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**ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ ПО ОБНОВЛЕННОМУ
СОДЕРЖАНИЮ ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК» (L3)
В 10–11 КЛАССАХ**

Методическое пособие

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В настоящей работе разработаны дидактические материалы по английскому языку с учетом обновленного содержания предмета «Английский язык» (L3). Материалы отобраны с учетом развития следующих видов речевой деятельности: говорение, чтение и письмо.

Пособие рекомендовано учителям английского языка в школе русским языком обучения.

Введение

Изучение иностранного языка способствует развитию коммуникативных способностей школьников, что положительно сказывается на развитии речи учащихся на родном языке; развитию их познавательных способностей; формированию общеучебных умений учащихся. Основное назначение иностранного языка состоит в формировании коммуникативной компетенции, т.е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка.

Иностранный язык расширяет лингвистический кругозор учащихся, способствует формированию культуры общения, содействует общему речевому развитию учащихся. В этом проявляется взаимодействие всех языковых учебных предметов, способствующих формированию основ филологического образования школьников.

Практическая значимость английского языка в обществе определяет необходимость совершенствования следующих навыков:

- использовать формальные и неформальные регистры речи в повседневной и школьной жизни;
- уметь задавать и отвечать на общие и составные вопросы;
- уметь давать оценку на уровне рассуждения в рамках школьных тем;
- понимать общую информацию в тексте по различным темам;
- понимать детальную информацию в тексте по различным темам;
- читать адаптированную художественную и документальную литературу по различным темам;
- писать с опорой о прошедших событиях, действиях и опыте;
- писать с грамматической точностью на определенном уровне в рамках различных тем;
- использовать разнообразные грамматические структуры в рамках программы.

1 Дидактические материалы для 10 класса

Reading

1. Read the article.

Surf It!

Surfing is one of the fastest developing sports in the world today. It used to be practised by the ancient Polynesians, but since the 1960s anyone and everyone can go surfing.

Surfing is more of a way of life for some people than simply a sport, and many spend their time travelling around the planet in search of the perfect wave. Typically, the average surfer is a laid-back type of person: they say it's something about the art of catching waves and being out in the elements which makes you feel very relaxed. Surfers greet each other by saying "Howzit?" (a bit like "how's it going?") and sometimes call each other "bru" or "brah" from the Hawaiian word for brother, "braddah". British surfers travel around in WV camper vans and look a bit like hippies.

Anywhere that has a coastline with big waves is home to surfers. Half of Australia's coastline is surfable so there are lots of Aussie surfers. Hawaii is where the sport was invented and the current champion is Hawaiian Sunny Garcia. A lot of surfers also come from California and New Zealand. There are even surfers in the UK who hang out on the south west coast where the Atlantic waves hit the shore.

Get a board. Most surfers start on short boards. Long boards and guns are only for experienced surfers catching huge waves. You also have to be a very strong swimmer: being able to swim at least 100 metres, and 25 metres underwater is required.

Beach breaks are waves which fall onto sand. They can be big, but are best if you are a beginner.

Waves vary in size during different seasons and even at different times of the day, so watch out!

Surfing can be dangerous and you need advice from someone experienced. More experienced surfers catch waves at point and reef breaks. They are away from the coast, and the swell comes deep from the ocean. Point breaks are waves bent because of the shape of the land beneath the ocean, and reef breaks are shaped by coral and rocks.

Surfing is a dangerous sport if you aren't a strong swimmer or if you try to do too much. The main thing most surfers have to worry about is their own board or other surfers' boards. Great white sharks, stingrays and deadly jellyfish are also not friendly to surfers, but actually running into one of these is quite rare. (*Timesaver reading lessons. Intermediate/Advanced*).

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about types of leisure in Kazakhstan.

Note. The main idea of a paragraph tells what the whole paragraph is about. All the other sentences in the paragraph give details that tell more about the main

idea.

Tips to Find Main Idea

- 1. Read the whole paragraph.**
- 2. Ask yourself: What is the one big idea all the other sentences are about?**
- 3. Reread the first and last sentences of the paragraph. The main idea is usually given first or last.**

Speaking

Language Functions

Saying you are sure	Saying you are not sure
<i>I'm sure...</i>	<i>Sorry, I'm not sure...</i>
<i>I'm quite sure...</i>	<i>I can't make up my mind...</i>
<i>I'm absolutely/fairly sure...</i>	<i>I'm not really sure...</i>
<i>I have no doubt...</i>	<i>I'm of two minds...</i>
<i>I'm absolutely/fairly certain...</i>	<i>I can't say for certain...</i>
<i>I know...</i>	
<i>Certainly/definitely...</i>	
<i>You can be sure...</i>	
<i>I'm a hundred percent certain...</i>	

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. You and your friend compare hunting traditions in Kazakhstan and Britain.
2. Your family members discuss the route of travelling around Kazakhstan.
3. Your best friend has just come from famous resort in South Kazakhstan and share his/her impressions.

Grammar

Exercise 1.

Put the following into the correct order.

1) suede / Italian / new / blue / soft / shoes 2) elderly / tall / Frenchwoman 3) oval / Venetian / ancient / valuable / glass 4) shiny / large / expensive / black / leather / bag 5) square / wooden / old / nice / table 6) modern / stone / large / beautiful / house 7) porcelain / tea / white / thin / old / cup 8) young / blonde / cute / tall / young lady 9) old / several / Irish / magnificent / castles 10) pretty / Turkish / young / a lot of / girls 11) dark green / best / silk / my / shirt 12) young / many / factory / Russian/ workers.

Exercise 2.

Choose the right word.

1. I don't like horror stories. I think they are (frightening/frightened) and (boring/bored). 2. Don't look so (surprising/surprised). Of course, it was a (surprising/surprised) solving of the problem but we had no other out. 3. It was a (tiring/tired) trip. I wish I hadn't it. I feel completely (exhausting/exhausted) after 4. The hockey match was (disappointing/disappointed). Our players lost the game and

we left the stadium quite (disappointing/disappointed). 5. Their new teacher can't remember his students' names. It seemed funny at first, but now it is rather (embarrassing/embarrassed). 6. So far as Mr. Magzhanov was concerned she did not seem to be in the least (embarrassing/embarrassed). 7. Her boyfriend did not come and she looked rather (worrying/worried). 8. The rise in crime committing is (depressing/depressed). 9. The photos from war made a (depressing/depressed) impression on him. 10. She is not (satisfying/satisfied) with her living conditions.

Exercise 3.

Open the brackets and use the comparative form of the adjectives and adverbs.

1. This task is (simple) than that one. 2. Why are you talking? Please be (quiet). 3. New districts of Astana are (beautiful) than the old ones. 4. He is (clever) than his groupmate. 5. My (old) sister is 3 years (old) than me. 6. There are (many) customers on Saturdays than on weekdays. 7. Are expensive clothes (good) than cheap ones? 8. Is German grammar (difficult) than Kazakh grammar? 9. He has made (few) mistakes than yesterday. 10. She had to give us (far) information though she didn't want to. 11. Students from group 3 are (industrious) than those from group 1. 12. Have you met our new colleagues Baurzhan and Leyla? The former is an excellent economist, (late) is a good lawyer. 13. They have got down to business without any (far) delay. 14. This matter is (urgent) than that one. 15. He plays badminton (bad) than his wife. 16. He's got a still (old) edition of this dictionary. 17. Is there a (late) train passing here? 18. (far) details will be given tomorrow. 19. Sparrows are (common) than any other birds. 20. Motor-cycles are (noisy) than cars, aren't they?

Exercise 4.

Choose the right variant.

1. Askhat was the (more talented/most talented) of the two brothers. 2. Of the three shirts I like the striped one (better/best). 3. My dog is the (cute/ the cutest) of the two. 4. This showcase is the (better/best) of the two presented. 5. There are nine planets in our solar system and Pluto is the (farther/farthest). 6. Balzhan is the (tallest/ taller) of the two girls. 7. The boss likes my plan (better/ best) of the two. 8. This is the (less difficult/least difficult) of the four cases. 9. This knife is the (sharpest/ sharper) of the two. 10. Mother was the (more/most) beautiful of three daughters.

Exercise 5.

Translate into English.

1. Ваше эссе (*essay*) в два раза длиннее моего. 2. Это дерево в два раза выше того. 3. Вам нравится этот пиджак? — Да, но он в три раза дороже того. 4. Сегодня в два раза холоднее, чем вчера. 5. Она выглядит в два раза моложе своей сестры. 6. Все его приятели в два раза старше него. 7. Хотя эта квартира и в два раза меньше той, она мне больше нравится. 8. Этот перевод вдвое легче того. Я уверен, ты с ним справишься (*cope with*). 9. Спидометр (*speedometer*) показывает, что машина идет в два раза быстрее, чем раньше. 10. Если ты поедешь поездом, а не самолетом, ты доберешься туда в несколько раз медленнее.

Exercise 6.

Put the adverbs in the right place.

Example: These books are old (very). — These books are very old.

1. I hate travelling by air (really). 2. She trusted him (entirely). 3. I understand your situation (fully). 4. It is not his fault. He did not want it to happen (at all). 5. The rain spoiled my day (completely). 6. We did the job quickly (fairly). 7. Though he tried to persuade her, she believed his story (hard, half). 8. He believes that he is right (firmly). 9. The prices are cheap at the hotel (reasonably). 10. I was tired to eat (too, even).

Exercise 7.

Fill in the blanks with so or such.

1. The weather was ___ nasty that she decided to stay at home. 2. He drove at ___ a high speed that I got frightened. 3. The show was ___ amusing that we couldn't help laughing. 4. He was ___ shocked that he couldn't say a word. 5. There were ___ few participants present that the meeting was cancelled. 6. The girl looked ___ sick that the mother called the doctor in. 7. The programme was ___ amazing that nobody wanted to miss it. 8. They made ___ excellent reports that the audience burst out applauding. 9. There were ___ many interesting books that he did not know which to choose. 10. I have been studying for ___ a long time that I have got a headache now.

Exercise 8.

Open the brackets and give the comparative or superlative degree of the following adjectives and adverbs.

