#-%100%shall call#} (*call*) you again tomorrow.
- Listen! What language {1:SHORTANSWER:%100%are they speaking#} (*they/speak*)?
- My sister is a nurse. She often {1:SHORTANSWER:%100%works#} (*work*) night shifts.
- When I {1:SHORTANSWER:%100%was#} (*be*) a small kid, I lived abroad for a year.
- I think people {1:SHORTANSWER:%100%will travel#} (*travel*) more than now in 2030's.
- {1:SHORTANSWER:%100%does he use#-%100%Does he use#} (*he/use*) a computer at work?

Test 1 (will be automatically evaluated by Moodle):

Choose the correct tense form: Present Simple, Present Continuous, or Past Simple.

- My computer {1:MULTICHOICE:%0%runs#-%100%is running#-%0%ran#} slowly. How soon can you come?
- A: Can you hear me? B: No, the microphone {1:MULTICHOICE:%0%not works.#-%0%don't works.#-%100%isn't working.#}
- How long {1:MULTICHOICE:%100%did it take#-%0%it took#-%0%did it taked#} you to get to work yesterday?
- This movie is perfect! It {1:MULTICHOICE:%100%tells#-%0%telled#-%0%are telling#} a very nice love story.
- Oh, do you need help? OK, I {1:MULTICHOICE:%0%come#-%0%came#-%100%will come#} and help you in the afternoon.
- A: What is he saying? B: No idea, I {1:MULTICHOICE:%0%not understand#-%100%don't understand#-%0%am not understanding#} him.
- My best friend Carl {1:MULTICHOICE:%0%is playing#-%0%will plays#-%100%plays#} tennis twice a week.

Test 2 (will be automatically evaluated by Moodle):

Choice [[1]]	Answer	are
Choice [[2]]	Answer	was
Choice [[3]]	Answer	did
Choice [[4]]	Answer	will
Choice [[5]]	Answer	is
Choice [[6]]	Answer	does

Extra option: were

To make the lesson shorter, I suggest inserting tables with grammar rules instead of plain text.

ENGLISH LANGUAGE LITERACY - LESSON 1 (B)

LESSON 1 (B) (PRE-INTERMEDIATE LEVEL)

Title: **GRAMMAR**

VET Curriculum contents in text-shape

- Tenses. Mix of tenses - past, present, future, and present perfect tense. Differences. Revision.

Words that can help you to choose the correct tense:

- **usually, always, sometimes** and other adverbs of frequency in the present – Present Simple
- **once a week, twice a month** and other frequency expressions (present) - Present Simple
- **How often in the present** - Present Simple

- Questions beginning with **when** about a past event – Past Simple
- **last** (week, month, Sunday) - Past Simple
- (A minute, two weeks) **ago** - Past Simple

- **When I was a child, in 1998, yesterday** - Past Simple
- Questions beginning with **when** about a future event – Future Simple

- **Now, right now, at the moment** – Present Continuous
- **At the time of speaking** - Present Continuous

PRESENT PERFECT

It is often in contrast with Past Simple and Present Simple as it somehow connects these two. Some languages do not have this tense in their grammar structure, that is what makes it so difficult for students to learn and use it. It puts emphasis on the result.

Form of Present Perfect

	POSITIVE	NEGATIVE	QUESTION
I / you / we / they	I have visited him.	I have not visited him.	Have you visited him?
he / she / it	She has visited him.	She has not visited him.	Has she visited him?

For irregular verbs, use the participle form (see list of irregular verbs <https://www.ego4u.com/en/cram-up/grammar/irregular-verbs>, 3rd column). For regular verbs, just add "ed".

Exceptions in spelling when adding "ed"

- After single "e" just add "d": live – lived
- Final y after a consonant becomes i: cry - cried
- final consonant after a short, stressed vowel or / as final consonant after a vowel is doubled: permit – permitted

Uses of Present Perfect

- Emphasis on the result. Example: Diana *has written* five letters.
- Action that is still going on (not finished). Example: School *has not started* yet.
- Recent action/event that is new. Example: Sarah *has had* a baby!
- Finished action that has an influence on the present. Example: They *have lost* my baggage.
- Action that has taken place once, never or several times before the moment of speaking (experience). Example: I *have never been* to Australia.

Signal words of Present Perfect

- already, ever, just, never, not yet, so far, till now, up to now

Source: <https://www.ego4u.com/en/cram-up/grammar/present-perfect-simple> (modified)

- **Parts of speech**

Nouns, adjectives, adverbs, and verbs. Prefixes and suffixes. Gradation of adjectives. Adjectives ending in -ed and -ing. Adverbs of frequency and their position in a sentence.

Every word in English is a part of speech. The term “part of speech” defines the role a word plays in a sentence. And like any part of a more complex entity, these roles work together.

There are 8 parts of speech:

1. Nouns

A noun is a word that names person, place, concept, or object. Basically, anything that names a “thing” is a noun, whether you’re talking about a basketball court, San Francisco, Cleopatra, or self-preservation.

Nouns fall into two categories: common nouns and proper nouns. Common nouns are general names for things, like planet and game show. Proper nouns are specific names for individual things/people, like Jupiter or Eastenders.

2. Pronouns

Pronouns are the words you substitute for specific nouns when the communication partner knows which specific noun you’re referring to.

You may say “Kevin was supposed to be here at seven,” then follow it with “he’s always late; next time I’ll tell him to be here earlier.”

Instead of saying Kevin’s name three times in a row, you used pronouns “he” and “him” and your sentences remained grammatically correct.

3. Adjectives

Adjectives are the words that describe nouns. Think about your favourite book. How would you describe it to a colleague who’s never read it?

You might say the book was engaging, well-written, or thought-provoking. When you’re describing the book with these words, you’re using adjectives. An adjective can go right before the noun it’s describing (I have a white hamster), but it doesn’t have to. Sometimes, adjectives are at the end of a sentence (my hamster is white).

Adjectives ending in -ed and -ing

Examples: bored – boring, excited – exciting

In these cases, the “ed” ending describes how a person feels while “ing” describes the quality of a thing. For example:

The film was boring. I was bored because I didn’t like it.

Music is interesting. My sister is really interested in composing songs.

Gradation of adjectives

For short adjectives (one-syllable and some two-syllable ones, especially those ending in “y”)

POSITIVE	COMPARATIVE	SUPERLATIVE
small	smaller	the smallest
easy	easier	the easiest

For long adjectives:

POSITIVE	COMPARATIVE	SUPERLATIVE
interesting	more interesting	the most interesting
careful	more careful	the most careful

Irregular gradation:

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest

With comparatives, we use “than” because we compare two entities. For example: I am taller than my brother. Poland is bigger than Slovakia. Modifying expressions

- not a big difference: a bit, a little, slightly. English is slightly easier than German.

- a big difference: much, far

With superlatives, we can use expressions such as “in the class” or “in the world”. For example: Julia is the youngest student in this group. The Nile is the longest river in the world.

- big difference between the first entity and the second one: by far. London is by far the biggest city in England.

Comparing two similar entities – we use “as – as”

My mobile is as powerful as yours. This exercise is as difficult as the previous one.

- almost (= almost the same), nowhere near (the difference is bigger than the communication partner thinks). English is nowhere near as difficult as French. I am almost as tall as you are.

4. Verbs

Go! Be smart! Ski as fast as you can! Win the race! Congratulate every participant who competed!

These bolded words are verbs. Verbs are words that describe specific actions, like skiing, winning, and being smart!

Not all verbs refer to literal actions, though. Verbs that refer to feelings or states of being, like to love and to be, are known as nonaction verbs. Conversely, the verbs that do refer to literal actions are known as action verbs.

5. Adverbs

An adverb is a word that describes an adjective, a verb, or another adverb. Take a look at these examples:

I walked away quietly. Quietly is describing how you walked away.

A tiger is always faster than a wolf. Always is describing how frequently a tiger is faster (adjective) than a wolf.

Adverbs of frequency: they tell us how often something happens. The most common ones are usually, never, sometimes, or often.

Their position in a sentence:

Meaningful verbs – between subject and verb: I never go outside at night. We usually drink tea.

“To be” – after the verb: I am always late.

Some of these adverbs can be placed in various positions, e.g. sometimes: Sometimes, I play tennis. I sometimes play tennis. I play tennis sometimes. However, this is never true for “always” and “never” – they only have one position in a sentence.

6. Prepositions

Prepositions tell you the relationship between the other words in a sentence.

Here’s an example: I left my bike leaning against the door. In this sentence, against is the preposition because it tells us where I left my bike.

Here’s another example: She put the cake in the oven. Without the preposition in, we don’t know where the cake is.

7. Conjunctions

Conjunctions make it possible to build complex sentences that express multiple ideas.

I like French sauce. I like Tartar sauce. I don’t like Soya sauce. Each of these three sentences expresses a clear idea. There’s nothing wrong with listing your preferences like this, but it’s not the most efficient way to do it.

Consider instead: I like French sauce and Tartar sauce, but I don’t like Soya sauce.

In this sentence, and and but are the two conjunctions that link your ideas together.

8. Articles

A movie. The wooden table. An important decision. These bolded words are known as articles.

Like nouns, articles come in two types: definite articles and indefinite articles. And just like the two types of nouns, the type of article you use depends on how specific you need to be about the thing you’re discussing.

A definite article describes one specific noun, like **the** and **this**. Example: Did you buy the car?

Now swap in an indefinite article: Did you buy a car?

See how the implication is gone and you're asking a much more general question?

Figuring out parts of speech

Sometimes, it's not easy to tell which part of speech a word is. Here are a few easy "hacks" to quickly figure out what part of speech you're dealing with:

If it's an adjective plus the ending "-ly," it's an adverb. Examples: commonly, quickly.

If you can swap it out for a noun and the sentence still makes sense, it's a pronoun. Example: We played basketball. / Steve and I played basketball.

If it's something you do, and you can modify the sentence to include the word do, it's a verb.

Examples: I have an umbrella. / I do have an umbrella.

If you can remove the word and the sentence still makes sense, but you lose a detail, the word is most likely an adjective. Example: She drives a red van. / She drives a van.

If you can remove the word and the sentence doesn't make sense, it's likely a preposition. Example: I left my notebook on the desk. / I left my notebook the desk.

And if you're ever really confused, just look the word up. Dictionaries typically list the part of speech a word fits in its entry, and if it fits more than one part of speech, both are listed with examples.

That brings us to another common issue that can confuse writers and language learners:

When a word is two different kinds of speech

There are words that are sometimes one part of speech and other times another. Here are a few examples:

Work

I often copy files (verb).

I need one copy of the contract (noun).

Source (modified):

https://www.grammarly.com/blog/parts-of-speech/?gclid=Cj0KCQiA3-yQBhD3ARIsAHuHT67WvO6plba_3KITulEgVNAPmhrUm88rPinlakeO9WFd6lxi7xTsDCEaAuahEALw_wcB

Prefixes and suffixes

Prefix is an affix which is placed before the stem of a word, while suffix is an affix which is placed after the stem of a word.

Examples:

Common suffixes such as "er", "ship" or "tion" suggest the word is a noun. Examples: teacher, cooker, relationship, friendship, navigation, imagination.

Common suffixes for adjectives:

"ed" (bored, excited), "ing" (interesting, amazing), "y" (lovely, easy), positive and negative meaning –"ful" and "less" (careful - careless). However "y" at the end of a word can also suggest adverbs (easily) or it is just a part of the stem in a noun (nanny, ivy).

Common prefixes:

To form negative: "un" (do – undo), "dis" (able – disable), "mis" (calculate – miscalculate), "im" (proper – improper), "in" (tolerant – intolerant), "ir" (responsible – irresponsible), "il" (legal – illegal)

- **Conditional sentences. Zero, first, and second type.**

ZERO TYPE – ALWAYS TRUE

We use the zero conditional to talk about things that are generally true, especially for laws and rules.

If can be replaced with "when" or "whenever"

Structure: If + Present Simple, Present Simple

When the sun goes down, it gets dark.

Water boils if you heat it.

FIRST CONDITIONAL –POSSIBLE AND REAL

We use the first conditional when we talk about future situations we believe are real or possible.

Structure: If/When + Present Simple, will (Future Simple) + infinitive

If it is nice tomorrow, we'll go to the beach.

When I finish work, I'll visit you.

It is also common to use this structure with *unless*, *as long as*, *as soon as* or *in case* instead of *if*.

You can go out, as long as you're back by 10 p.m.

I'll give you a key in case I'm not at home.

SECOND CONDITIONAL – POSSIBLE BUT UNLIKELY (IMAGINARY)

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

The structure: *If* + Past Simple >> + *would(could)* + infinitive.

If I won a lottery, I'd buy a new car.

If we had a garden, we could have a cat.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*, especially in the *he/she* form.

If I were you, I wouldn't leave.

If she was president, she would give more money to the poor ones.

Source (modified): <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/conditionals-1>

- **Questions. Making questions. Indirect questions. Replying to questions.**

YES/NO QUESTIONS

To make questions, we often put the verb before the subject. This is called inversion.

AFFIRMATIVE

I am happy.

You can come.

Sarah is sleeping.

We have been there.

QUESTION

Am I happy?

Can you come?

Is Sarah sleeping?

Have we been there?

You answer such questions with "yes" or "no" + auxiliary, e.g. Can you help me? Yes, I can. Does your sister live here? No, she doesn't.

WH QUESTIONS

To form them, we use question words such as "where", "when", "why", "how much", etc. The question word goes before the verb.

YES/NO QUESTION

Are you sad?

Were you there?

Do you have books?

WH QUESTION

Why are you sad?

When were you there?

How many books do you have?

You answer such questions by providing the missing information, e.g. Why are you sad? Because I've lost my keys. How many books do you have? About a hundred. When were you there? Last night.

SUBJECT QUESTIONS

In some questions, *who* or *what* is the subject of the verb. There is no inversion of subject and verb in these questions.

Who stole your bike? What made you cry?

Source (modified): <https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/question-forms>

INDIRECT QUESTIONS **Can be removed if the lesson is too long**

They are more formal and more polite than standard questions. In order to form an indirect question, use an introductory phrase followed by the question itself in positive sentence structure:

Introductory phrase + question word + positive sentence

DIRECT WH QUESTION

INDIRECT QUESTION

Where is Jack? I was wondering if you know where Jack is.
How much does it cost? I'd like to know how much it costs.