1. That is (incredible) story I have ever heard, 2. It is not always (bright) students who do well in tests. 3. Synthetical shirts are (hard) wearing, but cotton shirts are much (comfortable). 4. Which is (deep), Lake Michigan or Lake Superior? 5. She is far (self-confident) than she used to be. 6. (tall) man among the guests is a basketball player. 7. I like both of them, but I think Kate is (easy) to talk to. 8. Most people are (well off) than their parents used to be. 9. She has a lot to be thankful for; but (sad) thing of all is that she does not realize it, 10. I want to buy a car — (powerful) one you have. 11. You look a lot (sad) than you did last time I saw you. 12. There is nothing (irritating) than locking yourself out of your own house. 13. Both roads lead to the city centre, but the left-hand one is probably a bit (short) and (direct). 14. As I get (old), I notice the policemen seem to be getting (young). 15. The boys in our school are much (good-looking) and a lot (good) at football than the boys in other schools in the town.

Exercise 9.

Translate into English.

1. Он потратил не так много времени на перевод этой статьи, как вы. 2. Она сыграла свою роль сегодня так же хорошо, как и два дня назад. 3. В этот день Том написал столько же писем, сколько и вчера. 4. Эти новости не такие интересные, как те, которые мы слышали на прошлой неделе. 5. Он получил такое же образование, как и ты. 6. Сегодня мороз не такой сильный (*severe*), как

вчера, мы можем пойти погулять. 7. Товары в этом магазине не такие дорогие, как в том. 8. Уровень жизни (*living standard*) в африканских странах не такой высокий, как в США. 9. Новая машина Медета такая же мощная, как и моя. 10. Движение на этой улице не такое интенсивное (*heavy*), как в центре.

Exercise 10.

Choose the appropriate word.

1. In spite of the coming danger he remained (calm/ calmly). 2. Though the dish smelt (good/well), he refused to eat saying he was not hungry. 3. She looked at me (angry/angrily) and told me to leave the room. 4. She spends a lot of money on her clothes but they always look (cheap/cheaply). 5. Have you seen him? — Yes, he looks (good/well) but he says he feels (bad/badly). 6. His cough sounds (terrible/terribly). He should see a doctor. 7. Be (quiet/quietly). Stop talking, behave yourselves. 8. The situation looks (bad/badly). We must do something. 9. He seemed to me a bit (strange/strangely) today. 10. The fish tastes (awful/awfully). I won't eat it. 11. He looked (good/well) in his new suit.

Reading

1. Read the article

The Age of the Internet Nerd

Some people are making a fortune in cyberspace. Here are some teenage Internet entrepreneurs who are showing the adults how to do it.

What's it all about?

Most companies have their own website these days, but some companies exist only on the Internet. They are sometimes called 'dot com' companies. A lot of them don't make a profit from selling products and some companies only provide information to the general public. They usually make money from advertising.

How are young people connected to Internet - business?

Some of the most successful Net entrepreneurs are teenagers who are still at school. Tom Hadfield, 16, started a football results website called SoccerNet in his bedroom and it became a business worth £80 million. Cyber-Britain.com and Jewishnet were started by Ben Cohen, who is 18.

Why are they so successful?

David Hands, of the Federation of Small Businesses, says: 'Children are at ease with the Net and new technology. They can now start a small business from their bedrooms and it doesn't cost them much money'.

What kind of teenagers start dot com companies?

Charlie Skilling of the charity Young Enterprise, which helps teenagers learn about business, says that there are two kinds of teenage entrepreneur. 'There are those who want to be creative and provide something for the community'.

How do they get interested in the Net?

Ben Cohen's story is a classic example. When he was 13 he became very ill and couldn't leave his house. 'I hadn't been into the Internet much before that, but I started using it to keep in touch with the world. I realized how powerful it was for reaching people at a low cost,' says Ben.

How did he start Jewishnet?

He borrowed £150 from his dad to buy the domain name Jewishnte.com and contracted the venture capitalist who had given money to support *Soccernet*. Despite the success of his web businesses. Ben has continued a normal life. He stil goes to school and took his 'A' levels last summer.

What is Jewishnet?

It is a successful website for Jewish community. You can find links here to sites on everything from bar mitzvahs to teenage chat rooms. Ben also started *CyberBritain.com* growing on-line network in Europe.

Are there any disadvantages to being young and successful?

Some young people report feeling a lot of pressure to succeed after venture capitalists have invested money in their companies. They often have no social life. They also say they sometimes have problems with other students. 'When I go into the college laundry room, people say things like. 'Oh, I didn't think millionaires did their own washing,' one student entrepreneur said.

'Certain people in my company did`nt like having a boss who was 17 years old.' Ben Cohen says. 'And I'm having to make decisions that I don`t really want to, like how many desks we should have and what colour the walls should be. Sometimes I think it`s pressure I don`t really need.' (*Timesaver reading lessons. Intermediate/Advanced*)

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about internet business in Kazakhstan.

Speaking.

Language Functions

Saying you are worried or afraid
<i>I'm worried about</i>
<i>I find...(very) worrying</i>
<i>I am uneasy about...</i>
<i>I'm afraid of...</i>
<i>I'm frightened of...</i>
<i>I'm really terrified of...</i>
<i>I'm scared (stiff) of...</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. Your classmates discuss video about the Aral sea.
2. A teacher and students talk about mercury lake and its impact on health of people.
3. Citizens of your city are concerned about the present ecological situation.

Grammar

Exercise 1.

Choose the correct form of pronouns in brackets.

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour. 2. They

rarely drive to (their/them/ theirs) office. They live near (it's/it/its). 3. Look at (me/ mine/my) new watch. Do you like (it/them/its)? 4. These books are (her/hers). Give (them/their/theirs) to (hers/ her). 5. Do you like (you/your/yours) new mobile phone? — Oh, (it's/it/its) has never let me down yet. 6. (Theirs/Their/ Them) work is much more difficult than (you/yours/ your) or (me/mine/my). 7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/ mine/my). 8. This laptop of (her/hers/she) is always out of order. — But so is (you/your/yours)! 9. She has not read a page of (you/your/yours), how can she criticize (you/your/yours) books? 10. The clock has stopped. Something may be wrong with (it's/it/its) spring. 11. (We/Our/Ours) was the last stop. 12. (Their/Theirs/ Them) knowledge of Kazakh is not much more superior to (we/our/ours). 13. He is a friend of (us/our/ours). (He/ His/Him) house is opposite (us/our/ours). 14. If these gloves are neither (she/her/hers) nor (you/your/yours), then they should be (me/my/mine). 15. He can live without (me/my/mine) help but not without (them/their/theirs).

Exercise 2.

Fill in the blanks with the appropriate reflexive pronouns where necessary.

1. Have a good time. Try to relax___and enjoy___. 2. My mother decided to excuse___her awful behavior. 3. Why don't you want to concentrate___? Pull___together and start work. 4. She did not know where to hide___. 5. Though it was rather cold in the room he felt___hot. 6. Have you shaved___today? 7. She found___in an awkward situation. 8. Did the children behave___? 9. We protected___against damage. 10. A young girl stopped crying, washed___, and decided to go downstairs.

Exercise 3.

Fill in the blanks with the appropriate reflexive pronouns and translate the sentences into Russian.

1. I opened the door and found___facing a stranger. 2. Go and see it for___if you like. 3. The newcomers built the houses___. 4. Would you mind keeping your words to ___? 5. He has injured _____. 6. During the breaks they amused _____ in the bar. 7. We protect.___from the cold with warm things. 8. She settled___in the armchair as comfortably as she could. 9. You can trust him. He is honesty ___. 10. He cut___shaving this morning. 11. She burnt ___ironing a dress. 12. Don't blame___. It is not your fault. 13. Did you cut your hair___or did you go to the hairdresser's? 14. Aren't you hungry? Help___to the meat. It's delicious. 15. How did you enjoy___? 16. We must discuss everything to find the way out. Pull___together. 17. She dried___with a blue towel. 18. He felt___getting angry. 19. They had to excuse ___ for their strange behaviour. 20. I want to insure___against any losses.

Exercise 4.

Choose the appropriate pronoun.

1. She was said that (someone/anybody) was waiting for her in the street. 2. He was standing by the window and was looking (nobody/somewhere) on the right. 3. I don't remember (someone/anyone) else. 4. Have you read (something/anything) by

Magzhan Zhumabayev? 5. Could you give me (something/anything) to eat? 6. If (someone/anyone) comes, let me know immediately. 7. I haven't heard from her for a month. I am afraid, (nothing/something) has happened to her. 8. Have you read (something/anything) about this author? — No, I've read (something/nothing). 9. She refused to say (something/anything) because she thought she was being treated unfairly. 10. What's the matter? Why are you crying? Has (anything/something) happened to your father? She told me he'd had a heart attack yesterday. 11. Would you like (something/ anything) to drink? Tea or coffee? 12. She is still (nowhere/somewhere) abroad. 13. I have (anything/ nothing) to add. 14. The sick man was able to get up without (someone's/anyone's) help. 15. (Anybody/ Nobody) could do this work. It's very simple.

Exercise 5.

Fill in the blanks with some, any, no making the appropriate compounds if necessary.

1. Is there ___ here who speaks English? 2. Do you have ___ idea where I can borrow ___ money here? 3. ___ tells me you have got bad news for me. 4. He had ___ idea what to do next. 5. I am sorry, but the practical experience shows that his work is of ___ value. 6. Our professor wanted to make up _____ exercises to teach the pupils how to use a dictionary. 7. I am sorry but there is ___ message for you, 8. Hardly ___ understood what he meant. 9. We didn't think he'd succeed, but he managed ____. 10. I can't find my glasses _____. 11. If there is ___ message for me, please send it to me. 12. I don't know ___ about it. He said ___ about it in his last letter. 13. He is Mr. Know-All. He can give you ___ information you need. 14. Where can I find ___ here who can give me ___ advice on this question? 15. I don't like that every evening you go _____.

Exercise 6.

Fill in the blanks with any, every or corresponding compound pronouns.

1. It was a small village where ___ could tell you ___ about _____. 2. He goes there ___ day. You can find him at ___ time between ten and twelve. 3. She told you ___ she could. There is hardly ___ to add. 4. With your complexion you can buy a blouse of ___ colour. 5. ___ is here. You can ask _____. 6. Has ___ forgotten to sign his name in the list? 7. ___ who has lost his credit card must declare about it immediately. 8. There was a dead silence. ___ was listening to the speaker. 9. You needn't explain ___ else. ___ understood _____. 10. ___ knows what to do.

Reading

1. Read the article.

17 Reasons Why Around the World Travel is Good For You



Shore temple at Mahabalipuram, India.

We've compiled a list of the best reasons why everyone should enrich their life with around the world travel, which can also be taken as our motivation for doing what we do at AirTreks.

Why travel around the world? Here's why:

It's easier than you think – Launch Trip Planner to price your ideal route or call one our travel consultant and ask for some free advice. You can choose to spend a year or a few months traveling this beautiful planet and seeing what is out there. It's up to you to make the dream come true and take the first step.

It's invigorating – If you are open to it, travel will simply make you a more well-rounded human being. Which is really the goal, isn't it? If you don't know where to start check out our [Around the World Planning Guide](#).

It will create lasting relationships – People you meet while on the road usually become some of the most valued ones in your address book, giving you points on the map to visit later on. These folks give you a glimpse outside your hometown circle of friends, forcing you into new and refreshing perspectives on things.

It will develop skills you didn't know you had – The satisfaction you get when reaching the top of the mountain, or crossing a gorge, or helping a villager clean up after a storm, or simply getting what you wanted at restaurant in rural China, these things all allow access to skill sets you didn't know you had.

You could learn a language – There's something satisfying about being able to throw around a few words of Greek, knowing how to say hello and thanks in Thai, pulling out that long dormant Spanish to book a room in Santiago, or simply hearing a language you didn't know existed just a few weeks before.

Gives you adventure – No one looks back fondly on a trip to the dry-cleaner. But after ziplining over the jungle canopy in Peru, successfully navigating the alleys of Marrakech, the speedboat ride in New Zealand, or Jeeping out with the grazing animals in Tanzania you get a feel for what being an active human being is like (again). The need for adventure is hardwired; travel lets you tap into it.

Gives you perspective – Meeting folks from exotic cultures will teach you that the way you look at the world (perhaps through the lens of mass media) is not the way everybody does it. That you could in fact be dead wrong about it. Seeing it for

yourself brings a healthy dose of reality to your so-called higher thinking.

As a transition – If you happen to be between jobs, schools, kids, or relationships, around the world travel can be a perfect way to separate these life stages, give you insight into your next phase and provide closure on the last one. Plus there'll be a nice time stamp on that moment in your life.

For education – Seeing the world provides a source of education absolutely impossible get in school, teaching you things like economy, politics, history, geography and sociology. While not an accredited institution, the school of travel is currently taking applications.

The challenge – Getting your daily Starbucks not nearly interesting enough for you? How about finding an address in downtown Tokyo. Travel is full of moment of joy and challenges. Overcoming the challenges will give you some of the greatest joys of all.

To do something new – It sucks to be stuck in a rut. Everyone knows what that's like. Travel can be the perfect solution. And what's not new about being in Bolivia? Go ahead and plan your ideal route Around the World.

Dreams come true – If you want to do it now you've probably always wanted to. You imagined it, daydreamed about it, envisioned it. Guess what? Now's the time to do it. We have put together some specials to inspire you to live your dream. (www.tripplan.com)

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about travelling around Kazakhstan.

Speaking

Language Functions

Saying you are disappointed	Saying you are excited	Saying you are bored
<i>Oh! I am disappointed...</i>	<i>...`s very exciting.</i>	<i>I don` t find ...very</i>
<i>That`s very disappointing...</i>	<i>...is thrilling/exciting/wonderful</i>	<i>interesting/actual.</i>
<i>I`m rather/very disappointed</i>	<i>Fantastic! Terrific! Marvellous!</i>	<i>How boring/unexciting!</i>
<i>about...</i>	<i>What a great idea!</i>	<i>I don` t think...is very</i>
<i>What a pity/disappointment!</i>		<i>exciting/interesting.</i>
<i>I`m sorry to hear...</i>		<i>I`m not all that keen on...</i>
		<i>I`m fed up with up...</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. You with your friends talk about well-known Kazakhstan movie star.
2. Your grandmother likes listening songs of her favorite Kazakh singer.
3. You help your younger sister to do showcase on life of the first Kazakh cosmonaut Talgat Musabaev. Discuss what information you would put into presentation.

Grammar

Exercise 1.

Open the brackets and put the verb into the Present Indefinite or the Present Continuous Tense.

1. Be quiet, please. We (work) at the test and you (make) a lot of noise. 2. He always (go) for a walk early in the morning. 3. Where is Jamal? — She (meet) her husband at the station. He (come) at 15 o'clock. 4. She (cry). Is something wrong? 5. In the morning I (have) little time, so I (wash) my hair in the evening. 6. A decade (describe) a period of ten years. 7. Her brother (work) in the USA at present. 8. She always (dream) but (do) nothing to make her dreams come true. 9. My teacher (be) so suspicious to me at the moment. I wonder why. 10. Hurry up, Balgyn! We all (wait) for you. 11. Turn off the gas. Don't you see the kettle (boil)? 12. The children are still ill but they (get) better gradually. 13. Don't bother her. She (take) her Kazakh lesson: her teacher always (come) it in the morning. 14. The living standards (change). Every month things (get) more expensive. 15. Arman with his family (leave) for the Thailand tomorrow. 16. I have just started English courses. I (study) English grammar. 17. Mercury (boil) at 357.23 degrees Centigrade. 18. We must buy new cups. — It's useless. You always (break) plates. 19. It (surprise) me that they can't sell their house. 20. A woman who (look) after sick people is a nanny.

Exercise 2.

Choose the right variant using the Present Perfect, the Past Indefinite and the Past Continuous Tense.

1. While I (was waiting/waited/have waited) for him to call up, he (had/was having/have had) a good time in the café with his friends. 2. She (has written/wrote/was writing) this exercise yesterday at 8 o'clock. 3. He (has invited/was inviting/ invited) me to his birthday party yesterday. 4. I (passed/have passed/ was passing) my exam in the history of Kazakhstan today. 5. He (read/has read/was reading) a magazine two days ago. 6. They (have seen/ saw/were seeing) this movie last week. 7. She (painted/has painted/was painting) the picture when I came. 8. I (made/ have made/was making) my report when you entered the hall. 9. They (learnt/were learning/have learnt) the new words yesterday from three till seven. 10. It (rained/has rained/was raining) this week. 11. She (was having/had/ has had) a shower at seven o'clock last night. 12. She (was washing/washed/has washed) dishes already. 13. They (had/have had/were having) supper when the telephone rang. 14. I (didn't meet/haven't met/was not meeting) you for ages. 15. Last summer he (has gone/was going/ went) to the Crimea. 16. She was thoughtfully looking at him while he (read/was reading/has read) a newspaper. 17. While I (hovered/was hovering/has hovered) the floor, my dad began cooking. 18. I just (had/have had/was having) a telegram to say that my poor friend is badly ill again. 19. We (sat/were sitting/have sat) in silence for a few minutes. He (spoke/was speaking/has spoken) at last. 20. While she (washed/was washing/has washed up), she (was hearing/heard/has heard) the doorbell, then voices. 21. She (was making/made/has made) tea, let's go to the kitchen. 22. Only two stars (shone/were shining/ has shone) in the dark blue sky. 23. On glancing at the address, he observed that it (contained/was containing/ has contained) no name. 24. He just (left/was leaving/has left) the hall when a stranger (entered/was entering/has entered). 25. I (met/was meeting/have met) Assel at her father's house twenty years ago and (knew/have known/ was knowing) her ever since.

Exercise 3.

Open the brackets and put the verbs into the Future Indefinite, the Future Perfect, the Present Indefinite or the Present Perfect Tense.

1. By 8 o'clock they (have) dinner. 2. By the end of the week he (finish) the translation of the article. 3. Before you (come) I (do) all the work. 4. She (look) through the article by 12 o'clock. 5. They (receive) our parcel by Monday. 6. By the time we (get) to the forest the rain (stop). 7. I think he (answer) the letter by this time. 8. We (begin) to work after we (read) all the instructions. 9. We (not do) anything until he (take) necessary measures. 10. The committee (prepare) the plan by tomorrow. 11. I suppose when my letter (reach) you I already (return) from your voyage. 12. He (pass) an exam after he (learn) all the material. 13. I am afraid they (not discuss) all the questions by the time they (come). 14. We (not be able) to start the experiment before we (obtain) the necessary data. 15. The secretary already (look) through all the papers before the boss (come). 16. My train (leave) by the time you (come) to the station.

Exercise 4.

Translate into English (revision).

1. Он стоял у окна и думал о своем будущем. 2. Я видел его давно. Я видел его недавно. Я не видел его давно. 3. Это произошло до того, как мы туда приехали. 4. Они сделали все возможное (*do one's best*) до того, как пришел врач. 5. Я надеюсь, тебе будет все ясно, когда ты получишь письмо. 6. К 9 часам он закончил работу и вышел на улицу. Ветер утих (*fall*), но было довольно прохладно. Он медленно шел, стараясь ни о чем не думать. 7. Я не видел тебя целую вечность. Как дела, какие новости? 8. Вы ошиблись. Вы передаете мне соль, а не горчицу (*mustard*). 9. Мы остановились, так как какой-то человек подходил к нам, 10. Я пришел, чтобы попрощаться с вами. Завтра в это время я буду ехать на юг Казахстана. 11. Куда ты положил ключ? Я нигде не могу его найти. 12. Он не видел меня, так как что-то писал. 13. Наконец я сделал свою домашнюю работу и теперь свободен. 14. Кто-то стоит у нашей двери. Мне кажется, он подслушивает (*overhear*). 15. Если она не получит никаких известий от своей сестры на этой неделе, она поедет туда сама. 16. К тому времени, когда мы добрались до дома, снег прекратился, а луна ярко сияла на темном небе. 17. Ты когда-нибудь слышал, как хорошо она говорит по-казахски? Говорят (*they say*), она учит его уже три года. 18. Что ты будешь делать завтра в три часа? Если ты будешь свободен, мы придем к тебе.