Connect the two phrases with the question word or 'if' in the case the question is a yes/no question that begins without a question word.

DIRECT YES/NO QUESTION	INDIRECT QUESTION
Will he arrive?	Could you tell me if he will arrive?
Do you have a car?	I was wondering if you have a car.

Common introductory phrases:

Many of these phrases are questions: Do you know ... ? Can/Could you tell me ... ? Do you happen to know ... ?

Others are statements made to indicate a question: I wonder / was wondering I have no idea ... I'm not sure ... I'd like to know ...

Source (modified): <https://www.thoughtco.com/indirect-questions-1210671>

Syllabus

Aims:

The aim of this lesson is to revise grammatical structures of the English language the participants are slightly familiar with and improve their English language skills. Its aim is to help participants to become more confident when using English and expand their knowledge. The lesson is intended to be a useful theoretical and practical aid to all participants who want to use English on a pre-intermediate level (B1).

Objectives:

The objectives of this lesson are:

- to revise and expand the grammatical structures.
- to make participants more confident in using English.

Learning Outcomes:

After completing this lesson, the participants should be able to create more complex sentences in English, and distinguish various tenses. Overall, they should become more confident in using English upon acquiring new grammar or practising grammar structures they are already slightly familiar with.

Content: Exercises in the following areas:

- Tenses
- Mix of tenses - past, present, future, and perfect tenses. Differences. Revision.
- Assessment: Completed – Not completed

- Parts of speech
- Nouns, adjectives, adverbs, and verbs. Prefixes and suffixes. Gradation of adjectives. Adjectives ending in -ed and -ing. Adverbs of frequency and their position in a sentence.
- Assessment: Completed – Not completed

- Conditional sentences
- Zero, first, and second type.
- Assessment: Completed – Not completed

- Questions
- Making questions. Indirect questions. Replying to questions.

Assessment: Completed – Not completed

Exercise and tests/quizzes: automatically assessed (Moodle). The progress bar should show the participant at which stage of the lesson he/she is.

Lesson supporting materials

Exercise 1 :

Question 1
Not yet answered
Marked out of 11.00

Complete the sentences with the correct form of verbs (Present Simple, Present Continuous, Past Simple, Future Simple, Present Perfect Simple). Do not use contractions.

The Star exclusive - Brad and Tiffany with baby Lilly in their amazing Greek house!

Tiffany and Brad Kenski are (be) a golden couple of 2022. The famous couple first (meet) four years ago when Brad (play) the role of Gerard in the Oscar film The Winner, and Tiffany (be) an actress in the same film. Now they (be) married for three years.

Last week I (visit) them in their new home in Greece. They (live) in their house for only two months but it (look) like a real family home. And Tiffany has just had her first baby, Lilly, who (be) born last December.

Is Brad worried about the future? 'No. This is the real thing. I (want) to stay with Tiffany forever. We (prepare) a new bedroom for Lilly right now and next year I hope we (work) together again, this time in a new version of The Celebrity Games.

Test 1:

Question 1
Not yet answered
Marked out of 5.00

Study the following comparative and superlative sentences. Correct the mistakes in the underlined parts of each sentence. Write ONLY ONE WORD into each gap.

In Spain, it is hoter than in Sweden.

I am the taller in my family.

English is easier to learn than French.

My smartphone isn't as better as yours.

My new computer was more expensiver than my sister's but it is much faster.

Test 2:

Otázka 1
Ešte nezodpovedané
Max. hodnotenie 6,00

Complete the sentences with the words below. One option is extra.

My father is a fireman. I think is very brave.

I bought Emma a birthday gift. I hope will like .

Josh and Dave are from California and are both 30 years old.

A: I passed my test yesterday. B: Congratulations! How many points did get?

Me and my friends are very tired. I guess all need a holiday.

she it they I we you he

Extra option: I

Useful sources for further self-study:

Internet

- British Council: [Intermediate grammar | LearnEnglish Teens - British Council](#)
- [Direct & Indirect Questions - YouTube](#)

- [Asking Questions in English | Question Structure | Fix Your Grammar Mistakes! - YouTube](#)
- [MASTER using the most popular ENGLISH TENSES - YouTube](#)
- [Conditionals - zero, first & second conditionals | ENGLISH GRAMMAR VIDEOS - YouTube](#)
- [Present perfect and past simple - 6 Minute Grammar - YouTube](#)
- [PARTS OF SPEECH 📖 | English Grammar | Learn with examples - YouTube](#)
- [Intermediate English reading resources - B1 and B2 levels \(linguapress.com\)](#)

Printed:

- Murphy, Raymond: English Grammar in Use, Cambridge University Press, 2019
- Vince, Michael: Macmillan English Grammar in Context Intermediate Student's Book with Key + CD-Rom Pack, Macmillan, 2015, ISBN 9781405071437

Teacher's version:

Answer key to exercises (automatic):

Exercise 1 (will be automatically evaluated by Moodle):

Complete the sentences with the correct form of verbs (Present Simple, Present Continuous, Past Simple, Future Simple, Present Perfect Simple). Do not use contractions.

The Star exclusive - Brad and Tiffany with baby Lilly in their amazing Greek house!

Tiffany and Brad Kenski are (be) a golden couple of 2022. The famous couple first {1:SHORTANSWER:%100%met#} (meet) four years ago when Brad {1:SHORTANSWER:%100%played#~%100%was playing#} (play) the role of Gerard in the Oscar film The Winner, and Tiffany {1:SHORTANSWER:%100%was#} (be) an actress in the same film. Now they {1:SHORTANSWER:%100%have been#} (be) married for three years.

Last week I {1:SHORTANSWER:%100%visited#} (visit) them in their new home in Greece. They {1:SHORTANSWER:%100%have lived#} (live) in their house for only two months but it {1:SHORTANSWER:%100%looks#} (look) like a real family home. And Tiffany has just had her first baby, Lilly, who {1:SHORTANSWER:%100%was#} (be) born last December.

Is Brad worried about the future? 'No. This is the real thing.

I {1:SHORTANSWER:%100%want#} (want) to stay with Tiffany forever.

We {1:SHORTANSWER:%100%are preparing#} (prepare) a new bedroom for Lilly right now and next year I hope we {1:SHORTANSWER:%100%will work#} (work) together again, this time in a new version of The Celebrity Games.

Test 1(will be automatically evaluated by Moodle):

Study the following comparative and superlative sentences. Correct the mistakes in the underlined parts of each sentence. Write ONLY ONE WORD into each gap.

In Spain, it is **hoter** than in Sweden. {1:SHORTANSWER:%100%hotter#}

I am the **taller** in my family. {1:SHORTANSWER:%100%tallest#}

English is **easier** to learn than French. {1:SHORTANSWER:%100%easier#}

My smartphone isn't as **better** as yours. {1:SHORTANSWER:%100%good#}

My new computer was more **expensiver** than my sister's but it is much faster. {1:SHORTANSWER:%100%expensive#}

Test 2 (will be automatically evaluated by Moodle):

Volba 1	Odpoved'	<input type="text" value="he"/>
Volba 2	Odpoved'	<input type="text" value="she"/>
Volba 3	Odpoved'	<input type="text" value="it"/>
Volba 4	Odpoved'	<input type="text" value="they"/>
Volba 5	Odpoved'	<input type="text" value="you"/>
Volba 6	Odpoved'	<input type="text" value="we"/>

Extra option: were

To make the lesson shorter, I suggest inserting tables with grammar rules instead of plain text.

ENGLISH LANGUAGE LITERACY - LESSON 3

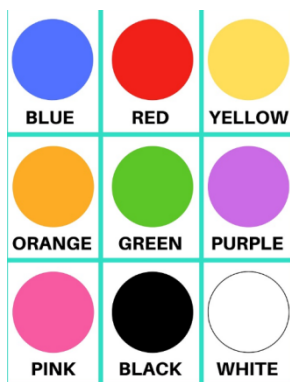
LESSON 3

Title: GENERAL VOCABULARY

1) The most frequently used words

Colours. Names of months, days of the week. Numbers. The English alphabet and spelling.

Colours



Source: [Colours in English - Bilingual](#)

[Kidspothttps://bilingualkidspot.com/2019/05/09/teach-kids-english-esl-starter-kit/colours-in-english/](https://bilingualkidspot.com/2019/05/09/teach-kids-english-esl-starter-kit/colours-in-english/)

Extra exercise on colours: [Colors online exercise for Grade 2 \(liveworksheets.com\)](#)

Months of the year

The table below shows the months of the year used in English-speaking countries and many other parts of the world.

Every fourth year, the month of February has 29 days instead of 28. This year is called a "leap year" and the 29th day of February is a "leap day".

	month	short form	days	season
1	January	Jan.	31	winter
2	February	Feb.	28/29	
3	March	Mar.	31	spring
4	April	Apr.	30	

	month	short form	days	season
5	May	May	31	
6	June	Jun.	30	summer
7	July	Jul.	31	
8	August	Aug.	31	
9	September	Sep.	30	autumn
10	October	Oct.	31	
11	November	Nov.	30	
12	December	Dec.	31	winter

The seasons are approximate and depend on latitude. Some parts of the world have only three seasons. In the southern hemisphere, the seasons are reversed.

Source: [Months of the Year | Vocabulary | EnglishClub](#)

Days of the week

The chart below shows the *days of the week* in English together with their normal abbreviations.

		day of the week	abbreviation	
<i>days of the week</i> (7 days)	<i>weekdays</i> (5 days)	Monday	Mon.	Mo.
		Tuesday	Tue.	Tu.
		Wednesday	Wed.	We.
		Thursday	Thu.	Th.
		Friday	Fri.	Fr.

		day of the week	abbreviation	
	<i>weekend</i> (2 days)	Saturday	Sat.	Sa.
		Sunday	Sun.	Su.

Notice that **days of the week** and **weekdays** are NOT the same:

- The *days of the week* are all 7 days from Monday to Sunday.
- But *weekdays* are only the 5 days from Monday to Friday.
- And the *weekend* is Saturday and Sunday.

Source: [Days of the Week | Vocabulary | EnglishClub](#)

Extra: [Days of the Week Song | Vocabulary | EnglishClub](#)

Numbers

English numbers 0-10

Numeral	Spelling	Pronunciation
0	zero	ZEEUH-roh
1	one	wuhn
2	two	too
3	three	three
4	four	fawr
5	five	faiv
6	six	six
7	seven	SEH-vuhn
8	eight	ayt
9	nine	nain
10	ten	tehn

The number zero (0) comes before one and represents no quantity, neither negative nor positive. Zero is sometimes also called “nought” or “nil” in British English, or even “love” in the game of tennis.

English numbers 11-20

Numeral	Spelling	Pronunciation
11	eleven	ee-LEHV-uhn
12	twelve	TWEL-vh

13	thirteen	THUHR-teen
14	fourteen	FAWR-teen
15	fifteen	FIF-teen
16	sixteen	SIX-teen
17	seventeen	SEH-vuhn-teen
18	eighteen	AY-teen
19	nineteen	NAIN-teen
20	twenty	TWEHN-tee

Just like the numbers 1-10, these numbers are all one word, with no hyphens (-).

English numbers 21-50

Numeral	Spelling	Pronunciation
21	twenty-one	TWEN-tee-WUHN
22	twenty-two	TWEN-tee-TOO
23	twenty-three	TWEN-tee-THREE
24	twenty-four	TWEN-tee-FAWR
25	twenty-five	TWEN-tee-FAIV
26	twenty-six	TWEN-tee-SIX
27	twenty-seven	TWEN-tee-SEH-vuhn
28	twenty-eight	TWEN-tee-AYT
29	twenty-nine	TWEN-tee-NAIN
30	thirty	THUHR-tee
31	thirty-one	THUHR-tee-WUHN
32	thirty-two	THUHR-tee-TOO
33	thirty-three	THUHR-tee-THREE
34	thirty-four	THUHR-tee-FAWR
35	thirty-five	THUHR-tee-FAIV

36	thirty-six	THUHR-tee-SIX
37	thirty-seven	THUHR-tee-SEH-vuhn
38	thirty-eight	THUHR-tee-AYT
39	thirty-nine	THUHR-tee-NAIN
40	forty	FAWR-tee
41	forty-one	FAWR-tee-WUHN
42	forty-two	FAWR-tee-TOO
43	forty-three	FAWR-tee-THREE
44	forty-four	FAWR-tee-FAWR
45	forty-five	FAWR-tee-FAIV
46	forty-six	FAWR-tee-SIX
47	forty-seven	FAWR-tee-SEH-vuhn
48	forty-eight	FAWR-tee-AYT
49	forty-nine	FAWR-tee-NAIN
50	fifty	FIF-tee

Once you get into numbers above twenty, you can follow a reliable pattern. Each of these number words starts with the tens number (twenty, thirty, etc.) connected with a hyphen to a ones number.

While you have 'four' and 'fourth' in English, the 'forty' spelling confuses a lot of people.

English numbers 51-100

Numeral	Spelling	Pronunciation
---------	----------	---------------

51	fifty-one	FIF -tee-WUHN
52	fifty-two	FIF-tee-TOO

53	fifty-three	FIF-tee-THREE	78	seventy-eight	SEH-vuhn-tee-AYT
54	fifty-four	FIF-tee-FAWR	79	seventy-nine	SEH-vuhn-tee-NAIN
55	fifty-five	FIF-tee-FAIV	80	eighty	AY-tee
56	fifty-six	FIF-tee-SIX	81	eighty-one	AY-tee-WUHN
57	fifty-seven	FIF-tee-SEH-vuhn	82	eighty-two	AY-tee-TOO
58	fifty-eight	FIF-tee-AYT	83	eighty-three	AY-tee-THREE
59	fifty-nine	FIF-tee-NAIN	84	eighty-four	AY-tee-FAWR
60	sixty	SIX-tee	85	eighty-five	AY-tee-FAIV
61	sixty-one	SIX-tee-WUHN	86	eighty-six	AY-tee-SIX
62	sixty-two	SIX-tee-TOO	87	eighty-seven	AY-tee-SEH-vuhn
63	sixty-three	SIX-tee-THREE	88	eighty-eight	AY-tee-AYT
64	sixty-four	SIX-tee-FAWR	89	eighty-nine	AY-tee-NAIN
65	sixty-five	SIX-tee-FAIV	90	ninety	NAIN-tee
66	sixty-six	SIX-tee-SIX	91	ninety-one	NAIN-tee-WUHN
67	sixty-seven	SIX-tee-SEH-vuhn	92	ninety-two	NAIN-tee-TOO
68	sixty-eight	SIX-tee-AYT	93	ninety-three	NAIN-tee-THREE
69	sixty-nine	SIX-tee-NAIN	94	ninety-four	NAIN-tee-FAWR
70	seventy	SEH-vuhn-tee	95	ninety-five	NAIN-tee-FAIV
71	seventy-one	SEH-vuhn-tee-WUH	96	ninety-six	NAIN-tee-SIX
72	seventy-two	SEH-vuhn-tee-TOO	97	ninety-seven	NAIN-tee-SEH-vuhn
73	seventy-three	SEH-vuhn-tee-THRE	98	ninety-eight	NAIN-tee-AYT
74	seventy-four	SEH-vuhn-tee-FAW	99	ninety-nine	NAIN-tee-NAIN
75	seventy-five	SEH-vuhn-tee-FAIV	100	one hundred	WUHN HUHN-druhd
76	seventy-six	SEH-vuhn-tee-SIX			
77	seventy-seven	SEH-vuhn-tee-SEH-			

One hundred is spelled with a space and no hyphens and is also simply called “a hundred”.

Larger English numbers: 1,000-1,000,000

Numeral	Spelling	Pronunciation
1000	one thousand	WUHN THOW-suhnd
10,000	ten thousand	TEHN THOW-suhnd
100,000	one hundred thousand	WUHN HUHN-druhd THOW-suhnd
1,000,000	one million	WUHN MIL-yuhn

ORDINAL NUMBERS

Cardinal vs. ordinal numbers

Root Numeral	Ordinal Number	Abbreviation
1	first	1st
2	second	2nd
3	third	3rd
4	fourth	4th
5	fifth	5th
6	sixth	6th
7	seventh	7th
8	eighth	8th
9	ninth	9th
10	tenth	10th

The English alphabet and spelling

When learning how to spell in English, knowing the phonetics really helps. It is important that you memorise and practise the sounds to make life easier. Alphabet and phonetics: A = [eɪ], B = [bi:] C = [si:] D = [di:] E = [i:] F = [ɛf] G = [dʒi:] H = [ertʃ] I = [aɪ] J = [dʒeɪ] K = [keɪ] L = [ɛl] M = [ɛm] N = [ɛn] O = [oʊ] P = [pi:] Q = [kju:] R = [ɑr] S = [ɛs] T = [ti:] U = [ju:] V = [vi:] W = ['dʌbəl ju:] X = [ɛks] Y = [waɪ] Z = [zɛd] (British English) and [zi:] in U.S English. These are the only sounds that you should be using when you spell in English, however it is important to remember that many letters in English do have more than one sound when they appear in certain words.

Source: <https://blog.abaenglish.com/the-alphabet-and-spelling-in-english/>

Extra exercise: [Pronunciation: The English Alphabet - Learning English Online \(learning-english-online.net\)](#)

2) Adjectives and adverbs

Differences. The most common adjectives (to describe appearance, feelings, setting, etc.)

The most common adjectives:

Appearance:

Picture Dictionary

Describing People



Source: [Picture Dictionary - Describing people - English ESL Worksheets for distance learning and physical classrooms \(islcollective.com\)](http://www.islcollective.com)

Feelings:



Source: [Adjectives feelings - English ESL Powerpoints for distance learning and physical classrooms \(islcollective.com\)](http://www.islcollective.com)

General adjectives:

List of Adjectives

<p><u>Appearance Adjectives</u></p> <p>adorable beautiful glamorous magnificent old-fashioned</p> 	<p><u>Color Adjectives</u></p> <p>orange yellow green purple white</p> 	<p><u>Condition Adjectives</u></p> <p>alive important tender clever better</p> 
<p><u>Feeling (Bad) Adjectives</u></p> <p>clumsy embarrassed jealous mysterious repulsive</p>   	<p><u>Feeling (Good) Adjectives</u></p> <p>agreeable kind obedient faithful delightful</p>   	<p><u>Shape Adjectives</u></p> <p>chubby narrow square curved straight</p>  
<p><u>Size Adjectives</u></p> <p>large massive small immense tiny</p>  	<p><u>Sound Adjectives</u></p> <p>melodic voiceless quiet thundering whispering</p>  	<p><u>Time Adjectives</u></p> <p>ancient modern rapid old-fashioned early</p>  
<p><u>Taste/ Touch Adjectives</u></p> <p>delicious nutritious fresh bitter yummy</p>  	<p><u>Touch Adjectives</u></p> <p>breeze chilly boiling cuddly cool</p> 	<p><u>Quantity Adjectives</u></p> <p>empty heavy numerous few sparse</p>  

Source: [\(185\) Pinterest](#)



Source: [List of Adjectives: Learn Popular Adjectives in English - Fluent Land](#)

Adjectives

We use adjectives to describe nouns and pronouns. Adjectives can come before nouns or after linking verbs.

Before the noun:

- He dropped the hot plate.
- I have a black cat.
- The small boy ran down the street.
- What a beautiful view!

After a linking verb:

- He seems tired.
- The view is beautiful.
- The weather became cold.
- My cat is black.

Adverbs

Adverbs are used to describe verbs, adjectives or other adverbs. They are often (but not always) made by adding 'ly' to the adjective.

- I walked slowly ('slowly' tells us about the verb 'walk').
- They worked quickly.

We make the comparative and superlative forms of adverbs by using 'more / most'.

- She sang loudly.
- She sang more loudly than her friend.
- She sang most loudly in the class.

Adverb or adjective?

It's important to remember to use an adjective after a linking verb. However, this can be tricky as some verbs can be used as both normal verbs and as linking verbs. One test is to replace the verb with the same form of 'be' and see if the sentence still makes sense. If it does, the verb is being used as a linking verb and so needs an adjective, not an adverb.

- He smells the hot soup carefully. (Here we are talking about the action of smelling and using 'smell' as a normal verb, so we need an adverb.)
- The soup smells good. (Here we are using 'smell' as a linking verb, to describe the soup. We can replace 'smells' with 'is' and the sentence still makes sense. So, we need an adjective.)
- He looked tiredly at the dirty kitchen. (Here we are talking about the action of looking and using 'look' as a normal verb, so we use an adverb to describe the way of looking.)
- You look beautiful. (Look' is a linking verb to give more information about the person. We can replace 'look' with 'are' and the sentence still makes sense. So we need an adjective.)

Irregular forms

Normally, we make an adverb by adding 'ly' to an adjective.

- Careful (adjective): He is always careful.
- Carefully (adverb): She put the glasses down carefully.
- Quiet (adjective): This is a quiet room.
- Quietly (adverb): She spoke quietly.
- Bad (adjective): This coffee is bad!
- Badly (adverb): He sings badly!

If the adjective ends in 'y', we change 'y' to 'i' and add 'ly'. If the adjective ends in 'le', we drop 'e' and add 'ly'.

- Happy (adjective): She looks very happy.
- Happily (adverb): He sang happily.
- Gentle (adjective): He has a gentle touch.
- Gently (adverb): He stroked the dog gently.

However, there are some exceptions.

- Fast (**adjective**): That's a fast car.
- Fast (**adverb**): She walks fast.

- Early (**adjective**): She was early for the meeting.
- Early (**adverb**): He arrived early.

- Late (**adjective**): He is always late!
- Late (**adverb**): He got up late this morning ('lately' is also an adverb but means 'recently').

- Good (**adjective**): That is a good book.
- Well (**adverb**): She did well on the exam

- Hard (**adjective**): Maths is hard!
- Hard (**adverb**): She tried hard ('hardly' is also an adverb, but means 'almost none').

There are also some adjectives that end in 'ly' and don't have an adverb form. Instead we use 'in a ---way'. These are friendly, lovely, lonely, lively, and silly.

- He talked to me in a friendly way.

Source: [Adjectives and Adverbs \(perfect-english-grammar.com\)](http://perfect-english-grammar.com)

Extra exercise: [Adjective or Adverb? | Learn English \(ecenglish.com\)](http://ecenglish.com)

Extra exercise: [Adverbs or Adjectives Exercise 1 \(perfect-english-grammar.com\)](http://perfect-english-grammar.com)

3) Antonyms

Common words with opposite meanings, such as interesting - boring, black - white, etc.

What Is An Antonym?

Antonyms are basically just words with opposite meanings to one another.

Antonyms (opposites) examples:

- Night – Day
- Arrive – Leave
- Junior – Senior
- Better – Worse
- Right – Left
- Rich – Poor
- Smart – Stupid
- Small – Big



ANTONYMS IN ENGLISH

Accurate..... Inaccurate	Capable..... Incapable	Expand..... Shrink	Important..... Trivial
Add..... Subtract	Capture..... Release	Guilty..... Innocent	Justice..... Injustice
Adore..... Hate	Change..... Remain	Fake..... Real	Lawful..... Unlawful
All..... None	Clever..... Foolish	High..... Low	Leave..... Stay
Allow..... Forbid	Combine..... Separate	Famous..... Unknown	Live..... Die
Amateur..... Professional	Conceal..... Reveal	Hungry..... Full	Loose..... Tight
Amuse..... Bore	Continue..... Interrupt	Float..... Sink	Love..... Hate
Arrive..... Depart	Cruel..... Kind	Harmful..... Harmless	Loyal..... Disloyal
Back..... Front	Deep..... Shallow	Foolish..... Wise	Mature..... Immature
Beginning..... Conclusion	Demand..... Supply	Forget..... Remember	Merry..... Sad
Better..... Worse	Despair..... Hope	Friend..... Enemy	Narrow..... Broad
Blunt..... Sharp	Doubt..... Trust	Generous..... Stingy	Near..... Far
Boring..... Interesting	Early..... Late	Gentle..... Rough	Neat..... Messy
Bottom..... Top	Effective..... Ineffective	Harsh..... Mild	Noisy..... Silent
Bright..... Dull	Evening..... Morning	Hero..... Coward	Notice..... Overlook
Calm..... Windy	Evil..... Good	Ignorant..... Educated	Obedient..... Disobedient

ESL.COM

Source: [300+ Opposites \(Antonyms\) from A-Z with Great Examples • 7ESL](#)

On the other hand, words with the same or similar meaning are called synonyms. Notice the difference between antonyms and synonyms in the following table:



Examples of Synonyms & Antonyms

Antonym		Synonyms	
Accidental	- Intentional	Large	- Big
Arrival	- Departure	Exit	- Leave
Arrive	- Depart	Present	- Gift
Artificial	- Natural	Alike	- Same
Beginning	- End	Stone	- Rock
Behind	- in front of	Last	- Final
Below	- Above	Easy	- Simple
Best	- Worst	False	- Untrue
Better	- Worse	Difficult	- Hard
Beautiful	- Ugly	Mistake	- Error
Big	- Small	Occur	- Happen
Birth	- Death	Trip	- Journey
Bitter	- Sweet	Sad	- Unhappy
Black	- White	Good	- Fine
Blunt	- Sharp	Infant	- Baby
Body	- Soul	Select	- Choose
Bore	- Amuse	Accurate	- Correct
Boring	- Exciting	Always	- Forever
Borrow	- Lend	Connect	- Join
Centre	- Outskirts	Clarify	- Explain
Far	- Near	Fast	- Quick
Fast	- Slow	ill	- Sick
Fat	- Slim	Near	- Close
Fear	- Courage	Start	- Begin
Floor	- Ceiling	Raise	- Lift
Hate	- Enjoy	Under	- Below

Source: [100 Examples of Synonyms and Antonyms Vocabulary - English Grammar Here](#)

Syllabus

Aims:

The aim of this lesson is to provide some of the very useful vocabulary women from rural areas may need in their personal and work lives. Its aim is to improve their English language skills when it comes to the number of words they are familiar with, thus become more confident when using English and expand their knowledge.

Objectives:

The objectives of this lesson are:

- to provide useful vocabulary.
- to train participants to remember and be able to use these words.

Learning Outcomes:

Participants will need less time to express their opinions, thoughts, and other ideas in English upon completing this lesson. They will understand other people talking to them or writing to them in English better.

Content: Exercises in the following areas:

- 4) The most frequently used words
Colours. Names of months, days of the week. Numbers. The English alphabet and spelling.
- 5) Adjectives and adverbs
Differences. The most common adjectives (to describe appearance, feelings, setting, etc.).
- 6) Antonyms
Common words with opposite meanings, such as interesting - boring, black - white, etc.

Teacher's version for teachers and trainers to be included, too.

Lesson supporting materials

To make the lesson shorter, I suggest inserting tables with grammar rules instead of plain text. Also, using a picture would take less space than writing all the rules or examples.

Exercise 1 (active)

Question **1**
Not yet answered
Marked out of 6.00

Write the correct word to complete the sentences. Write ONE WORD into each gap.

- My brother isn't tall, he is .
- One year has months.
- The day of a year is the 1st of January.
- Her new car is fast while my old one is really .
- She speaks loudly, not .
- The second weekend day is called .

Test 1 (passive)

Question 1

Not yet answered

Marked out of 7.00

Choose the correct word to complete the sentences.

- I finished sixth in the race and my brother was
- When you mix blue and yellow, you get
- A year with February 29 is called a y
- In , you can hear "forty love".
- When something is difficult, we can say it is really .
- My boyfriend's mother talked to me in a very way.
- "Frustrated" is a rather adjective.