Exercise 5.

Open the brackets and put the verb into the correct tense, either the Present Indefinite, the Present Continuous or the Present Perfect.

1. As a rule, I (have) porridge for breakfast, but this morning I (order) an omelette. 2. This is the house where I (live). I (live) here since childhood. 3. Stop smoking! The room (be) full of smoke which (come) from your pipe. Usually nobody (smoke) here as Mother (not let) it. 4. I (write) letters home once a week, but I (not write) one this week, so my next letter must be rather long. 5. No wonder she (look)

tired after the strain under which she (be) for a month. 6. Why you (not shave) this morning? — I (shave) every other day. 7. Research (show) that lots of people (absorb) new information more efficiently at some times of day than at others. A biological rhythm (affect) different people in different ways. 8. I just (look) at the barometer and (see) that it (fall) very quickly. 9. Don't shout so loudly. Father (not finish) work and he hates if anybody (make a noise) while he (work). 10. I regularly (see) him at the tram stop, but I (not see) him these two or three days.

Exercise 6.

Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.

1. You (find) the money which you (lose) yesterday? — Yes, I (find) it in the pocket of my coat when I (come) home. 2. The rain (stop) but a strong wind is still blowing. 3. You (see) Nick today? — Yes, but he already (leave). 4. We never (see) him. We don't even know what he looks like. 5. She (meet) them in the Globus theatre last afternoon. 6. How long you (know) him? — We (meet) in 1996, but we (not see) each other since last autumn. 7. He (live) in St. Petersburg for two years and then (go) to Siberia. 8. When he (arrive)? — He (arrive) at 2 o'clock. 9. I (read) this book when I was at school. 10. I can't go with you because I (not finish) my lessons yet. 11. The clock is slow. — It isn't slow, it (stop). 12. He (leave) for Canada two years ago and I (not see) him since. 13. This is the fifth cup of coffee you (have) today! 14. It is the most beautiful place I (visit). 15. I (not see) Marzhan lately. Anything (happen) to her? — Yes, she (get) into an accident three weeks ago. Since that time she (be) in hospital. 16. Why you (switch on) the light? It isn't dark yet. 17. He (do) everything already? — Yes, he (do) his part of work long ago. 18. The last post (come)? — Yes, it (come) half an hour ago. 19. When you (meet) him last? 20. You ever (be) to Japan? — Yes, I (be) there the year when there was an earthquake. 21. The discussion already (begin). Why are you always late? 22. Why you (take) my pen while I was out? You (break) it. 23. You never (tell) me why you're called Tony when your name is John. 24. Her father (die) when she was a small girl. 25. They (not meet) since they (leave) school. 26. The rain (stop). Come out, I want to speak with you.

1. Read the article

Reading

Do-It-Yourself Forecasts

When the wind is in the west, the weather is always best.

When the wind's in the south, the rain's in its mouth.

Have you heard saying like these before? Or have you heard that when cows lie down it's going to rain? Maybe you've heard that a sunny Christmas Day means we're going to have a warm Easter. Many cultures have traditional ideas about how to forecast the weather and they all have one thing in common: they are not very accurate. Most of them are about as accurate as saying that the weather tomorrow will be more or less the same as today. The weather is too complicated to be forecast easily and simply.

How do meteorologists go about trying to forecast the weather? The first thing they need is information, and lots of it. Data is constantly collected from weather stations around the world. Weather balloons tell us what is happening at high altitude. Satellites give us images of cloud cover and wind direction. All this information is processed by computer and combined with information about the normal climate of a region to produce the forecast. Even so, we can only accurately forecast the weather for the next couple of days.

Can't we amateurs forecast the weather at all, then? Yes, we can, but to be a great amateur meteorologist you need to do some of the things the experts do. First of all, collect your information. You need to know about the climate in the area in the area where you live. What's a typical summer like? How much rain normally falls in October? If your area never gets fog in the summer, then a forecast of fog in July is unlikely to be accurate. The next thing you need to take into account is local geography. Are there any mountains nearby? They could affect the wind. Are you by the coast? That could affect the wind. Are you by the coast? That could affect rainfall. All these factors need to be considered when you are trying to understand what the weather is going to do next. You'll also need some basic equipment: a good thermometer, a barometer to measure pressure in the atmosphere and, if possible, a wind meter. Start to keep records of the temperature, pressure and wind speed and direction each day.

Then it's question of using your eyes, and even your ears. Listen to the radio. Is there a lot of static? Together with falling atmospheric pressure, that probably means the weather is going to get worse. Go outside and listen. Do sounds seem clearer than usual? Is there a kind of ring around the sun or moon? It could mean that it's going to rain. Is your barometer rising and do the clouds seem to be getting higher? It probably means that the weather is clearing up.

With a little practice, your forecasts will become more accurate. Soon, you'll be able to plan your day better. Are you playing football tomorrow? Well, a quick look at your equipment and a few minutes spent outside will tell you whether it's going to rain or not. Are you going skiing next week? Maybe you should forget it if there's no chance of snow. Making your own forecasts can be a lot of fun, and who knows? You might even beat the experts!

If anyone says "why travel" at a party, you'll be able to outline why with any one of the many travel stories you'll come home with. Even if they seemed trivial when they happened, nostalgia will create an epic spin around getting your laundry done in Zanzibar.

You will eat food like you never have – Yes, you will be constantly surprised at the flavors the world has to offer.

To prove to yourself you can – If you're the kind of person to dream big, and simply by reading this website you've proven that you are, you're probably also the kind to reach for new challenges. Finishing a trip gives you the satisfaction that you were able to accomplish what you set out to do. And to give you energy to set up the next challenge too.

Just for the hell of it – Why travel? Because you can. Why not pick up your tickets and set the ball rolling! (www.airtreks.com)

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about national ways of forecasting in Kazakhstan.

Speaking

Language Functions

Asking for opinion	Expressing opinion
<i>Do you have any opinion on...?</i>	<i>I believe/consider (that)...</i>
<i>What`s your opinion of/about...?</i>	<i>Personally I think that.....</i>
<i>Do you have any particular view on...?</i>	<i>From my point of view.../My view is...</i>
<i>Have you got any comments on...?</i>	<i>In my opinion.../To my mind...</i>
<i>How would you react to...?</i>	<i>I think/feel (that)...</i>
<i>What would you say to...?</i>	<i>It seems to me...</i>
<i>Don`t you think...?</i>	<i>As far as I know...</i>
	<i>I reckon...</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. Two patients are waiting for the doctor to receive them. They are talking about what is troubling them.

2. Students read the article on how to overcome stress and excitement during exam and share their ideas.

3. A successful middle-aged businessman works for 12-16 hours seven days a week. He doesn`t take time to relax.

Grammar

Exercise 1.

Change the sentences according to the examples.

A

Example: It is simple to solve this problem. — This problem is simple to solve.

It is difficult to speak to such people. — Such people are difficult to speak to.

1. It is expensive to buy a mink coat. 2. It is impossible to get a cheap dinner in a good restaurant. 3. It was difficult to start an engine in such cold weather. 4. It is dangerous to stand on this ladder. 5. It is rather difficult to deal with stubborn people. 6. It is dangerous to drive a car at high speed. 7. It is interesting to meet new people. 8. It is simple to communicate with people via Internet. 9. It was unpleasant to see the accident. 10. It is always amusing to listen to him.

B

Example: He came to the party the last. — He was the last to come to the party.

1. He is the only one among us who gave up smoking. 2. I was the next who spoke on the topic. 3. He was the first who raised this question. 4. She was the second who got an excellent mark. 5. Assem was the last who greeted me. 6. She was the first who was enrolled this university. 7. He was the only one who jumped with a parachute. 8. I am the next who will be interviewed. 9. He was the only one who could speak Chinese. 10. I was the first who noticed the mistake. 11. His horse came

in the race the last. 12. She was the first among us who recognized them.

C

Example: It was the best time when she could find them at home. — It was the best time for her to find them at home.

1. Here is an interesting English book that you can read. 2. The first thing they must do when they arrive is to phone their parents. 3. This is a problem you should solve by yourself. 4. There is nothing that we can add. 5. These are children you can play with. 6. It is not a question you may laugh at. 7. There is nothing that we can do now. 8. These are nice flowers you can buy. 9. It was a little town where they could live a peaceful life. 10. It is quite natural that they will divorce.

Exercise 2.

Fill in the blanks with the particle to where necessary.

1. I'd rather (listen) to the radio than (see) this soap opera on TV, — As for me, I prefer (watch) TV. You'd better (take) a radio and (go) for a walk. 2. You are cold. You'd better (put) on a warm coat. 3. She'd prefer (fly) rather than (go) by train. The plane saves time. 4. I'd rather (not go) to the country tomorrow. The weather leaves much to be desired. 5. You'd better (take) a nap. You look bad. 6. He preferred (put on) a brown suit. 7. She prefers (not wear) shoes with high heels. 8. I want to get thinner so I'd rather (walk) than (go) by car. 9. You'd better (buy) a table PC, it's more convenient. 10. I'd prefer (go) there in June.

Exercise 3.

Find and correct the mistakes if any.

1. I'd prefer to speak to you in private than phone you. 2. There is a reporter for interview you. 3. The meat is too hot to eat. 4. You would better help her carry these bags. 5. It was very generous from them to give us such a gift. 6. Sorry to have failed to keep the appointment. 7. I had rather go without them. 8. She the first to finish the hometask. 9. I don't like to be listened to him. 10. I am not sure where going now. 11. Such books are interesting reading, 12. I am the next to fire.

Exercise 4.

Translate into English.

1. Она была слишком мала, чтобы запомнить происшествие (*incident*). 2. Он тот самый человек, с которым можно поговорить по этому вопросу. 3. Для него важно получить информацию сегодня. 4. Вот деньги, которые мы можем потратить на мебель. 5. Они очень довольны (*pleased*), что их пригласили на конференцию (*conference*). 6. Вы будете выступать (*speak*) первым. 7. На этот пункт надо обратить особое (*particular*) внимание. 8. Ты бы лучше остался дома. 9. С его стороны благородно (*great*) сделать все (*do one's best*) для того, чтобы спасти их. 10. Он не знал, что делать дальше и к кому обращаться с просьбой (*make a request*). 11. Он позже всех разгадал ее намерения (*intentions*). 12. Я бы предпочел поехать туда на машине, а не на поезде. 13. Уже совсем темно, давно пора включить свет. 14. Ему пора обратиться к хорошему специалисту. 15. Я предпочитаю отдыхать где-нибудь на море, а не сидеть

дома.