Useful sources for further self-study:

Internet sources:

[Colours in English - Bilingual](#)

[Kidspothttps://bilingualkidspot.com/2019/05/09/teach-kids-english-esl-starter-kit/colours-in-english/](https://bilingualkidspot.com/2019/05/09/teach-kids-english-esl-starter-kit/colours-in-english/)

[Months of the Year | Vocabulary | EnglishClub](#)

[Days of the Week | Vocabulary | EnglishClub](#)

<https://blog.abaenglish.com/the-alphabet-and-spelling-in-english/>

[Picture Dictionary - Describing people - English ESL Worksheets for distance learning and physical classrooms \(islcollective.com\)](#)

[List of Adjectives: Learn Popular Adjectives in English - Fluent Land](#)

[Adjectives feelings - English ESL Powerpoints for distance learning and physical classrooms \(islcollective.com\) \(185\) Pinterest](#)

[Adjectives and Adverbs \(perfect-english-grammar.com\)](#)

[300+ Opposites \(Antonyms\) from A-Z with Great Examples • 7ESL](#)

[100 Examples of Synonyms and Antonyms Vocabulary - English Grammar Here](#)

Extra exercises:

[Colors online exercise for Grade 2 \(liveworksheets.com\)](#)

[Days of the Week Song | Vocabulary | EnglishClub](#)

[Pronunciation: The English Alphabet - Learning English Online \(learning-english-online.net\)](#)

[Adjective or Adverb? | Learn English \(ecenglish.com\)](#)

[Adverbs or Adjectives Exercise 1 \(perfect-english-grammar.com\)](#)

Printed sources:

- Michael McCarthy, Felicity O'Dell: English Vocabulary in Use - Elementary (+CD). Cambridge University Press, 2005
- Stuart Redman: English Vocabulary in Use Pre-intermediate and Intermediate with Answers (Third Edition). Cambridge University Press, 2011
- Simon Clarke: Macmillan English Grammar in Context Essential Student's Book with Key and CD-ROM, MacMillan, 2008

Teacher's version:

Answer key to exercises (automatic):

Exercise 1 (will be automatically evaluated by Moodle):

Write the correct word to complete the sentences. Write ONE WORD into each gap.

- My brother isn't tall, he is {1:SHORTANSWER:%100%short#} .

- One year has {1:SHORTANSWER:%100%twelve#} months.
- The {1:SHORTANSWER:%100%first#} day of a year is the 1st of January.
- Her new car is fast while my old one is really {1:SHORTANSWER:%100%slow#}.
- She speaks loudly, not {1:SHORTANSWER:%100%quietly#}.
- The second weekend day is called {1:SHORTANSWER:%100%Sunday#}.

Test 1 (will be automatically evaluated by Moodle):

Choose the correct word to complete the sentences.

I finished sixth in the race and my brother was

{1:MULTICHOICE:%0%seven#~%0%seventeen#~%100%seventh#}.

When you mix blue and yellow, you get {1:MULTICHOICE:%0%brown#~%100%green#~%0%orange#}.

A year with February 29 is called a {1:MULTICHOICE:%100%leap#~%0%gap#~%0%skip#} year.

In {1:MULTICHOICE:%0%the cinema#~%100% a game of tennis#~%0%a mathematics lesson#}, you can hear "forty love".

When something is difficult, we can say it is really {1:MULTICHOICE:%100%hard#~%0%soft#~%0%easy#}.

My boyfriend's mother talked to me in a very {1:MULTICHOICE:%0%friend#~%0%friends#~%100%friendly#} way.

"Frustrated" is a rather {1:MULTICHOICE:%0%positive#~%0%neutral#~%100%negative#} adjective.

ENGLISH LANGUAGE LITERACY - LESSON 4

LESSON 4

Title: **ESP VOCABULARY**

VET Curriculum contents in text-shape. The training/learning contents of the lessons assigned to you.
Length: Max Five pages per lesson

This lesson contains basic vocabulary related to agriculture. ESP vocabulary consists of five sections: Agricultural Machinery and Tools, Animals, Plants, Animal and Plant Diseases, Weather in Agriculture.

1 Agricultural Machinery and Tools

Vocabulary

Garden Tools	Definitions
dibber	a small tool used by gardeners to make a hole in the soil where they want to put a seed or small plant
cultivator	a tool or machine which is used to break up the earth or to remove weeds
hoe and fork	a gardening tool with a long handle and a small square blade, which you use to remove small weeds and to break up the surface of the soil
hose	a long flexible pipe made of rubber or plastic through which water is directed
fork	a large tool that is used to break up soil when you are gardening; it consists of three or four long prongs that attached to a long handle
rake	a garden tool consisting of row of metal or wooden teeth attached to a long handle
saw	a tool for cutting wood which has a blade with sharp teeth along one edge
spade	a tool used for digging, with a flat metal blade and a long handle
trowel	a rounded spade garden tool that is rather like a small spade
wheelbarrow	a small open cart with one wheel and handles that is used for carrying things
Machinery	
lawn mower	a machine for cutting grass on lawns
harvester	a machine which cuts and often collects ripe crops such as maize, wheat, or vegetables
combine harvester	a large machine which is used on farms to cut, sort, and clean grain
rotary machine	a machine that have parts that turn round a fixed point
potato harvester	a machine used for collecting potatoes
beet harvester	a machine used for collecting beet
plough	a large farming tool with sharp blades which is attached to a tractor or an animal
drill	a tool or machine that you can use for making holes

harrow	a piece of equipment consisting of a row of spikes fixed to a heavy frame; it breaks up large lumps of soil
tractor	a farm vehicle that is used to pull farm machinery and to provide the energy needed for the machinery to work

Source (modified): Collins Cobuild English Dictionary, HarperCollins Publishers, Ltd. 1995

2 Animals

Vocabulary

Domestic animals	Definitions
cow	a large female animal that is kept on farm for its milk
horse	a large animal that people can ride; some horses are used for pulling plough and carts
donkey	an animal which is like a horse but which is smaller and has longer ears
pig	a pink or black animal with short legs and not much hair on its skin
sheep	a large animal with a thick woolly coat kept for their wool and meat
goat	a farm animal or a wild animal that is about the size of a sheep
goose, geese (pl.)	a large animal that has a long neck and webbed feet
dog	a very common four-legged animal that is often kept as a pet or to guard or hunt
cat	a small, furry animal with a tail, whiskers, and sharp claws
rabbit	a small furry animal with long ears
chicken	a small bird that is kept for its egg and meat
hen	a female chicken kept for eggs
cock	an adult male chicken
turkey	a large bird that is kept on a farm for its meat
duck	a very common water bird with short legs, webbed feet, a short neck, and a large flat beak
peacock	a large bird of the pheasant family
bee	an insect with a yellow-and-black striped body that makes a buzzing noise as it flies

Source (modified): Collins Cobuild English Dictionary, HarperCollins Publishers, Ltd. 1995

3 Plants

Vocabulary

Vegetables	Definitions
bean	a seed of a tall climbing plant or a long thin cases which contains these seeds
cabbage	a round vegetable with green leaves that you usually chop up and boil in water before eating
carrot	A long, thin, orange-coloured vegetable; it grows under the ground
cauliflower	a hard, roundish, white vegetables that is surrounded by green leaves
celery	a vegetable with long pale green stalks

cucumber	a long thin vegetable with a hard green skin and wet transparent flesh
kohlrabi	a green vegetable that has a round ball of leaves like a cabbage
leek	a long thin vegetable which smells similar to onions
lettuce	a plant with a large green leaves that is the basic ingredient o many salads
onion	a small round vegetable with a brown skin that grows underground
parsley	a small plant with curly leaves that is used for flavouring or decorating savoury food
pea	a small, round , green seed which grows in pods and is eaten as a vegetable
pumpkin	a large, round,, orange-coloured vegetable with a thick skin
radish	a small red or white vegetable that is the root of a plant; it is eaten raw in salads
spinach	a vegetable with large dark green leaves that you chop up and boil in water before eating
potato	a roundish vegetable with brown or red skin and white inside
Fruit	
apple	a round fruit with smooth green, yellow, or red skin and firm white flesh
banana	a long curved fruit with yellow skin
currants	small dried black grapes used especially in cakes
pear	a sweet, juicy fruit which is narrow near its stalk, and wider and rounded at the bottom; it has white flesh and thin green or yellow skin
blackberry	a small , soft black or dark purple fruit
blackcurrant	very small, dark purple fruits that grow in bunches
strawberry	a small red fruit which is soft and juicy and has tiny yellow seeds on its skin
cherry	a small, round fruit with red skin
apricot	a small, soft, round fruit with yellowish-orange flesh and a stone inside
plum	a small, sweet fruit with a smooth red or yellow skin and a stone in the middle
peach	a soft, round, juicy fruit with sweet yellow flesh and pinky-orange skin
grapes	small green or dark purple fruit which grow in bunches
tomato	a small, soft, red fruit that you can eat raw in salads or cooked as a vegetable
Arable crops	
rye	a cereal grown in cold countries; its grains can be used to make bread
wheat	a cereal crop grown for food
barley	a crop that can be reorganized by the heads of its stalks which have long spiky hairs surrounding seeds
oats	a cereal crop or its grains, used for making porridge or feeding animals
maize	a tall plant which produces large cobs of sweet corn
rice	white or brown grains taken from a cereal plant
sugar beet	a crop with a large round root, grown for the sugar which can be obtained from this root

Source (modified): Collins Cobuild English Dictionary, HarperCollins Publishers, Ltd. 1995

4 Animal and plant diseases

Vocabulary

Animal diseases	Descriptions
Anthrax	<p>Anthrax is a bacterial infection that can be contracted through contact with infected animals or their products. It can also be inhaled, which can be deadly. Anthrax, a highly infectious and fatal disease of cattle, is caused by a relatively large spore-forming rectangular shaped bacterium called <i>Bacillus anthracis</i>. Anthrax causes acute mortality in ruminants. The bacteria produce extremely potent toxins which are responsible for the illeffects, causing a high mortality rate. Signs of the illness usually appear 3 to 7 days after the spores are swallowed or inhaled. Once signs begin in animals, they usually die within two days.</p> <p>Hoofed animals, such as deer, cattle, goats, and sheep, are the main animals affected by this disease. They usually get the disease by swallowing anthrax spores while grazing on pasture contaminated (made impure) with anthrax spores. Inhaling (breathing in) the spores, which are odourless, colourless, and tasteless, may also cause infection in animals and people.</p>
Black quarter (Black leg)	<p>It is an acute infectious and highly fatal, bacterial disease of cattle. Buffaloes, sheep and goats are also affected. Young cattle between 6-24 months of age, in good body condition are mostly affected. It is soil-borne infection that generally occurs during rainy season. In India, the disease is sporadic (1-2 animal) in nature.</p>
Foot and mouth disease	<p>The foot-and-mouth disease is a highly communicable disease affecting cloven-footed animals. It is characterized by fever, formation of vesicles and blisters in the mouth, udder, teats and on the skin between the toes and above the hoofs. Animals recovered from the disease present a characteristically rough coat and deformation of the hoof.</p> <p>In India, the disease is widespread and assumes a position of importance in livestock industry. The disease spreads by direct contact or indirectly through infected water, manure, hay and pastures. It is also conveyed by cattle attendants. It is known to spread through recovered animals, field rats, porcupines and birds.</p>
Rabies (Mad dog disease)	<p>It is a disease of dogs, foxes, wolves, hyenas and in some places, it is a disease of bats which feed on blood.</p> <p>The disease is passed to other animals or to people if they are bitten by an animal with rabies. The germs which cause rabies live in the saliva of the sick (rabid) animal. This is a killer disease but not every dog which bites is infected with rabies.</p> <p>When the rabid animal bites another animal or human, the germs which live in its saliva pass into the body through the wound caused by the bite. The germs travel along the nerves to the brain. The time between the bite and the first appearance of signs that the bitten animal or human has been infected can take from 2 to 10 weeks or more. The time taken depends on the distance of the bite from the brain. If the bite is on the face or head, the bitten animal or human will quickly show signs, but if the bite is on the leg it will take much longer for signs to develop.</p>

Blue tongue	<p>Blue tongue, a disease which is transmitted by midges, infects domestic and wild ruminants and also camelids, however sheep are particularly badly affected. Cattle, although infected more frequently than sheep, do not always show signs of disease. Virus spreads between animals occurs via the midges of <i>Culicoides</i> species.</p> <p>The likelihood of mechanical transmission between herds and flocks, or indeed within a herd or flock, by unhygienic practices (the use of contaminated surgical equipment or hypodermic needles) maybe a possibility.</p>
Pox	<p>Sheep-pox is a highly contagious disease. It causes a mortality of 20 to 50 per cent in animals below the age of 6 months, and causes damage to the wool and skin in adults. Of the pock diseases, sheep-pox ranks only second to human small-pox in virulence. The disease is transmissible to in-contact goats but not to other species of animals. It, however, spreads slowly.</p>
Brucellosis of sheep	<p>The mode of entry is by ingestion or via conjunctiva. The aborted foetus, vaginal discharge and milk from infected goats contain a large number or organisms.</p> <p>Symptoms in infected goats and sheep state of abortion may occur followed by a quiescent period during which a few abortions occur. The aborted animals do no breed. After 2 years or more another abortions to mislikely to occur.</p>
Tetanus	<p>This is an infectious, non-febrile disease of animals and man, and is characterized by spasmodic tetany and hyperaesthesia. This disease is prevalent all over the world.</p> <p>Infection takes place by contamination of wounds. Deep punctured wounds provide favourable conditions for the spores to germinate, multiply and produce toxin which is subsequently absorbed in the animal body. The micro-organism present in soil and in animal faeces, and is carried into the wound by a penetrating object. The organism present in the intestine of normal animals, and under some undetermined conditions multiplies rapidly and produces toxin in sufficient quantities to be absorbed and cause the disease.</p>
Listeriosis	<p>The organisms are excreted in the faeces, urine, aborted foetuses, uterine discharge and milk of infected animals. The organisms are sufficiently resistant to remain viable in animal and human faeces, sewage, soil, silage and dust for several weeks and months. The bloodsucking arthropods may spread infection since organisms have been isolated from cattle ticks and tabanid flies. Under natural conditions certain predisposing factors are related to clinical infection.</p>
Campylobactor abortion (Vibriosis)	<p>Transmission occurs by coitus. The affected bull scarry the organisms in preputial cavity indefinitely. Mature cows and heifers also carry the infection for long periods. Infected semen from an infected bull is the important means of the disease. The organism survives slow temperature used in semen storage.</p>
Plant diseases	Descriptions