Exercise 5.

Make up sentences using gerunds.

1. Forgive (I, take up) so much of your time. 2. Do you mind (he, join) us? 3. Does he feel like (stay) here for another week? 4. I appreciate (you, encourage) him when he failed in his experiment. 5. Do you know the reason for (he, feel) disappointed? 6. "It's no good (you, hate) it," he said. 7. Only the other day they had been talking about (something, happen). 8. She was listening hard all the time for any sound of (Anuar, descend) the stairs. 9. He wishes he'd never told you the truth but it's no use (he, deny) it. 10. Cursing himself for (not learn) to drive a car he woke up his elder brother. 11. Of course, I should insist on (you, accept) the proper professional fee. 12. Bob was feeling rather unwell, and was not really looking forward to (we, visit) him. 13. My father thinks I am not capable of (earn) my own living. 14. He warned us that there was no point in (we, arrive) an hour earlier. 15. They were talking about (she, give up) the job and (go) to live in the country.

Exercise 6.

Open the brackets and use the proper gerund either in the active or passive voice.

1. The speaker was annoyed at (interrupt) every other moment. 2. He showed no sign of (hurt). 3. They showed no sign of (recognize) us. 4. He insists on (pay) for his work done. 5. We did not want to speak to the reporter and tried to avoid (interview) by him. 6. Excuse me for (give) so much trouble to you. 7. After (examining) by the physician I was given a sick leave. 8. They deny (rob) the bank, but admit (make) plans about it. 9. The problem is not worth (speak of). 10. Why does he avoid (meet) paparazzi? 11. She insisted on (show) the documents to her. 12. She does not stand (remind) people of their duties and (remind) of hers. 13. He is not used to (speak to) like that. 14. He had never thought of security because he had no idea of (kidnap). 15. Did you succeed in (persuade) your colleagues? 16. The TV set needs (repair). 17. He is looking forward to (give) the main part in the play. 18. After (look through) the papers were registered. 19. He can't do anything without (disturb) anybody or (disturb). 20. Have you ever dreamed of (earn) a million dollars?

Exercise 7.

Choose the right variant with the following verbs.

A remember

1. Remember (to look/looking) ahead when driving. 2. When you go on that mission please remember (to point out/pointing out) to people there that our stand on this issue remains the same. — I won't fail to do that. 3. Do you remember (to meet/meeting) them last summer? 4. Remember (to phone/phoning) as soon as arrive. 5. The policeman asked me if I clearly remembered (to lock/locking) the door before I went to bed. 6. I remember (to pay/paying) him. I gave him two hundred tenge. 7. Did you remember (to give/giving) him the key to the safe? — No, I didn't. I'll go and do it now. 8. I don't remember ever (to see/seeing) you. 9. She does not remember (to

ask/asking) this question. 10. We remember (to stay/ staying) a weekend with her. She is a nice woman. 11. When you are on holiday remember (to send/sending) e-mails to a few close friends.

B regret

1. I regret (to tell/telling) you all the tickets for the train have been sold. 2. He's always regretted (not to learn/not learning) to play a piano. 3. They regret (to fail/failing) to understand the importance of this case. 4. I regret (to inform/informing) you that your application has been rejected. 5. I do regret (to quarrel/quarrelling) with my parents. 6. The manager regrets (to say/saying) that your proposal has been turned down. 7. We regret (to miss/missing) this movie. It is worth seeing. 8. I regret (to say/saying) I won't be able to come back. 9. She regrets (not to be able/not being able) say goodbye to him. 10. If you regret (to do/doing) something, you are sorry about an action in the past.

C be (get) used to/used to

1. He used to (be/being) good at accounting. 2. I got used to (get up/getting up) very early. 3. In the past people used to (think/thinking) that the sun goes round the earth. 4. He wasn't used to (work/working) late at night. 5. He used to (study/studying) late at night when he was young. 6. She was used to (wander/wandering) about the forest by herself. 7. In my childhood my granny used to (bring/bringing) little gifts for me. 8. He quickly got used to (have/having) a good meal and nice suits. 9. He used to (say/saying) that there was nothing like warm crisp brown bread spread with sour cream. 10. The mother was used to (do/doing) all the work about the house alone.

D try

1. Why don't you try (to lose/losing) some weight? 2. He tried (to go/going) to evening classes but his English was still hopeless. 3. She tried (to explain/explaining) the situation but he refused to listen and went on grumbling. 4. Do stop talking, I am trying (to write/ writing) a letter. 5. He tried (to persuade/persuading) them to sign a contract. 6. Try (to forget/forgetting) it, it is not worth worrying about. 7. I tried (to catch/ catching) his eye, but he sat motionless. 8. He tried (to cook/cooking) but failed. 9. They had tried (to introduce/ introducing) many other methods in return to the initial one.

E stop

1. If you stop (to do/doing) something, you finish an action. 2. If you stop (to do/doing) something, you interrupt one action in order to do something else. 3. We stopped (to buy/buying) food in the store because the owner raised the prices. 4. We stopped (to buy/buying) food in the store because we were hungry. 5. Do stop (to make/making) this awful noise! 6. We've only stopped (to buy/buying) some petrol. 7. They stopped (to produce/ producing) refrigerators because of their workers' strike. 8. He suddenly stopped (to speak/speaking), got up and left without saying anything.

F be afraid to/be afraid of

1. I'm afraid (to take/taking) an exam because I'm afraid (to fail/failing) it. 2. He was afraid (to leave/ leaving) the house because he was afraid (to meet/meeting) someone who might recognize him. 3. He was afraid (to say/saying) a word because he did not know anybody. 4. I am afraid (to go/going) by plane. 5. He was afraid (to

tell/telling) her the sad news. 6. My sister is such a coward! She can't see horror movies because she is afraid (to meet/ meeting) a ghost at night. 7. He was afraid (to make/ making) the next step because he was afraid (to fall/falling) standing on the edge.

G can't help

1. It is silly of me, but I can't help (to feel/feeling) excited. 2. I can't help (to laugh/laughing) at his jokes. 3. They can't help him (to do/doing) the exercise. 4. She could not help (to be attracted/being attracted) by the fact that she was being looked at. 5. He couldn't help his son (to solve/solving) the problem. 6. She couldn't help (to phone/phoning) her mother when she took her driving license.

Exercise 8.

Open the brackets with either gerunds or infinitives.

1. I don't remember (switch off) the iron. I'd better (go) and (check) it. 2. The weather is lovely. Let's (go) for a swim. — I am not particularly good at (swim). What about (go) for a drive instead of (bathing)? 3. We stopped once (buy) some food, and then we stopped again (ask) the way. 4. Do you feel like (eat) out or would you rather (have) dinner at home? — I'd like (go) out. I always enjoy (have) dinner at a restaurant. 5. I don't mind (travel) by bus but I hate (stand) if there are a lot of people. I think it's better (go) by tube. 6. Would you like (come) to the conference devoted to the problem of children up-bringing? — No, thanks. I like (see) children but I don't enjoy (listen) to people talking about their up-bringing. 7. I'm delighted (hear) that you can come for the weekend. We are all looking forward to (see) you. 8. The autumn is wonderful! You got used to (swim) in September, so remember (bring) your bathing suit. 9. I remember (lend) that book to you. You wanted (write) a report. — Oh, I'm so sorry! I'll bring it back tonight. 10. When would you like (start off)? — In a few moments. — Let's (wait) till it stops (snow) otherwise we may get lost. 11. Do you remember (meet) her at my birthday party? — Yes, certainly. Thank you for the chance (meet) such a beautiful and witty young lady. 12. The results are very disappointing, I regret (say). I allow you (to rewrite) the test. But I allow (rewrite) on condition everyone is present. 13. You know I meant (buy) something for supper but the shop was closed. — OK. It means (have) sandwiches and coffee for supper.

Exercise 9.

Translate into English using gerunds where possible.

1. Я настаиваю, чтобы ты показал нам свой новый автомобиль. 2. Маленький мальчик гордился тем, что у него такой благородный (*noble*) друг. 3. Этот фильм стоит посмотреть. Вам не может не понравиться прекрасная игра (*performance*) актеров. 4. Было невозможно достать билет, и ему пришлось отказаться от мысли пойти на премьеру. 5. Я помню, он громко смеялся, когда рассказывал этот анекдот. 6. Она была уверена, что мальчики уже давно перестали работать и убежали на речку. 7. Она сидела в гостиной (*drawing room*), не говоря ни слова и не обращая внимания на болтовню (*chat*) своей матери. 8. Не отвечая на приветствия, он быстро прошел в зал. 9. Мне надоело быть старым и мудрым, и я не выношу, когда ко мне относятся (*treat*) как к

инвалиду. 10. Он намеревался начать свое расследование (*investigation*) с осмотра дома. 11. Помыв посуду и прибрал все на кухне, она легла на диван. 12. Если ты не скажешь мне, в чем дело, какая польза оттого, что я здесь? 13. Я даже не мог прогуляться без того, чтобы он ко мне не подошел всякий прохожий. 14. Он терпеть не может, когда его критикуют. 15. Ему не нравилось, что дочь часами болтает по телефону. 16. Он пытался найти предлог (*pretext*), чтобы уйти пораньше. 17. Надеюсь, вы не возражаете, если ему все расскажут? 18. Вы не забыли отправить письмо, которое он вам дал? 19. Видя наши затруднения, они предложили свою помощь. 20. Они не могли не рассмеяться при виде (*at the sight of*) клоуна.

Additional texts for reading and retelling

10th grade

Watching the World Go By

A hobby which is particularly strange to many people is transporting or trainfanning, as it is called in America. This pastime usually involves standing on the platform of a railway station in all kinds of weather and for many hours, writing down the serial numbers of all trains that pass through the station on that day. The final aim of this is to have seen every train in the country.