Powdery Mildew	Powdery mildew leaves a white dusty coating on leaves, stems and flowers. Caused by a fungus, it affects a number of plants, including lilacs, apples, grapes, cucumbers, peas, phlox, daisies and roses.
Downy Mildew	Downy mildew is caused by fungus-like organisms and affects many ornamentals and edibles, such as impatiens, pansies, columbine, grapevines, lettuce and cole crops such as broccoli and cauliflower. Often occurring during wet weather, downy mildew causes the upper portion of leaves to discolour, while the bottoms develop white or gray mold.
Black Spot	Black spot is a fungal disease commonly found on roses, but also on other flowers and fruits. While it does not kill plants outright, it weakens them and makes them susceptible to other problems. In cool, moist weather, small black spots appear on foliage, which starts to turn yellow and eventually drops off.
Mosaic Virus	There are a number of mosaic viruses, but gardeners are most likely to encounter two: tomato mosaic virus and tobacco mosaic virus. The former infects tomatoes, peppers, potatoes, apples, pears and cherries; the latter infects tomatoes, peppers, cucumbers, lettuce, beets, petunias and, of course, tobacco. Mosaic virus causes mottled yellow and green leaves that are sometimes curled and distorted. Some plants exhibit yellowing, stunted growth, malformed fruits and reduced yield. Mosaic virus is more common in hot weather.
Damping-Off Disease	Damping-off disease, caused by several soil-borne fungi, is most problematic in wet, humid conditions. It infects seedlings and causes them to collapse and decay. It is often found in greenhouses but can occur outdoors as well.
Fusarium Wilt	Caused by a soil-borne fungus, fusarium wilt affects ornamental and edible plants, including dianthus, beans, tomatoes, peas and asparagus. The disease causes wilted leaves and stunted plants, as well as root rot and sometimes blackened stem rot. It is especially active in hot summer temperatures.
Verticillium Wilt	Verticillium wilt is a fungal disease that affects hundreds of species of trees, shrubs, edibles and ornamentals. Pathogens, which can live in the soil for years, make their way into the plant through the roots, eventually clogging the vascular system and causing branches to wilt suddenly and foliage to turn yellow and fall off prematurely. It can also lead to stunted growth.
Sooty Mold	Sooty mold refers to fungi that grow on the sticky deposits, called honeydew, left by plant-sucking insects. On leaves it is not only unsightly; it impedes photosynthesis and stunts plant growth. Leaves coated with sooty mold also drop off prematurely.
Snow Mold	Snow mold is a fungus that flourishes in the cold, moist conditions found beneath snow. It attacks turf grass. After snow melts, symptoms become visible: light tan areas of matted grass caused by threads of mold.
Rust	Rust, another fungal disease, is easy to spot because it forms rusty spots on leaves and sometimes stems. The spots eventually progress from

	reddish-orange to black. There are many types of rust that can attack plants such as hollyhocks, roses, daylilies and tomatoes. Even your lawn is susceptible to grass rust.
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Sources (modified): [Animal Transmitted Diseases | Washington State Department of Health](#); [10 Common Plant Diseases \(and How to Treat Them\) | The Family Handyman](#)

5 Weather in agriculture

Weather plays an important role in agriculture. It influences crop growth, development and yields; the incidence of pests and diseases; water needs; and fertilizer requirements. It may cause physical damage to crops and soil erosion. The quality of crop produce during movement from field to storage and transport to market depends on weather. There are four areas of farming that are affected by weather: crop growth/irrigation, fertilizer timing and delivery, pest and disease control, field workability.

Source (modified): [Weather impact on crop yields-searching for simple answers to a complex problem \(iop.org\)](#)

Vocabulary

Weather	Definitions
weather forecast	a statement saying what the weather will be like next day or for the next few days
cloud	a mass of water vapour that flows in the sky
overcast	the sky is completely covered with cloud and there is not much light
rain	water that falls from the clouds in small drops
rainfall	the amount of rain that falls in a place during a particular period
drizzle	light rain falling in fine drops
shower	a short period of rain, especially light rain
downpour	heavy rain
snow	a lot of soft snow bits of frozen water that fall from the sky in cold weather
frost	the temperature falls under freezing point and the ground becomes covered in ice crystals
hail/hailstone	a small ball of ice that falls like rain from the sky
blizzard	severe snowstorm with strong wind
sleet	snow or hail mixed with rain and often some wind
wind	a current of air that is moving across the earth's surface
breeze	a gentle wind
gale	a very strong wind
precipitation	rain, snow, or hail; a technical use in meteorology
air	the mixture of gases which forms the earth's atmosphere and which we breathe
evaporation	change from a liquid state to a gas because its temperature has increased

fog	tiny drops of water in the air which form a thick cloud and make it difficult to see things, a thick cloud close to land
mist	light fog, often on the sea or caused by drizzle
haze	light mist, usually caused by heat
thunder	the loud noise that you hear from the sky after a flash of lightning, especially during a storm
storm	very bad weather, with heavy rain, strong winds, and often thunder and lightning
thunderstorm	a storm in which there is thunder and lightning and a lot of heavy rain
lightning	the very bright flashes of light in the sky that happen during thunderstorm
drought	long periods of time without rain causing a lack of water in the area
rainbow	an arch of colour in the sky formed when the sun shines through rain
sunshine	the light and the heat from the sun
smog	a cloud of pollution hanging over a city

Source (modified): Collins Cobuild English Dictionary, HarperCollins Publishers, Ltd. 1995

Syllabus - A summary/plan of each lessons, with Learning Outcomes, contents covered. One assessment proposal and assessment forms.

Aims:

The aim of this lesson is to provide some of the very useful ESP (English for specific purposes) vocabulary women from rural areas may need in their professional lives in connection with agriculture and rural areas. Its aim is to improve their English language skills when it comes to the number of words they are familiar with, thus become more confident when using English and expand their knowledge.

Objectives:

The objectives of this lesson are:

- to provide useful ESP vocabulary.
- to train participants to remember and be able to use these words.

Learning Outcomes:

Participants will be able to talk and write about their work and their responsibilities in English upon completing this lesson. They will understand other people talking to them about agriculture-related topics in English better.

Content: Exercises in the following areas:

1. Machines & tools
Vocabulary related to the machines, tools, implements, vehicles, and appliances used in agriculture (such as fork-lift truck, milking machine, rake, etc.).
2. Animals
Names of animals, their body parts, meat types, etc.

3. Plants

Crops, flowers, and other plants and their parts. Words related to growing them (such as fertilizer, manure, harvest, etc.)

4. Animal and plant diseases

Names of diseases and how to cure them (e.g. pear rust, foot and mouth disease, etc.)

5. Weather

Weather vocabulary related to agriculture.



The screenshot shows a Moodle quiz question titled "Exercise 1" with the instruction "Match the words with their definitions." There are 10 numbered definitions and a list of 10 animal words to be matched.

Exercise 1
Match the words with their definitions.

- 1 a large animal with a thick woolly coat kept for their wool and meat
- 2 a small, furry animal with a tail, whiskers, and sharp claws
- 3 a pink or black animal with short legs and not much hair on its skin
- 4 a large female animal that is kept on farm for its milk
- 5 a very common water bird with short legs, webbed feet, a short neck, and a large flat beak
- 6 a small bird that is kept for its egg and meat
- 7 a large animal that has a long neck and webbed feet
- 8 an animal which is like a horse but which is smaller and has longer ears
- 9 a very common four-legged animal that is often kept as a pet or to guard or hunt
- 10 a small furry animal with long ears

dog cat cow goose chicken duck sheep rabbit donkey pig

Exercise and tests/quizzes: automatically assessed (Moodle). The progress bar should show the participant at which stage of the lesson he/she is.

Lesson supporting materials - no. 1 Exercise per lesson, case studies, bibliography/sitography, additional literature and useful sources, tests, quizzes

Exercise 1:

Test 1:

Otázka 1

Étne nezodpovedané

Match the words with their definitions.

- 1 a long, thin, orange-coloured vegetable; it grows under the ground
- 2 a long thin vegetable with a hard green skin and wet transparent flesh
- 3 a small red or white vegetable that is the root of a plant; it is eaten raw in salads
- 4 a roundish vegetable with brown or red skin and white inside
- 5 a plant with a large green leaves that is the basic ingredient o many salads
- 6 a sweet, juicy fruit which is narrow near its stalk, and wider and rounded at the bottom; it has white flesh and th
skin
- 7 a small, soft, red fruit that you can eat raw in salads or cooked as a vegetable
- 8 white or brown grains taken from a cereal plant
- 9 a tall plant which produces large cobs of sweet corn
- 10 a round fruit with smooth green, yellow, or red skin and firm white flesh

pear cucumber carrot maize rice tomato lettuce potato apple raddish

Test 2:

← → ↻ https://moodle.tuke.sk/moodle/question/preview.php?id=17938511&courseid=286

Otázka 1
Étne nezodpovedané

Match the words with their definitions.

- 1 a garden tool consisting of row of metal or wooden teeth attached to a long handle
- 2 a machine for cutting grass on lawns
- 3 a tool used for digging, with a flat metal blade and a long handle
- 4 a large tool that is used to break up soil when you are gardening; it consists of three or four long prongs that attached to a long handle
- 5 a long flexible pipe made of rubber or plastic through which water is directed
- 6 a machine which cuts and often collects ripe crops such as maize, wheat, or vegetables
- 7 a large farming tool with sharp blades which is attached to a tractor or an animal
- 8 a tool or machine that you can use for making holes
- 9 a piece of equipment consisting of a row of spikes fixed to a heavy frame; it breaks up large lumps of soil
- 10 a farm vehicle that is used to pull farm machinery and to provide the energy needed for the machinery to work

harvester hose fork spade rake tractor harrow plough lawn mower drill

Začať znova Uložiť Vyplniť správne odpovede Odoslať a ukončiť Ztvoriť náhľad

Technické informácie [▶](#)

Stiahnuť túto otázku vo formáte XML Moodle

Useful sources for further self-study:

Internet

- Youtube: [World Modern Agriculture Technology - Broccoli, Cabbage, carrot, onion Harvesting machine 2021 - YouTube](#)
- [Tomatoes Harvesting Machine - Tomato Processing in Factory - How it made Canned Tomato, ketchup - YouTube](#)
- [Awesome Hydroponic Strawberries Farming - Modern Agriculture Technology - Strawberries Harvesting - YouTube](#)

- [Top 10 Agriculture Machines Videos - YouTube](#)
- [TOP 15 BIGGEST AGRICULTURAL MACHINES - YouTube](#)
- [CSEC Agricultural Science Pests & Diseases of Farm Animals - YouTube](#)
- [Level of Seriousness of Animal Diseases. Grade 12 Agricultural Sciences. - YouTube](#)
- [Introduction to Plant Pathology - YouTube](#)
- [Plant Pathology - Master Gardener Training - Lina Rodriguez-Salamanca - YouTube](#)
- [Agriculture Unit II: Influence of weather on crops & Weather Forecasting - YouTube](#)
- [Major 10 farming decisions to make based on weather info | English - YouTube](#)
- [Climate, Agriculture and the Challenges Ahead - YouTube](#)
- [Classification of Farm Animals \(Grade 12 Agricultural Sciences\) Animal Nutrition - YouTube](#)
- [Introduction to Agriculture | Crop Production and Management | Don't Memorise - YouTube](#)

Printed:

- Collins Cobuild English Dictionary, HarperCollins Publishers, Ltd. 1995
- The Oxford-Duden Pictorial English Dictionary, Oxford University Press, 1990
- Ray V. Herren. 2014. Agricultural Mechanics: Fundamentals and Applications. 7th ed. Cengage Learning.
- W. S. Damron & W. S. Damron. 2018. Introduction to Animal Science: Global, Biological, Social and Industry Perspective. 6th ed. Pearson
- R. M. Bourdon. 2000. Understanding Animal Breeding. 2nd ed. Pearson.
- K. L. Smith. 2015. Principles of Agriculture, Food and Natural Resources. Goodheart-Willcox.
- M. Carolan. 2012. The Sociology of Food and Agriculture. 3rd ed. Routledge.
-

Teacher's version:

Answer key to exercises (automatic):

Exercise 1 (will be automatically evaluated by Moodle):

Číslo 1
Odpoved bola uložená

Match the words with their definitions.

- 1 sheep a large animal with a thick woolly coat kept for their wool and meat
- 2 cat a small, furry animal with a tail, whiskers, and sharp claws
- 3 pig a pink or black animal with short legs and not much hair on its skin
- 4 cow a large female animal that is kept on farm for its milk
- 5 duck a very common water bird with short legs, webbed feet, a short neck, and a large flat beak
- 6 chicken a small bird that is kept for its egg and meat
- 7 goose a large animal that has a long neck and webbed feet
- 8 donkey an animal which is like a horse but which is smaller and has longer ears
- 9 dog a very common four-legged animal that is often kept as a pet or to guard or hunt
- 10 rabbit a small furry animal with long ears

Test 1 (will be automatically evaluated by Moodle):

Číslo 1
Odpoved bola uložená

Match the words with their definitions.

- 1 carrot a long, thin, orange-coloured vegetable; it grows under the ground
- 2 cucumber a long thin vegetable with a hard green skin and wet transparent flesh
- 3 radish a small red or white vegetable that is the root of a plant; it is eaten raw in salads
- 4 potato a roundish vegetable with brown or red skin and white inside
- 5 lettuce a plant with a large green leaves that is the basic ingredient o many salads
- 6 pear a sweet, juicy fruit which is narrow near its stalk, and wider and rounded at the bottom; it has white flesh and thin green or yellow skin
- 7 tomato a small, soft, red fruit that you can eat raw in salads or cooked as a vegetable
- 8 rice white or brown grains taken from a cereal plant
- 9 maize a tall plant which produces large cobs of sweet corn
- 10 apple a round fruit with smooth green, yellow, or red skin and firm white flesh

Začať znova Uložiť Vyplniť správne odpovede Odoslať a ukončiť Ztvoriť náhľad

Test 2 (will be automatically evaluated by Moodle):

Číslo 1
Odpoved bola uložená

Match the words with their definitions.

- 1 rake a garden tool consisting of row of metal or wooden teeth attached to a long handle
- 2 lawn mower a machine for cutting grass on lawns
- 3 spade a tool used for digging, with a flat metal blade and a long handle
- 4 fork a large tool that is used to break up soil when you are gardening; it consists of three or four long prongs that attached to a long handle
- 5 hose a long flexible pipe made of rubber or plastic through which water is directed
- 6 harvester a machine which cuts and often collects ripe crops such as maize, wheat, or vegetables
- 7 plough a large farming tool with sharp blades which is attached to a tractor or an animal
- 8 drill a tool or machine that you can use for making holes
- 9 harrow a piece of equipment consisting of a row of spikes fixed to a heavy frame; it breaks up large lumps of soil
- 10 tractor a farm vehicle that is used to pull farm machinery and to provide the energy needed for the machinery to work

Začať znova Uložiť Vyplniť správne odpovede Odoslať a ukončiť Ztvoriť náhľad

ENGLISH LANGUAGE LITERACY - LESSON 5

LESSON 5

Title: **EMAILS AND WRITTEN BUSINESS COMMUNICATION**

VET Curriculum contents in text-shape. The training/learning contents of the lessons assigned to you.