Unlike some hobbies, you don't need a lot of expensive equipment. A pen or pencil, a notebook for the train numbers, a camera and perhaps a pair of binoculars is all that most people take with them. You also need a lot of patience.

There are two very busy places in England for trainspotters. Clapham Junction Station, which is to the south of London, is one of them. It is the busiest station in the country.

York Station is also very popular. It is in northern England and it has the national Railway Museum nearby.

Although people laugh at trainspotting and say that it's boring, those who have taken up this hobby disagree. 'It's not just about standing on a platform and writing the numbers of trains as they pass through a station,' says Bob Turner, who has been a trainspotter for twenty years. 'It also involves activities like watching trains from a favourite location. It can be in beautiful countryside or by an old bridge. We also ride trains for fun, take photographs or even visit railway shows and museums. Being a trainspotter also increases a person's interest in rail history.'

There are also a few rules that trainspotters follow for their own and other people's safety. 'Safety is very important,' says Bob. 'You must always cross the tracks at the proper crossings, not just at any point, and you must always expect a train on any track from any direction and at any time. It is also important to stay a safe distance from the tracks. You must never walk along the tracks, on bridges or through tunnels. Nobody should risk having an accident while enjoying a hobby.' Does he really enjoy it? 'Yes I do!' says Bob, smiling. 'I don't know why people think it's something to laugh at. I just don't understand what's so funny. Trainspotting can be a great way to spend your time. I have travelled all around the country looking at all kinds of trains and I have seen lots of great places. One more

thing, we don't all wear little brown glasses and anoraks!' (*Laser Pre-FCE. Workbook by Terry Jacovides and Anne Nebel*).

Technology in the Movies

Technology plays an enormous part in the film industry today. Filmmakers rely on computers and technology to create amazing special effects and animation. Nearly every film includes some kind of effect that is produced by computers. Computer programmes are so specialized nowadays that you can run a program to create just about any effect. Modern technology has unlocked the doors of our imagination. Because of computers, almost anything is possible in the world of film.

Just think of the most exciting moments you've seen in movies. Maybe it was a huge explosion in outer space or a monster that appears out of nowhere. Of course, we know what we see can't be real, but the effect is so good that for a few moments we really believe it. Not all effects are scary though. Other films use technology to create beautiful backgrounds or animated characters. With computers, the possibilities are endless.

Films such as Toy Story show just how computers can be used in film successfully. There are no real sets. Every character comes to life through technology. The process begins with an idea. Someone thinks of a story or of a character. With a little imagination, the story unfolds. Other characters are created and given personalities and looks. From here the computers take over and bring the characters to life! Through the whole process, from the first thought to the end product, the characters only ever exist as numbers in the memory of a computer.

Technology in film is a very big business. There are many schools and universities that offer courses in computer animation and special effects. If you are interested in becoming a computer programmer for the movies, you could begin by taking a few courses. Provided that you complete your courses successfully, you can look for work in the film industry. Most people begin working in a team with other programmers. This is an excellent opportunity to learn the secrets of the business.

Of course, technology isn't everything. Computers can't generate their own ideas. People come up with the ideas, write the programs and build the computers in the first place! The writers, director and actors are the heart of any film, but it is the powerful combination of man and computer that makes the film industry grow in new ways all the time.

Because of technology, the future of film is very exciting. Every day new discoveries are made about computers and how they can be used in the film industry and elsewhere. As long as people continue to use their imagination, the future will surely bring us new and exciting in film! (*Laser Pre-FCE. Workbook by Terry Jacovides and Anne Nebel*)

City Breaks

Athens

During the day and usually all night, this city is busy and full of life. It has everything from the ancient to the most modern. Shopping can be great fun at the

designer stores in Kolonaki or, if you don't have much money, then you can find some great things to buy at Monastiraki Flea Market. Eating in Athens can be very cheap, especially at the traditional tavernas where the atmosphere is very friendly. Of you like sightseeing, then as long as you have time, there is plenty to see but, of course, at the top of your list must be the spectacular 2, 500 – year-old Parthenon, the symbol of the city.

Cairo

An ancient city where you can find the traditional and the modern existing together. In the bazaars you will find hand-made leather goods, jewellery, rugs, shoes, bags and exotic spices. The city also has many ancient monuments and sights. It would be impossible to go to Cairo and not visit the amazing Pyramids of Giza. Perhaps you may even like to take a camel ride! The Egyptian museum contains all the gold and jewellery that was discovered in the pyramids and is a truly unforgettable experience. You can also take a trip deep into the desert with a jeep – just ask your holiday rep to organize it for you.

New York

In this city it is possible whatever you want as it has more than 6,000 restaurants, from the most romantic to places where you can try food from all over the world in areas called 'Chinatown', 'Little India' and 'Little Italy'. Many say that it is the shopping capital of the world and with thousands of stores offering a choice from cheap second-hand clothes to the most expensive designer labels, there is something for everybody. The 'city that never sleeps' is also full of life at night with bars and clubs playing all kinds of music. Of course, no stay in the Big Apple would be complete without a visit to the Empire State Building and the Statue of Liberty.

London

If you don't mind the fact that it might be raining while you are there, then this city has much to offer. With hundreds of museums and galleries, there is always something from the rain. In the evenings you can see a show in London's theatre district in the centre of the city, where there are more theatres together on one area anywhere else in the world. The hundreds of different cultures that live together in this city mean that you can eat food from anywhere in the world before going to one of the many nightclubs. Don't forget to try the London Eye, a big wheel that takes you high above London to enjoy the great views.

Paris

It is known as the city of romance and is famous for its. Beautiful tree-lined streets. Of course, the French are famous for the cuisine, but be careful when you are going to eat as restaurants can be very expensive. Always check the prices on the menu outside (if there isn't one then it won't be cheap!) You can take a walk along the River Seine and the view from the top of the Eiffel Tower is a must on any trip to Paris. You must also visit the enormous Louvre museum where you can see what is probably the most famous painting in the world, Leonardo da Vinci's 'La Gioconda'.
(Laser Pre-FCE. Workbook by Terry Jacovides and Anne Nebel).

2 Дидактические материалы для 11 класса

Reading

1. Read the article

Life in the Global Village

Like most of us, you probably watch television. In fact, you probably watch a lot of television. In one survey, it was found that American adolescents watch an average of twenty-seven hours of television a week. That's about four hours a day, every day! And you can be sure they aren't watching educational documentaries!

Is it bad for us? The same survey found that students who watched the most TV (and that means over six hours a day!) tended to do worse at school. Perhaps television shouldn't be blamed, though. Spending your time doing anything instead of studying is probably going to affect your performance at school. (Oh, by the way, experts agree that your eyes won't be damaged by watching TV, so you can cross that one off the list of bad effects!).

What are TV's other affects? We live in what has been called 'the global village'. Sounds a bit strange to call the world 'a village', but it makes sense. It's just as easy to find out what's happening on the other side of the world as at the end of your street. As telecommunications have developed, the world has got smaller and smaller. Television has come to dominate the world, bringing an incredible, and sometimes confusing, stream of images into our homes.

We now have more channels to choose from than ever before. Satellites have been put into space to beam programmes down to us and cables have been put underground to bring us news and entertainment. We can get the headlines immediately from all corners of the Earth, keeping us to date with what's happening. So, what do we do with all that information?

Well, one thing we do with it is forget it. Almost all the facts, figures and faces we see on our TV screens are instantly forgotten. There's just too much information for us to deal with. In a real village, we might know and care about the problems of a few hundred people. In the global village, there are six billion people, each with their own problems, ideas and points of view. It's not surprising that a lot of the information that we receive is just ignored.

At the same time, we are taught a huge amount by our televisions. Do you know what the bottom of the ocean looks like? Do you understand how poor people in Africa or India feel? The images that are broadcast to us through television show us things that our grandparents probably never knew about. That means we understand the world and the problems we face together more than ever before.

What does the future hold? We can expect more channels, more satellites, more news. The amount of information we receive each minute can only go up. What we need to do is learn to select the information that is important to us. We can turn over, or turn the TV off, but we can't stop its effects on our lives. (*Laser Pre-FCE. Student's book by Steve Taylore-Knowles*)

2. **Underline the sentences that state the main idea of the paragraph.**
3. **Make up a summary of the article and translate it into English.**
4. **Write a journal article in English about mass media in Kazakhstan.**

Speaking

Language Functions

Showing optimism	Showing pessimism
<i>I feel quite sure...</i>	<i>I rather doubt...</i>
<i>I'm very optimistic about...</i>	<i>I rather doubt.</i>
<i>I have every confidence...</i>	<i>I don't think...</i>
<i>I'm confident...</i>	<i>I'm rather doubtful about...</i>
<i>Everything will be fine/great.</i>	<i>I don't really believe...</i>
<i>I can't go wrong</i>	<i>I'm rather skeptical about...</i>
	<i>I don't want to sound too pessimistic, but I'm afraid...</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. You are the editor-in-chief of the Zhassyl Yel magazine. Discuss with your employees what issues would your magazine write.
2. Students discuss the role of youth in solving ecological problems nowadays.
3. A group of young people have thrown litter in the hall of cinema. Say what you have seen and say what think about it.

Grammar

Exercise 1.

Change commands, requests, recommendations into indirect speech.

Example: "Close the door," she asked me. — She asked me to close the door.

1. "Open the safe!" the raiders ordered the bank clerk.
2. "Please do as I say," he begged me.
3. "Help your mother, my boy" an old lady said.
4. "Don't make too much noise, children," he said.
5. "Do whatever you like," she said to us.
6. "Don't miss your train," she warned them.
7. "Read the document before you sign it," the lawyer said to his client.
8. "Fill in the blank again," he said.
9. "Buy a new car," I advised him.
10. "Don't drive too fast," she begged him.
11. "Don't put your bicycle near my window," said the shopkeeper to me.
12. "Come to the cinema with me," he asked her.
13. "Cook it in milk," I advised her.
14. "Send for the fire brigade," the manager said to the porter.
15. "Please pay at the desk," said the shop assistant to her.
16. "Don't argue with me," said the teacher to the boy.
17. "Pull as hard as you can," he said to her.
18. "Don't lend anything to her," he advised us.
19. "Stand clear off the door," a voice warned the people.
20. "Put down that gun. It's loaded," she warned him.