Length: Max Five pages per lesson

1 WRITING FORMAL EMAILS IN ENGLISH

Emails are among the most commonly used means of communication in the world. They are fast, immediate, and allow you to interact with all kinds of businesses within and beyond the national boundaries. At work above all, writing formal emails in English in the right way requires certain skills, and being a professional situation, it is essential not to commit mistakes in order to make a good impression of yourself and your company.

THE RULES FOR WRITING FORMAL EMAILS IN ENGLISH

Subject

The subject is the first piece of information that the recipients of an email see, and if it is written incorrectly or unclearly. It is important to give a clear and precise message, right from the start, indicating the content or reason for writing in two or three words that grabs the attention of the recipient.

Style

Unlike many other languages which require long complex sentences in a formal written context, English is very concise and favours short sentences and a simple structure. Make sure you break up the text into two or three paragraphs – this enables the reader to see the key points.

Courtesy formulas

When you write an email in English, you are not only using another language but you also enter another culture with different habits. The Anglo-Saxons in general pay a lot of attention to forms of courtesy and gratitude, therefore never forget to add them.

Check the email

Never send an email in English without having re-read what you wrote. Grammatical or typing mistakes are very common even in your own language, so in English you can make errors much more easily. Double-checking what you have written is a simple step to take that can prevent you from appearing unprofessional and above all careless.

Signature

Be sure to have set your emails to end with all the important information about you, including:

- name and surname
- job title
- company (name, address ...)
- link to the company website

THE FORMAT OF A FORMAL EMAIL IN ENGLISH

- Email head
- Introduction
- Body of the text

- Conclusion

Email head

An email head consists of information about a recipient and other receivers (Cc) and a subject.

To: Cc: Subject:

Introduction

Depending on the type of relationship you have with the person you are writing to, there are different ways of starting an email, but any email should always start with a greeting. In our specific case being formal, the most appropriate options are:

- **Dear Mr/Mrs/Ms** (surname of the recipient, e.g. Mr Black)
- **Dear Sir/Madam** (if you don't know the name of the recipient) or more generally
- **'To whom it may concern'**.

After the initial greeting you need an introductory sentence that indicates clearly the reason for writing and is consistent with the subject of the email. Introduce yourself briefly (long texts often discourage people from reading them), then follow on:

- **I am writing with regard to...** (email subject)
- **I am writing in connection with...** (email subject)
- **I am writing in reference to...**

If you are writing an email to send information, you can start with one of the following sentences:

- **I am writing to let you know...**
- **I am delighted to tell you...** (if you're communicating good news)
- **I regret to inform you that...** (if you're communicating bad news)

If instead you are replying to an email you received, you can say:

- **I am writing in response to...**
- **I am writing in reply to...**
- **I am writing to thank you for...** (if you need to thank the recipient)

Body of the text

There are no conventional formulas for writing the body of the text because this varies according to the function of what you need to communicate. It is useful to prepare an initial draft and then proceed with any corrections.

The general rules are that the text should be divided into short paragraphs that avoid abbreviations and acronyms, both of which you can use, on the contrary, when you write an informal email to family and friends.

Based on the type of message you are sending, there are various ways to write a final invitation before ending the email, such as:

- **I look forward to hearing from you soon.**

- Thank you in advance.
- For further information, please do not hesitate to contact me.
- Please let me know if you have any questions.
- Thank you for your attention.

Conclusion

The most common ways to end an email are:

- **Best regards**
- **Kind regards**
- **Yours faithfully** (if you began the email with 'Dear Sir/Madam' because you don't know the name of the recipient)
- **Yours sincerely** (if you began the email with 'Dear Mr/Mrs/Ms + surname')
- **Regards**

Source (modified): <https://www.wallstreetenglish.com/blog/how-to-write-formal-emails-in-english>

An example of formal business email

To : jane.snow@vision.com
From: thomas.smith@euworld.uk
Cc :
Subject : Extension of trading agreement

Dear Ms Snow

It was very good to see you again at our meeting in Prague on October 20. I hope you had a safe journey home afterwards.

We agreed that your company will continue to represent us and to promote the full range of our services throughout Europe for three years, with effect from January 1. During this period, we expect to see an increase of at least 15% in the value of business we do in this region.

Full details of the payment we will make and the expenses we will cover are included in the attached agreement. Can you, please, check this and, if it all is in order, sign and return one copy of the agreement to me.

We look forward to continuing to develop our business in the region in association with you.

Best regards

Thomas Smith
Managing Director
Professional Services
52 Abbey Street
London EC1 4SW

WRITING INFORMAL EMAILS IN ENGLISH

Writing informal emails in English is communication between friends, colleagues or family members.

THE RULES FOR WRITING INFORMAL EMAILS IN ENGLISH

There are no rules for writing informal emails regarding the subject and style. Style is informal, writers do not have to use any courtesy words and phrases. Emails can be very short (e.g. a note) or long, they do not have to be segmented into paragraphs. The format of informal emails does not have to follow the structure of formal emails: introduction, body of the text and conclusion. Emails are signed with the first names of writers.

An example of informal business email

To: jane.snow@vision.com

From: tom.hardy@europrojects.com

Cc: jim.king@europrojects.com

Subject: Tuesday's meeting

Jane

Just to confirm that we'll be able to attend the meeting next Tuesday. I'll be there with my colleague, Jim King.

Tom

2 WRITING BUSINESS LETTERS

Business letters are in the form of emails but formal business letters are still common form of communication in the business and public lives. There are many kinds of business letters, e.g. credit applications, letters of inquiry, orders of goods and services, formal business announcements, letters of recommendation, letters dealing with complaints and claims, in-house correspondence and more.

Layout of a business letter

Letterhead

Your company's name and address

The recipient's name and address

Date

Body of the letter (a letter of enquiry)

Salutation

First paragraph – say where you saw the advertisement

Second paragraph – give some general information about your business/state your general reason for writing

Third paragraph – request action

Conclusion

Close

Formal Ending

Signature

Name

Position in company

Enclosures

Example of a business letter

Nábytok Európa
Hlavná ulica 116
040 01 Košice
Slovakia

Ms Elizabeth Johnson
New Art Company Ltd.
100 Wood Lane
Chiswick
London
W5A 3EU

March 10, 2022

Dear Ms Johnson

We have seen your advertisement for your hand-made sofa-beds in an English newspaper The Guardian last week.

We are one of the largest furniture shops in Slovakia, and we are interested in purchasing your hand-made sofa-beds for our customers.

Could you please send us your latest catalogue and price list, including details of quantity discounts.

Thank you in advance.

Yours sincerely

Zuzana Múdra

Zuzana Múdra
Sales Manager

3 FORMAL AND INFORMAL STYLE

Formal letters are requests, applications, enquiries etc. sent to people or organisations.

The tone is respectful and the letter is structured.

Informal letters are sent to friends and relatives. The tone is casual and friendly.

Here are some phrases used in formal and informal style.

	FORMAL	INFORMAL
Beginning Ending	<ul style="list-style-type: none">▪Dear Sir/Madam / Dear Mr/Ms Brown▪Yours faithfully / Yours sincerely	<ul style="list-style-type: none">▪Dear Mark/Laura▪Best/kind regards
Reason for writing	<ul style="list-style-type: none">▪I am writing-with regard to ...-to request-to enquire about ...-to inform you that...-in response to ...	<ul style="list-style-type: none">▪This is a short note-to thank you-to apologise-to mention▪I thought you might like to know that ...
Recalling facts	<ul style="list-style-type: none">▪As you may recall, we recently discussed the possibility of ...▪As you know, our company is interested in ...	<ul style="list-style-type: none">▪As you know, we talked about...▪You probably remember our recent conversation about ...
What you propose	<ul style="list-style-type: none">▪In order to develop this idea▪To allow us to take the matter further, may I suggest that..▪To enable us to move forward on this, we would like to propose ...▪I/we/our firm would be pleased to ...	<ul style="list-style-type: none">▪If you agree, we could ...▪It might be a good idea to ...▪What I suggest is ...▪One /another possibility would be to ...
Further contact	<ul style="list-style-type: none">▪Please do not hesitate to contact us if you require further details / more information.▪We would be happy to provide more detailed information.	<ul style="list-style-type: none">▪Feel free to contact me at any time for more details.▪Let me know how you feel about my suggestion.
Signing off	<ul style="list-style-type: none">▪We would be pleased to have an opportunity to work with your firm.▪I look forward to hearing from you.	<ul style="list-style-type: none">▪We could discuss this over lunch one day.▪Hope to hear from you soon.

Source: <https://learn-english-today.com/vocabulary/formal-informal.html>

Syllabus - A summary/plan of each lessons, with Learning Outcomes, contents covered. One assessment proposal and assessment forms.

Aims:

The aim of this lesson is to provide a general overview of formal and informal style of written business communication, especially emails, and to provide some of the very useful vocabulary and writing skills women from rural areas may need in their professional lives in connection with agriculture and rural areas. Its aim is to improve their English language skills, especially writing skills and thus become more confident in business communication in the English language in order to promote and sell their products, etc.

Objectives:

The objectives of this lesson are:

- to provide information on composing emails
- to help participants distinguish between formal and informal writing styles.
- to train participants on how to reply to emails.
- to teach participants to write a formal letter (business communication)

Learning Outcomes:

Participants will be able to write an email and a letter typical for business communication, either in formal, informal or semi-formal style. They will understand the differences in styles and the phrases that are connected with individual styles.

Content: Exercises in the following areas:

1. Writing an email
Basic structure of an email. Vocabulary and phrases used in emails.
2. Writing a letter
Basic structure of a letter. Vocabulary and phrases used in letters.
3. Formal vs informal style
Synonyms, differences, vocabulary expansion

Lesson supporting materials - no. 1 Exercise per lesson, case studies, bibliography/sitography, additional literature and useful sources, tests, quizzes

Exercise 1 :

Otázka 1
Ešte nezodpovedané

Text otázky

New Art Company Ltd.

100 Wood Lane
Chiswick
London
W5A 3EU

Zuzana Múdra
Nábytok Európa
Hlavná ulica 116
040 01 Košice
Slovakia

March 22, 2022

Ms Múdra

We thank you for your letter of March 10, 2022, in which you enquired about our home-made sofa-beds.

We enclose our latest catalogue and price list. We can offer you a discount of 10% for orders over a hundred, increasing to 15% on orders over two hundred.

Please do not hesitate to contact us if you need further information.

We look forward to hearing from you.

Yours
Elisabeth Johnson
Sales Manager

enclose quote orders hearing Ms Dear thank hesitate enquired sincerely

Test 1

Orácia 1
Ešte
nezodpovedané

Reservations

Arrow Bank Hotel

Midford

15 June 2022

Dear Sir or Madam

: Reservation enquiry

I would like to four single rooms and one double room for three nights from 10th to 14th August. We would like room and only.

Could you please your current prices?

I forward to hearing from you.

Yours

James Lee

faithfully Re breakfast Manager reserve look confirm

Test 2:

Orácia 1
Ešte
nezodpovedané

Add the appropriate informal phrase or sentence to the formal one.

Dear Mr Lees /

Thank you for your enquiry. /

I am pleased to confirm your reservation for / four single rooms and one double-room from the tenth to the fourteenth of August. The price for the single room is €111; the price for the double room is €150, room and breakfast only.

Please let me know if you have any questions or special request. /

We look forward to welcoming you in our hotel. /

Yours sincerely /

Agostino Messi

Agostino Messi

Reservation Manager

Good to hear from you. Best regards It's OK for you to have See you in August. Hi James Tell me if you need anything else.

Useful sources for further self-study:

Internet:

<https://edu.gcfglobal.org/en/business-communication/how-to-write-a-formal-business-letter/1/>

<https://www.wikihow.com/Write-a-Business-Letter>

<https://www.indeed.com/career-advice/career-development/business-letter-format-and-example>

<https://writing.wisc.edu/handbook/assignments/businessletter/>

<https://www.fluentu.com/blog/business-english/writing-a-business-letter-in-english/>

Printed:

Taylor, Shirley. Model Business Letters, Emails and Other Business Documents. 7th edition. 2012. Financial Times.
Business Letters and Emails. Made Easy. 2021. Lawpack Publishing Ltd.
How to Write Better Business Letters. 2013. Barrons Educational Series.
Bly, Robert. Encyclopedia of Business Letters, Faxes and E-mail. 2009. Career Press.
Roche, Marc. Business English Writing. 2019.

Teacher's version:

Answer key to exercises (automatic):

Exercise 1 (will be automatically evaluated by Moodle):

New Art Company Ltd.
100 Wood Lane
Chiswick
London
W5A 3EU

Ms Zuzana Múdra
Nábytok Európa
Hlavná ulica 116
040 01 Košice
Slovakia

March 22, 2022

Dear Ms Múdra

We thank you for your letter of March 10, 2022, in which you enquired about our home-made sofa-beds.
We enclose our latest catalogue and price list. We can quote you a discount of 10% for orders over a hundred, increasing to 15% on orders over two hundred.
Please do not hesitate to contact us if you need further information.

We look forward to hearing from you.

Yours sincerely
Elisabeth Johnson
Sales Manager

Test 1 (will be automatically evaluated by Moodle):

Reservations Manager
Arrow Bank Hotel
Midford

15 June 2022

Dear Sir or Madam

Re : Reservation enquiry

I would like to reserve four single rooms and one double room for three nights from 10th to 14th August. We would like room and breakfast only.

Could you please confirm your current prices?

I look forward to hearing from you.

Yours faithfully

James Lee

Test 2 (will be automatically evaluated by Moodle):

Add the appropriate informal phrase or sentence to the formal one.

Dear Mr Lees / Hi James

Thank you for your enquiry. / Good to hear from you.

I am pleased to confirm your reservation for / It's OK for you to have four single rooms and one double-room from the tenth to the fourteenth of August. The price for the single room is €111; the price for the double room is €150, room and breakfast only.

Please let me know if you have any questions or special request. / Tell me if you need anything else.

We look forward to welcoming you in our hotel. / See you in August.

Yours sincerely / Best regards

Agostino Messi

Agostino Messi

Reservation Manager

ENGLISH LANGUAGE LITERACY - LESSON 6

LESSON 6

Title: **JOB APPLICATION AND CV**

VET Curriculum contents in text-shape. The training/learning contents of the lessons assigned to you.

Length: Max Five pages per lesson

1 Writing a Curriculum Vitae (CV)

Writing a good CV (curriculum vitae), resumé (AE), is an important part of getting a good job. You can use as a standard CV - the Europass CV which is structured, its layout and format is recognised throughout Europe.

You can prepare your own Europass CV finding it at <https://europa.eu/europass/en>.

Basic principles for writing a good CV

1 Concentrate on the essentials

- Employers generally spend less than one minute reading a CV before deciding to reject it, or to shortlist it for detailed consideration.
- Be brief: two A4 pages are usually more than enough.
- Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.

2 Be clear and concise

- Use short sentences. Concentrate on the relevant aspects of your training and work experience.
- Give specific examples. Quantify your achievements.
- Update your CV as your experience develops. Do not hesitate to remove old information if it does not add value for the position.

3 Always adapt your CV to suit the post you are applying for

- Highlight your strengths according to the needs of the employer and focus on the skills that match the job.
- Do not include work experience or training that is not relevant to the application.
- Before sending your CV to an employer, check again that it corresponds to the required profile.

4 Pay attention to the presentation of your CV

- Present your skills and competences clearly and logically.
- Put the most relevant information first.
- Pay attention to spelling and punctuation.
- Retain the suggested font and layout.

5 Check your CV once you have filled it in

- Correct any spelling mistakes, and ensure the layout is clear and logical.
- Do not forget to write a cover letter.

Source (modified): https://www.eea.europa.eu/about-us/jobs/application_documents/instructions_for_europass_cv.pdf

The Structure of a CV

Main parts of a CV are:

- Personal information

- Position you are applying for
- Work experience
- Education and training
- Personal skills
- Additional information

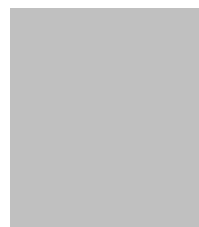
The Europass CV Template

Here is the Europass CV Template you can follow when writing a CV.



PERSONAL INFORMATION Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]



📍 Replace with house number, street name, city, postcode, country

☎ Replace with telephone number 📱 Replace with mobile number

✉ State e-mail address

🌐 State personal website(s)

💬 Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR

POSITION Replace with job applied for / position / preferred job / studies applied for (delete

PREFERRED JOB non relevant headings in left column)

STUDIES APPLIED FOR

WORK EXPERIENCE _____

[Add separate entries for each experience. Start from the most recent.]

Replace with dates (from - to) Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING _____

[Add separate entries for each course. Start from the most recent.]

Replace with dates (from - to) Replace with qualification awarded

Replace with
EQF (or other)
level if
relevant

Replace with education or training organisation's name and locality (if relevant, country)

Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS _____

Mother tongue(s) Replace with mother tongue(s)

Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user
Common European Framework of Reference for Languages

Communication skills Replace with your communication skills. Specify in what context they were acquired.

Example:

good communication skills gained through my experience as sales manager

Organisational / managerial skills Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:

leadership (currently responsible for a team of 10 people)

Job-related skills Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:

good command of quality control processes (currently responsible for quality audit)

Computer skills Replace with your computer skills. Specify in what context they were acquired.

Example:

good command of Microsoft Office™ tools

Other skills Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:

carpentry

Driving licence Replace with driving licence category/-ies. Example:

B

ADDITIONAL INFORMATION

Publications Replace with relevant publications, presentations, projects, conferences, seminars,

Presentations honours and awards, memberships, references. Remove headings not relevant in

Projects the left column.

Conferences Example of publication:

Seminars How to write a successful CV, New Associated Publishers, London, 2002.

Honours and awards Example of project:

Memberships Devon new public library. Principal architect in charge of design, production, bidding
References and construction supervision (2008-2012).

ANNEXES

Replace with list of documents annexed to your CV.

Examples:

copies of degrees and qualifications;

testimonial of employment or work placement;

publications or research.

Source: <https://europa.eu/europass/en>

2 Writing a Job Application Letter

A **job application letter**, also known as a **cover letter**, is sent or uploaded with your curriculum vitae (CV) when applying for a job. While a CV offers a history of your work experience and an outline of your skills and accomplishments, in the job application letter you send to an employer you provide additional information about your skills and experience and explain why you are qualified for the position and should be selected for an interview. Writing a job application letter gives you a chance to introduce yourself to the employer from your point of view. You can make a good impression and impact, your current situation, employment status, your work experience.

Source (modified): <https://www.thebalancecareers.com/how-to-write-a-job-application-letter-2061569>

The Structure of a Job Application Letter

The sections of a job application letter are:

- **Heading**

A letter of application should begin with both your and the employer's contact information (name, address, phone number, email) followed by the date. If it is an email, include your contact information at the end of the email, after your signature.

- **Salutation**

If you know the name of an addressee, you should start the letter with the most common salutation "Dear Mr/Mrs" and the last person's name; if you do not know the person's name, start the letter with "Dear Sir or Madam".

- **Body of the letter**

You should write maximum three or four paragraphs. In *the first paragraph* write the job you are applying for and where you saw the advertisement or job listing. In *the second paragraph* you should write the relevant information on your experience and accomplishments that meet the needs of your future employer. In *the third paragraph* thank to the employer and offer follow-up information.

- **Complimentary close**

You should close the hard copy letter with "Yours sincerely" if you salute the addressee "Dear Mr/Mrs White" or "Yours faithfully", if you start the letter with "Dear Sir or Madam". When you write an email, you can close it with "Kind regards" or "Best regards".

- **Signature**

If this is a hard copy letter you should sign the letter and then type your name. If this is an email, type your name followed by your contact information.

Writing Guidelines for a Job Application Letter

Length: A letter of application should be no more than one page long. Three to four paragraphs is typical.

Format and Page Margins: A letter of application should be single-spaced with a space between each paragraph. Align your text to the left, which is the standard alignment for most documents.

Font: Use a traditional font such as Times New Roman, Arial, or Calibri. The font size should be between 10 and 12 points.

Source (modified): <https://www.thebalancecareers.com/how-to-write-a-job-application-letter-2061569>

A Sample of a Job Application Letter (Cover Letter)

26 Standard Street
Winchester
Wiltshire
WN2 3TS

May 15, 2022
Mrs. Joanne Evans
Personnel Officer
Bakery, Ltd.
1 London Road
Winchester
Wiltshire
WN5 7PT

Dear Mrs. Evans,

I have read your advertisement in today's "Guardian" and I wish to apply for the position of baker in your company.

I am thirty years old and at secondary school I took examinations in English, Maths, Economics, and Biology. Since I left school I have been working as a baker for a small company in London, but for personal reasons I would like to return to my native town. I have had experience in bakery for 14 years, so I am able to become a member of your team and fulfil my duties from the very beginning.

I enclose my curriculum vitae. Please let me know of there is any further information you require.

I look forward to hearing from you.

Yours sincerely,

Jane White (Mrs.)

Enc. Curriculum Vitae

3 Job Interview

When a company needs to employ new people, it may decide to advertise new positions in a newspaper or online. People who are interested can apply for the jobs by sending a job application letter (cover letter) and curriculum vitae (CV). A company may also ask candidates to complete a standard application form. In company, Human Resources department (HR department) are

responsible for recruiting new personnel. In the process of recruiting new employees, the HR department will select the most suitable applications and prepare a short list of candidates, who are invited to attend a job interview. A recruitment agency (a search firm) can select suitable candidates when a company hires it for recruiting new employees.

A job interview is a structured conversation where an interviewer or a panel of interviewers hold a dialogue with job candidates to assess their suitability (qualifications, work experience, and skills) for new positions in a company.

There are different types of job interviews. An interviewer can choose and conduct the type of job interviews that helps him/her to find the best candidate for a job. The most common job interview is a traditional one.

During a traditional job interview an HR manager or an interviewer meets a candidate to discuss his/her suitability for a job position by asking questions about his/her qualifications, work experience and skills.

There are usually five stages of a job interview:

- 1) Introduction
- 2) Small talk
- 3) Gathering Information
- 4) Questions
- 5) Conclusion

Interviewers usually pay a great attention to the structure of a job interview. They have to prepare for individual stages. Candidates should be ready for each of these stages of a job interview in advance. They should prepare for each stage to make a good impression and increase their opportunity for hiring them for a given job position.

Sources (modified): <https://uk.indeed.com/career-advice/interviewing/types-of-interview>

Top 10 most common interview questions

Asking and answering questions is the most important part of a job interview. An interviewer can fulfil missing information about candidates and learn more about their personalities and work experience.

Here are the ten most common interview questions candidates at job interviews:

1. Tell me about yourself.
2. What is your greatest strength?
3. What is your greatest weakness?
4. Why should we hire you?
5. What is something positive your boss would say about you?
6. What are your salary expectations?
7. Why are you leaving your current role?
8. What interests you about this position?
9. What are your future goals?
10. Describe a difficult work situation on how you overcame it.

Most questions are open and their function is to find something personal about candidates, their character or skills; some questions aim at candidates' knowledge about a company and their ability to fulfil their duties at work. Candidates should prepare carefully in advance and try to find answers to these questions before taking part in a job interview.

Interview Skills

If job candidates want to prepare for job interview they have to develop and improve their interview skills which can be divided into two categories: the skills needed for preparation for a job interview (pre-interview skills) and the skills needed for interaction with an interviewer (interview skills).

Pre-interview skills

- 1) Do your research
- 2) Rehearse common interview questions
- 3) Rehearse job-specific questions
- 4) Plan your own questions
- 5) Be ready

Before taking a job interview candidates should learn more about their potential employer, their goals, priorities, needs, about the structure of the company and about the position they are applying. They should show how serious they are about the job for that company. They should read company's website or their social media pages and find out information about the job itself. Candidates may practise common interview questions and job-specific questions with somebody else to get feedback on their performing. They should show their interest in the job position; be curious about the company and ask meaningful questions related to the company or job.

Interview skills

- 6) Arrive early
- 7) Show respect to everyone
- 8) Listen actively
- 9) Be aware you your body language
- 10) Use the STAR method
- 11) Express your gratitude
- 12) Review your performance

Candidates should arrive at least 5 minutes early and feel relaxed and not stressed. They have to make a good impression, be polite and respectful, smile and share feedback. During the interview they should listen actively to understand what they are being asked and how to answer questions effectively. Body language is a significant part of candidate's overall impression; he or she should have eye contact with the interviewer, sit up straight; feel confident and not nervous, to be open and relaxed. At the end of an interview candidate should thank for the time to meet him/her. After finishing the interview candidates should review the job interview; and assess their performance.

Source (modified): <https://uk.indeed.com/career-advice/interviewing/interview-skills>

Syllabus - A summary/plan of each lessons, with Learning Outcomes, contents covered. One assessment proposal and assessment forms.

Aims:

The overall aim of this lesson is to prepare women from rural areas for their job interview in English, to write a CV and a job application letter. Its aim is also to improve their English language skills, writing and communication skills and thus become more confident in using the English language when applying for a job.

Objectives:

The objectives of this lesson are:

- to provide information on writing a CV.
- to guide participants how to write a job application letter.
- to find out how to prepare for a job interview.

Learning Outcomes:

Participants will be able to write a CV and a job application letter. They will be able to successfully communicate in English, prepare for a job interview, listen and respond to the interviewing committee, talk about their work experience, education, future plans, etc.

Content: Exercises in the following areas:

1. Writing a CV
Basic structure of a CV, basic rules for writing a CV.
 2. Writing a job application letter
Basic structure of a job application letter. Vocabulary and phrases used in it.
 3. Job interview
Vocabulary, listening and speaking activities (examples of job interviews, role-plays, etc.)
- Assessment: Completed – Not completed

Exercise and tests/quizzes: automatically assessed (Moodle). The progress bar should show the participant at which stage of the lesson he/she is.

Lesson supporting materials - no. 1 Exercise per lesson, case studies, bibliography/sitography, additional literature and useful sources, tests, quizzes

Exercise 1:

Oracia 1
Este
nezodpovedané

Read the text and fill in the correct verb into the gaps.

Applying for a job

These days, many applicants their curriculum vitae speculatively to companies they would like to . In other words, they do not an advertised job, but hope the employer will be interested enough to their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often an application form and a cover letter. The employer will then invite the best candidates to an interview. Sometimes candidates will a psychometric test before the interview to their mental ability and reasoning skills. These days, it is normal for successful candidates to have to a probationary period in a company. This is usually three or six months; after that, they are offered a permanent post.

Source (modified): Cotton, D. et al, 2010. Market Leader Intermediate, 3rd ed.

work for write keep take assess apply for fill in work submit attend

Test 1:

Oracia 1
Este
nezodpovedané

Read the job application letter (cover letter) as an email and fill in the missing words into the text.

Subject: Graphic Designer Position

Dear Ms. Richardson,

Please attached my application for the Graphic Designer position you on the McGill CaPS website. I have both my C.V. and cover letter.

If you encounter any difficulties, or further information, please do not to contact me at 514-987-6543.

Thank you for my application.

Sincerely,
Serena Fox

advertised hesitate find enclosed considering require

Test 2:

Orsilia 1
Ešte nezodpovedané

Read the sentences and fill in the gaps with the appropriate words.

- 1 A well-prepared _____ does well at any job interview.
- 2 What is your present annual _____ ?
- 3 Could you explain to me what _____ of the job are?
- 4 When you retire, you will receive a good _____ .
- 5 All job applications are handled by the _____ department.
- 6 First, you need to _____ a form.
- 7 The applicants will be interviewed by a _____ of three managers.
- 8 A British company will ask you to send a _____ with your job application letter.
- 9 She has been working part-time for three years, so now she is looking for a _____ job.
- 10 I am looking for a new _____ in my future job.

Human Resources responsibilities curriculum vitae board full-time candidate pension salary fill in challenge

Useful sources for further self-study:

There is a lot of printed and online literature on the given topics. Here are some tips.