Exercise 2.

Change sentences with modal verbs and their equivalents into indirect speech.

1. "If what you have said is true I must go to the police," he said.
2. "You don't

need to come in tomorrow," said my employer. "You may take a day off." 3. "I'll be busy next week and won't be able to help you," she said to us. "Besides this text must be typed and as for me, I cannot type, so I'll have to ask somebody to do it," she added. 4. The official said, "This passport photo isn't like you at all. You must have another one taken." 5. "I needn't get up till nine tomorrow," I said. 6. "I must go to the dentist tomorrow," she said to me. "I have an appointment." 7. "I will go to bed. I had to get up very early today," he said. 8. "I couldn't meet her, I was at classes," he said. 9. "Zhanar's English is very poor. She must study very hard," the teacher said. 10. "Something was wrong with the mobile phone, I could not hear you well yesterday," she said.

Exercise 3.

Translate into English paying attention to the sequence of tenses.

1. Я знал, что она еще не прочитала письмо. 2. Девочка считала, что ананасы растут на деревьях. 3. Он сказал нам, что расплатился с долгами (*pay one's debts*) больше месяца назад. 4. Она сказала, что пишет это эссе уже три часа. 5. Она не знала, успешно ли закончилась (*be a success*) операция. 6. Том позвонил в полицию и сказал, что все его вещи украдены из гостиницы. 7. Капитан приказал всем подняться на борт (*get aboard*). 8. Они не знали, будут ли опубликованы результаты их исследований. 9. Я думал, что он работает, и не вошел в комнату. 10. Он попросил, чтобы она не беспокоилась. 11. Я не знаю, когда он приедет в город. 12. Они заинтересовались, бывал ли я когда-нибудь за границей (*abroad*). 13. Он сказал им, что они не должны говорить об этом сейчас. 14. Наш гид (*guide*) рассказал нам, что здание было возведено в прошлом веке. 15. Я надеюсь, что новая магистраль будет построена в следующем году.

Exercise 4.

Open the brackets in the conditional sentences making necessary changes.

A Example: If he (come) tomorrow, he will help us. — If he comes tomorrow, he will help us.

1. If you (put) salt on ice, it will melt. 2. If he (leave) now, he will miss the rush hour. 3. Provided that she (service) the car, we'll be able to drive to the country. 4. Unless he (do) his homework, he'll stay at home. 5. Providing that we (get up) early, we'll reach the place of destination in time. 6. They will let us know if they (see) him.

B Example: If he (come) tomorrow, he would help us. — If he came tomorrow, he would help us.

1. If you meet the president, what you (do)? 2. If he (live) nearer, we would see each other more often. 3. I might go for a walk if the weather (be) fine. 4. I would call him up if he (come) tomorrow. 5. If I were as young as you are, I (sail) in a boat round the world. 6. I would go skiing if there (be) more snow. 7. She would play tennis if it (be) not so hot. 8. If I (be) in his shoes, I wouldn't invite the Saparovs. 9. If we (not have) to study, we would go out tonight. 10. Where you (go) if you were on leave?

C Example: If he (come) yesterday, he would have helped us. — If he had come

yesterday, he would have helped us.

1. She (notice) this mistake if she had been more attentive. 2. I might have gone on an excursion with you if I (know) about it beforehand. 3. If we (know) that you were there, we would have called on you. 4. If I had known of his arrival, I (meet) him. 5. Nobody told me about your trouble. I would have helped you if I (know) about it. 6. If you had tried your best, you (get) the job. 7. If he (not work) late, he would have caught his bus. 8. If Mayra had agreed to sit in for us, we (go) to the movie yesterday. 9. He (pass) his exams well if he had studied hard. 10. I would have prepared everything yesterday if I (receive) your message on Monday.

Exercise 5.

Change the following into indirect speech.

1. "I have something to tell you," I said to her. 2. "I met her for the first time on a warm sunny morning last spring," he said. 3. "I am going to call again tomorrow, mother," she said. 4. "I've been to Turkey twice, but so far I haven't had time to visit Istanbul," said Robert. 5. "It will be very difficult to persuade her to take care of herself, doctor," I replied. 6. "The president is to come to Madrid the day after tomorrow," said the BBC announcer. 7. "We have a lift but very often it doesn't work," they said. 8. "We have bought a new flat. But we don't like it so much as our last one," said my cousin. 9. "I have left a message for him, but he hasn't phoned yet," she said. 10. "I've no idea who has done it but I'll find out," said Olzhas. 11. He said, "My mother has just been operated on," 12. "I'll come with you as soon as he is ready," she replied to me. 13. "I have a French lesson this evening and I haven't done my homework yet," said the small boy. 14. "She has been sitting* in the garden since the police came," I said to the officer. 15. "You haven't closed the window and has forgotten to turn off the light," he pointed out.

Exercise 6.

Change the following into indirect speech paying attention to conditional sentences.

1. "I'll put a book into your briefcase in case you want to read," Mother said. 2. He said, "If she follows my advice, all will turn out well." 3. "Aizhan will have come to London in an hour if there are no delays," Damir thought. 4. "These letters must be sent immediately as soon as they are translated," the manager said. 5. "I'll take you out for a walk after I have seen the film," he said to his dog. 6. "I am sure she will sing to us provided we ask her," he whispered. 7. "If she trains hard she will win the Cup," the trainer said. 8. "If she stays in bed for a couple of days, she will be all right in a week," the doctor said to the mother. 9. "If the train comes on time we'll be able to see the football match," he said to me. 10. She said, "I won't come if I am not invited."

Reading

1. Read the article

Tsunami

A Tsunami is a series of gigantic water waves that causes a surge of water onto

land. These surges can reach heights up to 100 feet. The massive height of the surges can lead to devastating effects when it crashes over land. It can occur in large lakes but mainly occurs in seas.

Here are some terms that are associated with tsunamis:

Tide: The term 'tide' refers to the alternate rising and falling of the sea level at shores.

Seismic waves: Seismic waves of energy that travel through the Earth's crust layers or plates, and are a result of an earthquake or a volcano eruption which can lead to causing tsunamis.

Surge: A surge of water is a strong swelling volume of water.

Earthquake: A sudden and violent movement of a portion of the earth's crust, and the series of vibrations that follow.

Earth's crust: This is the solid thin layer that covers the outside of the earth. Is the solid layer upon which we live. To put it in perspective, think of it as the skin on the outside of an apple.

Plate: A plate is a section of the earth's crust. Plates slide along either beside, over or under each other, causing friction and pressure between the plates.

Teletsunami: A tsunami which causes damage a long distance away from the source has been given the name 'teletsunami'. These types of tsunamis are not produced by horizontal motions, but by vertical motions in the seabed.

Tsunami waves are caused by large underwater earthquakes where there are tectonic plate boundaries. They can also be caused by volcano eruption under the ocean or lake. Even giant landslides have been known to cause large tidal waves or tsunamis in the past.

Tectonic plates are sections of the earth's crust that move against each other.

When the pressure of the tectonic plate at the ocean floor releases pressure, it causes the water above to create a series of rolling waves which will build up to cause more turbulent and fast moving waves. These waves will turn into one large wave and will eventually result in a tsunami.

Tsunamis do not appear as a breaking wave. Initially it may resemble a tide that is rising rapidly. Tsunamis generally consist of a series of waves with periods ranging from minutes to hours, arriving in what can be called a "wave train".

Almost 80 percent of tsunamis occur within the Pacific Ocean's 'Ring of Fire'. This is due to the amount of earthquake and volcanic activity in the area, which occur due to the tectonic shifts in the earth's plates.

Tsunamis can reach speeds up to 500 miles per hour, racing across the sea. That is about as fast as a jet plane! Tsunamis can travel the entire length of the Pacific Ocean in less than a day. There is virtually no energy lost along the way due to their extremely long wavelengths.

When tsunamis begin to form, they only appear a foot or so high in the deep ocean. This makes them impossible to distinguish. The closer they get to the shoreline and enter shallower water, their energy and height grow to drastic measures. The speed and momentum increases due to the top of the waves moving faster than the bottom does.

The lowest point under the wave usually reaches the shore first. When it reaches

the shore, it produces what is described as the 'vacuum effect', which sucks the coastal water into the sea and gives the opposite effect of a tsunami. When this occurs, the sea floor is left completely waterless and the seafloor is totally exposed. This is the first sign a tsunami is about to hit.

The next stage causes the most serious and devastating effects. About five to ten minutes after the water retreats, the tsunami will hit. This gives people little time to escape the wrath of the tsunami; however the warning can save lives. When a tsunami hits it is important for people to remember that the danger may not have passed with the first wave or two. The aftershock of earthquakes can cause more waves to occur, sometimes even hours after the initial wave hits. The best defense against any tsunami is early warning that allows people to seek higher ground.

Pacific coastal countries are some of the most Tsunami prone areas in the world. Here is a list of some of the countries who have been affected or that could be affected by tsunamis:

- Japan;
- United States;
- Mexico;
- Philippines;
- Russia;
- Ecuador;
- China;
- Chile;
- Papua New Guinea;
- Maldives;
- Indonesia;
- Italy.

Tsunamis can cause great loss of life and a serious decrease in population. Drowning is the most popular cause of death when a tsunami hits. Here are some dangers it can cause to the environment.

- Shipwrecks can be left ashore when tsunamis hit. This can cause major pollution and can take time and money to remove.

- Animals can be washed up to shore and die.

- They can also flood the lands near the shore. This leaves crops damaged and the community can suffer from a lack of food and work.

- Some people might left be trapped under buildings for long periods of time while search and rescue teams attempt to get a hold on the situation. The damage can be so great that people often die while trapped.

- Tsunamis can cause economic decline as they have to spend a lot of money rebuilding the houses and restoring the original landscape. As the devastation can occur in very poor countries, there is usually not be enough help or money to completely rebuild entire livelihoods. (www.basicplanet.com)

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about natural disasters in Kazakhstan.