Internet

- YouTube: Writing a CV at <https://www.youtube.com/watch?v=rCbPDF07MfQ>
- YouTube: How to write a perfect CV at <https://www.youtube.com/watch?v=PX8PfCBXeII>
- YouTube: How to write a perfect cover letter at <https://www.youtube.com/watch?v=WmWtK3iZYw0>
- YouTube: How to Write an Amazing Cover Letter in 2022 at <https://www.youtube.com/watch?v=tlfeKhZ556A>
- YouTube: BEST Cover Letter Tips for Career Changers at <https://www.youtube.com/watch?v=wWs-zl8zRpU>

Printed:

- Whitmore, Tracey. 2022. How to Write an Impressive CV and Cover Letter: A Comprehensive Guide for Jobseekers. Robinson.
- McGrimmon, Lisa. 2014. The Resume Writing Guide: A Step-by-Step Workbook for Writing a Winning Resume.
- Clay, Dan. 2018. How to Write a Perfect Resume: Stand Out, Land Interviews, and Get the Job you Want.
- McKee, Peggy. 2017. How to Answer Interview Questions: 101 Tough Interview Questions.
- Wilkerson, Denise; Wilkerson, Randy. 2020. Interview with Desire and Get Hired! How to Ace the Interview, Self Yourself & Get Your Dream Job.
- Bolles, Richard N., Brookes, Katharine. 2020. What Color Is Your Parachute? Job-Hunter's Workbook, Sixth Edition: A Companion to the World's Most Popular and Bestselling Career Handbook.
- Bolles, Richard N., Brookes, Katharine. 2022. What Color Is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.

Teacher's version:

Answer key to exercises (automatic):

Exercise 1 (will be automatically evaluated by Moodle):

Read the text and fill in the correct verb into the gaps.

Applying for a job

These days, many applicants **submit** their curriculum vitae speculatively to companies they would like to **work for**. In other words, they do not **apply for** an advertised job, but hope the employer will be interested enough to **keep** their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often **fill in** an application form and **write** a cover letter. The employer will then invite the best candidates to **attend** an interview. Sometimes candidates will **take** a psychometric test before the interview to **assess** their mental ability and reasoning skills. These days, it is normal for successful candidates to have to **work** a probationary period in a company. This is usually three or six months; after that, they are offered a permanent post.

Source (modified): Cotton, D. et al, 2010. Market Leader Intermediate, 3rd ed.

Test 1 (will be automatically evaluated by Moodle):

Otázka 1

Odpoveď bola
uložená

Read the job application letter (cover letter) as an email and fill in the missing words into the text.

Subject: Graphic Designer Position

Dear Ms. Richardson,

Please **find** attached my application for the Graphic Designer position you **advertised** on the McGill CaPS website. I have **enclosed** both my C.V. and cover letter.

If you encounter any difficulties, or **require** further information, please do not **hesitate** to contact me at 514-987-6543.

Thank you for **considering** my application.

Sincerely,

Serena Fox

Test 2 (will be automatically evaluated by Moodle):

Otázka 1

Odpoveď bola
uložená

Read the sentences and fill in the gaps with the appropriate words.

- 1 A well-prepared **candidate** does well at any job interview.
- 2 What is your present annual **salary** ?
- 3 Could you explain to me what **responsibilities** of the job are?
- 4 When you retire, you will receive a good **pension** .
- 5 All job applications are handled by the **Human Resources** department.
- 6 First, you need to **fill in** a form.
- 7 The applicants will be interviewed by a **board** of three managers.
- 8 A British company will ask you to send a **curriculum vitae** with your job application letter.
- 9 She has been working part-time for three years, so now she is looking for a **full-time** job.
- 10 I am looking for a new **challenge** in my future job.

Title: **SPEAKING SKILLS - BUSINESS COMMUNICATION**

VET Curriculum contents in text-shape

1. **Effective listening**

How to listen effectively:

- Try to guess the meaning from the context.
- Listen carefully.
- If you don't understand, ask the speaker to repeat what has been said.
- Do not interrupt the speaker.
- Use signal words and phrases.

Signal words and phrases that show you are listening:

- Uhm..
- Yes, I see.
- I can imagine.
- Tell me more about it.
- What do you think about...?
- Do you agree?
- What's your opinion?

Body language:

- Maintain eye contact.
- Mirror the gestures or mimics of the speaker.
- Don't cross your legs or arms - it indicates disapproval, defense, or fear.

2. **Speaking activities**

First, define the goal of the conversation. It could be one of these:

- to exchange information,
- to request for information,
- to purchase/sell products,
- to persuade someone,
- to present the products,
- to instruct someone how to use a machine or tool,
- to instruct someone how to perform a certain activity,
- to negotiate (a price or conditions),
- to maintain small talk,
- to welcome guests,
- to accept/decline an offer,
- to take part in a job interview.

Study the following short conversations:

A shop assistant (S.A.) and a customer (C):

S.A.: Hello, welcome. What would you like?

C: Oh, hello. I am here on holiday and I am looking for a gift for my parents. I was wondering whether you sell any local homemade products?

S.A.: Yes, we have homemade jams and honey, and we also make our own hand cream with herbs.

C: That's interesting. Maybe I'd buy this honey for my father and a hand cream for my mother. Which one do you recommend?

S.A.: If she has normal skin, I would recommend this one with buckthorn, but if she has drier skin, I'd go for that one with almonds and cherry blossom.

C: OK, so I'll take the latter. How much is it?

S.A.: So the honey costs 9 Euros and the cream 5 Euros. The total price is 14 Euros.

C: Here you are, 15 Euros. Keep the change.

S.A.: Thank you very much and enjoy the rest of your holiday!

C: Thank you, bye!

A receptionist (R) at a farmhouse and guest (G):

R: Good morning, this is Wonderful Vacancies, Kelly Jones speaking. How can I help you?

G: Good morning, James White speaking. I looked up your bed and breakfast and I would like to book one room for three nights from this Sunday to Wednesday. Do you have anything available?

R: Wait a minute, Mr White, and I will check. Yes, we have three rooms available. How many people will there be, please?

G: Oh, just two. I am travelling with my wife.

R: OK, so that's one en-suite double room with a balcony, including breakfast. The total price including local tax is 210 €, is that OK for you?

G: Yes, thank you. When and how do I pay you?

R: We have a free cancellation policy, however, you need to pay 50 € as a deposit. I will send you the details by email if you give me your email address.

G: Oh, sure. It's j.white@gmail.com.

R: Let me write it down - j.white@gmail.com. OK, thank you very much. So let me just read it all back to you. You are booking one double room for three nights from Sunday 5 September until Wednesday 8 September for two adults. Is that correct?

G: Yes, exactly. So, you are going to send me an email?

R: Yes, I will send you a email with payment instructions and booking confirmation in a few minutes. Please, check your spam folder, too. In case you have any additional questions, you can contact me anytime on my email or on this telephone number. I will be happy to help you.

G: That's very kind of you, you are very helpful. Thank you very much. Goodbye.

R: We are looking forward to welcoming you here on Sunday, Mr White. Goodbye.

Two farmers solving a problem at work

F1: So, what should we do with this cow? I think she's going to calve.

F2: Oh yes, I can see she is struggling. What's the problem?

F1: I guess the calf is in the wrong position.

F2: Hmm, I've never seen a cow lying on her side like this. It looks serious.

F1: Yes, I agree. I think we need to call a vet.

F2: Exactly what I was thinking. Do you have her phone number?

F1: No, I don't. But I'll ask Frank, I'm sure he has it. Will you stay with the cow while I'm away?

F2: Sure. And bring some hot water with you when you arrive. I guess we'll need it.

F1: OK. I'm off now.

3. Vocabulary development (words and phrases used in oral communication)

Consider the level of formality – are you talking to a client, a colleague, or a boss? Adjust your use of vocabulary to the situation.

Examples:

INFORMAL

Can you...?

I want to...

Sure.

No way.

FORMAL

Could you, please?

I would like to...

Certainly.

I am afraid that is not really possible.

Phrases to use when you don't understand:

- Sorry, I didn't quite catch that. Can you repeat it, please?
- Would you say it one more time, please?
- Would you please send it to me by email to confirm? Thank you.
- Could I read that back to you?
- Could you speak more slowly, please? Thank you.

Syllabus

Aims:

The aim of this lesson is to provide an general overview of formal and informal style of oral business communication, to enrich the vocabulary and improve speaking skills necessary for business communication and thus promoting business and selling products.

Objectives:

The objectives of this lesson are:

- to improve speaking and communication skills in English in various situations (e.g. negotiation, welcoming visitors, small talk, inviting, accepting or declining an offer, etc.)
- to learn about the appropriate style and vocabulary in different situations.

Learning Outcomes:

Participants will be able to effectively communicate in English in various situations, negotiate with a potential business partner, successfully promote and advertise their business and products, as well as ask and answer business-related questions and engage in small talk.

Content: Exercises in the following areas:

1. Effective listening

2. Speaking activities
3. Vocabulary development (words and phrases used in oral communication)


Teacher's version for teachers and trainers to be included, too.

Lesson supporting materials

Teacher's version:

E1

Otázka 1
Ešte
nezodpovedané



I am a farm girl from Central Michigan and grew up 50 registered Holstein cows. There's nothing more beautiful for me than a beautiful Holstein so that's my driving love in life and as a farm girl I knew early on that I didn't fit the typical girl mold. And was told that little blue-eyed blond girls weren't supposed to be dragging cows around but that's what I did and that's what I still do today and what I my daughter to but really the reason why I speak and travel all over the world is to try to help people understand where their comes from. I believe so passionately that farmers are doing things the right way for the right reasons. We just need to be much more effective in communicating that and the challenge that we have is that are more modest independent and stubborn. I fit that mold pretty well myself and that doesn't necessarily bode well for being able to speak about why we have the practices that we do today on farms. Frankly, farmers often want to spend more time taking care of their and their land and that's really tough but today sharing our story more effectively and being able to communicate about is the best practice. The reality is that we are losing money hand over fist especially in business right now and we will continue to do so if we can't help consumers better understand where their food comes from and the people behind that food .

T1

Otacia 1
Eito
nezodpovedané

Ms. Jane Lee
12 Abbey Road
London NW3 1BP

April 19, 2022

Dear Ms. Lee

I write to 20 rakes you had advertised on your . I believe this product is still on .

I will be glad if I can receive these products before the end of the month. this order to our .

We look forward to doing business with you.

Yours sincerely

Ann White

Manager

order account offer charge webside

TUKE x Upraviť otázku x Zobraziť náhľad otázky: U7_T2 x +

moodle.tuke.sk/moodle/question/preview.php?id=17951899&courseid=286

TUKE — TUKE It is Hereby Perfor... Nová karta

Otvárka 1
 Ešte nezodpovedaná

Ms. Jane Lee
 12 Abbey Road
 London, NW5 1RP

May 3, 2022

Dear Ms. Lee
 Please be [] that we are hereby cancelling our order, placed on April 19, 2022 because of your [] to complete it on time.
 Unfortunately, because of our business need, we are unable to [] the deadline to complete the order any longer and we will have to look elsewhere to have it [].
 If you have any question, please, do not [] to contact me.

Yours sincerely
 Ann White
 Manager

[inability] [advice] [extend] [hesitate] [fulfilled]

Začať znova Uložiť Vyplniť správne odpovede Odoslať a ukončiť Zatvoriť náhľad

Technická informácia

Stiahnuť túto otázku vo formáte XML Moodle

DW_L Zobrazíť náhľad o... LESSON 7 [režim... U7_T2 - Windows ... 6:34 18. 6. 2022

Answer key to exercises (automatic):


E1

TUKE x Upraviť otázku x Zobraziť náhľad otázky: U7_E1 x +

moodle.tuke.sk/moodle/question/preview.php?id=17951897&previewid=233808&courseid=286&variant=1&correctness=0&marks=0&markdp=2...

TUKE — TUKE It is Hereby Perfor... Nová karta

Otázka 1
 Odpoveď bola uložená



I am a farm girl from Central Michigan and grew up [milking] 60 registered Holstein cows. There's nothing more beautiful for me than a beautiful Holstein [cow] so that's my driving love in life and as a farm girl I knew early on that I didn't fit the typical [farm] girl mold. And was told that little blue-eyed blond girls weren't supposed to be dragging cows around but that's what I did and that's what I still do today and what I [encourage] my daughter to but really the reason why I speak and travel all over the world is to try to help people understand where their [food] comes from. I believe so passionately that farmers are doing things the right way for the right reasons. We just need to be much more effective in communicating that and the challenge that we have is that [farmers] are more modest, independent and stubborn. I fit that mold pretty well myself and that doesn't necessarily bode well for being able to speak about why we have the practices that we do today on farms. Frankly, farmers often want to spend more time taking care of their [animals] and their land and that's really tough but today sharing our story more effectively and being able to communicate about [agriculture] is the best practice. The reality is that we are losing money hand over fist especially in [dairy] business right now and we will continue to do so if we can't help consumers better understand where their food comes from and the people behind that food [production].

Začať znova Uložiť Vyplniť správne odpovede Odoslať a ukončiť Zatvoriť náhľad

Technická informácia

DW_L Zobrazíť náhľad o... 23:56 17. 6. 2022

T1

Browser tabs: TUKE, Upravit otázky, Zobrazit náhled otázky: U7_T1

Address bar: moodle.tuke.sk/moodle/question/preview.php?id=17951898&previewid=233809&courseid=286&variant=1&correctness=0&marks=0&markdp=2&fee...

Navigation: TUKE — TUKE, It is Hereby Perfor..., Nová karta, Ostatné

Otázka 1
Odpoveď bola uložená

Ms. Jane Lee
12 Abbey Road
London NW3 1BP

April 19, 2022

Dear Ms. Lee

I write to 20 rakes you had advertised on your . I believe this product is still on .

I will be glad if I can receive these products before the end of the month. this order to our .

We look forward to doing business with you.

Yours sincerely
Ann White
Manager

Buttons: Začat' znova, Uložit', Vyplniť správne odpovede, Odoslať a ukončiť, Zatvoriť náhľad

Technické informácie

Taskbar: DW_L, Zobrazit náhled o..., LESSON 7 [režim ...], SK, 0:10, 18. 6. 2022

T2

Otázka 1
Odpověď byla
uložená

Ms. Jane Lee
12 Abbey Road
London NW3 1BP

May 5, 2022

Dear Ms. Lee

Please be **advised** that we are hereby cancelling our order, placed on April 19, 2022 because of your **inability** to complete it on time.

Unfortunately, because of our business need, we are unable to **extend** the deadline to complete the order any longer and we will have to look elsewhere to have it **fulfilled**.

If you have any question, please, do not **hesitate** to contact me.

Yours sincerely,

Ann White

Manager

Začít znovu Uložit Vyplnit správné odpovědi Odeslat a ukončit Zatvorit náhled

Technické informácie [?](#)

Stiahnuť túto otázku vo formáte XML Moodle