Speaking
Language Functions

Asking for reasons	Giving reasons
<i>What's the reason for...?</i> <i>I'd like to know the reason for...</i> <i>I find it interesting to know...</i> <i>How can you account for the fact ...?</i> <i>Why are/do you...?</i> <i>Why do/don't you...?</i> <i>Why did it happen?</i> <i>I wonder if...?</i> <i>What's the point of...?</i>	<i>The basic reason is that...</i> <i>Let me explain. You see...</i> <i>I think it is right for the following reasons...</i> <i>Well...you see...</i> <i>Well, the thing is...</i> <i>The point is...</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. A group of students talk about their plan to take part in exhibition EXPO-2017.
2. Your family discuss how to plan budget for the following week. Each member shares their own opinion.
3. Your friend has wasted all his/her money on things which he/she did not plan to buy. You give some tips on how to save money.

Grammar

Exercise 1.

Form the general questions.

Example: My brother likes skating. — Does my brother like skating?

1. He translates a lot of articles into English.
2. I had an early morning call at seven o'clock.
3. Little children like to ask many questions.
4. Their classes will last till four o'clock tomorrow.
5. I've already done this task.
6. She spends a lot of time on her French.
7. My children are at school.
8. They had supper at 7.30 o'clock.
9. I am going to go jogging in the evening.
10. They were talking about something when I came.
11. She can play the kobyz very well.
12. There are many people in the underground now.
13. Brazil won the football World Cup in 1994.
14. He has already read a lot of English books.
15. They have classes at 8 o'clock every day.

Exercise 2.

Form the negative questions.

Example; She took part in the performance. — Didn't she take part in the performance? or Did she not take part in the performance?

1. I went to the cinema with my children.
2. They usually go to bed very late.
3. They had finished work by 8 o'clock in the evening.
4. She will be learning mathematics at this time tomorrow.
5. There was an old road there.
6. He came home very late.
7. She understands Spanish a little.
8. They have a four-room flat.
9. He has been to the USA twice.
10. They are going to build a new house.
11. Your son loves music.
12. We are going to the theatre today.
13. There will be a lot of people at the

lecture today. 14. We studied at university together. 15. His friends liked the new movie very much.

Exercise 3.

Change the special questions into indirect ones. Begin your sentences with Do you know, I wonder or Tell me please.

Example: What does the boss want? — Do you know what the boss wants? Tell me please what the boss wants.

1. How long does it take him to get home from his office? 2. When did he meet her for the first time? 3. Who objects to Saturday work? 4. What is her date of birth? 5. Whose book is it? 6. When will the next meeting take place? 7. How well does she speak Kazakh? 8. Why are they buying a new car? 9. How long will the test last? 10. What kind of cake tastes best? 11. Where did they spend their holidays? 12. Who does he know from Group 302? 13. How much does it cost to repair a laptop? 14. How long have you known the Almishevs? 15. Whose book is on the table?

Exercise 4.

Correct the mistakes if any.

1. Don't forget to bring the magazine, will you? 2. There isn't any porridge left, are there? 3. He is sure to come, doesn't he? 4. Let's come a bit earlier to have better seats, don't we? 5. It isn't snowing now, is it? 6. You and I talked to him the previous week, didn't you? 7. He won't be leaving tomorrow, will he? 8. My little sister has never been afraid of anything, hasn't she? 9. They have got two children, do they? 10. The boys don't have classes today, do they? 11. I am to blame, aren't I? 12. We like to swim in the sea, do we? 13. Nobody has come yet, haven't they? 14. Please turn off the light, don't you? 15. He has never come back, hasn't he?

Exercise 5.

Put the words into the correct order (you must get special questions).

1. time, his, always, who, in, is, lessons, for? 2. going, a, what, her, about, he, week, is, to, in, write, to? 3. about, did, speak, last, in, what, week, class, you? 4. this, you, read, how, month, books, have, many? 5. people, the, to, at, prefer, sometimes, do, study, why, library? 6. many, France, he, been, how, to, times, has? 7. kind, brave, we, of, call, people, what, do? 8. draws, which, them, well, of? 9. today, have, the, what, radio, heard, on, news, you? 10. USA, states, in, there, the, many, are, how?

Exercise 6.

Correct the mistakes if any.

1. How often you have your English classes? 2. What you do at English lessons? 3. What you prepared for your lesson? 4. Who were absent from the previous lesson? 5. How many points you got for your exam? 6. Who do you usually go home with? 7. What countries the USA borders upon? 8. When did the briefing take place? 9. Who knows this district well? 10. Who did phone yesterday? 11. How long you have been studying English?

Reading

1. Read the article

Should We Eat Meat?

Judith

Are you a vegetarian?

I used to be a vegetarian but now I am a vegan.

What's the difference between a vegetarian and a vegan?

Vegetarians don't eat meat or fish. Vegans do not use any animal products. It means that I don't eat any meat, fish, dairy products or honey.

Do you eat enough protein?

People always ask me this! The answer is definitely yes. My main source of protein are beans, soya and nuts. People often worry that vegetarians and vegans don't eat enough protein. However, a diet with too much protein can prove bad too. I eat a lot of fruit and vegetables so I'm quite healthy. There's no doubt about it that a vegetarian's diet is healthy.

Why did you choose to be a vegetarian and then vegan?

For many reasons. When I was eight, I was not happy about eating animals. My older sister was already a vegetarian so I decided to be one too. When I was.

Is cruelty to animals your main reason for being a vegan?

No, there are other reasons. For example in many countries, there people dying from hunger. They might be able to grow food to eat for themselves but their fields have grain to feed animals. It's not economical use of land. The animals eat a lot of grain but the starving people can't eat the animals because one field of grain does not feed many animals. If there are not many animals, not many people, not many people can eat. Also, I don't eat fish because they are part of the food chain and it ruins the eco-system when we eat them.

What are the advantages of being a vegetarian?

It's a lot healthier. The frequency of heart disease and cancer is less for vegetarians. I've also heard that food companies put a lot of chemicals in meat. I don't think these chemicals are good for people.

Is it difficult to be a vegetarian?

No. Restaurants always have something for vegetarians. It's more difficult to be a vegan but I usually find something. My main problem is finding good quality non-leather shoes!

If you go to someone's house and they offer you food that contains meat, do you eat it?

No way. I very politely refuse and explain my reasons. People usually understand.

Have you ever protested against cruelty to animals?

No, but I might go on a demonstration soon.

How do people react when you tell them that you are a vegan?

At first they think that I'm stupid or strange. However, when I explain, they understand and often agree with me.

What are you going to eat on Christmas Day?

Nut roast, soya sausages, vegetarian gravy, potatoes and vegetables. Then we might have a vegan Christmas pudding if there is room in our stomachs. Last Christmas all my family ate the same food as me and they enjoyed it so we are going to eat the same thing again this year.

Adam

Are you a vegetarian?

No, I'm not.

Do you agree with what vegetarians say?

Not really. Killing animals might be cruel but there are a lot of other problems in the world too.

Vegetarians always worry about animals but what about the human suffering? Also, I don't think that being a vegetarian solves the problem.

Why not?

If everyone stops eating meat, farmers will lose jobs. Farm animals will not be able to eat and might die from hunger. I believe that some farm animals have a nice life before they are killed.

Have you ever thought about being a vegetarian?

No. People need to enjoy what they eat and I enjoy meat. I admit that I don't like eating meals that remind me of the animal. For example, when cooked fish still has the head on, I don't like it.

What do you enjoy eating?

My favourite meal is roast chicken. I love it. I also like burgers with everything on them - ketchup, relish, lettuce, tomato ... Being a vegetarian is definitely a bad idea!

Why is being a vegetarian a bad idea?

I think it's difficult to substitute meat. It's nutritious and I like the taste, the smell and the texture. Humans have eaten meat for millions of years. Eating meat is natural. We have teeth that are specially designed for eating it.

Do you think vegetarians are mad?

No, I don't think vegetarians are mad. Well, some are a bit mad but not all of them, I just think a vegetarian diet might suit a lot of people but not me. I don't like lentils or soya. I think some vegetarians look ill, people can choose what they want to eat, if they are healthy and happy that is good. However, I want to choose what I eat too and I want meat. I don't want vegetarians to tell me that I mustn't eat meat. It's my body! Also some vegetarians talk about cruelty to animals but they wear leather shoes. Another thing, many people stop eating meat but they start again after a year or two. This proves that they don't enjoy and that vegetarians miss eating meat. I doubt it's fun being a vegetarian!

Is anybody in your family a vegetarian?

No, and I doubt anybody will be one in the future. My brother thought about it but it might be a problem for my mother. She usually cooks for my brother, my sister and my dad. My dad adores eating things like steak therefore he will never be a vegetarian. If half the family is vegetarian, the person who cooks has to prepare two meals.

What are you going to eat on Christmas Day?

Lot of things. The entire family including my grandparents are going to have a meal at our house. We are going to have all the traditional things, including turkey. (*Timesaver reading lessons. Intermediate/Advanced*)

2. Underline the sentences that state the main idea of the paragraph.
3. Make up a summary of the article and translate it into English.
4. Write a journal article in English about eating habits in Kazakhstan.

Speaking

Language Functions

Asking for preference	Stating preference	Stating lack of preference
<i>What would you prefer, to...or to...?</i>	<i>I prefer...</i>	<i>I haven't got any particular preference.</i>
<i>Would you like to...?</i>	<i>I'd prefer...</i>	<i>I can't say I prefer...</i>
<i>Which do you prefer/like,...?</i>	<i>I tend to prefer/to be rather more interested in...</i>	<i>I must say both sound equally good to me.</i>
<i>Which do you like better...</i>	<i>I like ...best/better</i>	<i>Oh, I don't mind.</i>
	<i>My favourite...</i>	<i>I leave it to you to decide.</i>
	<i>It depends.</i>	
	<i>I like...better.</i>	

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. A daughter-student comes home from college for her vacation. Her mother tries to make her help about the house.
2. An employer hires a student for part-time job and tells him/her about duties.
3. Politicians on TV adopt new social programs for young people of Kazakhstan. They talk about needs of students and young married couples.

Grammar

Exercise 1.

Fill in the blanks with *little, a little, few, a few*.

1. I'd like to make ___ remarks in connection with the topic under discussion.
2. ___ people realize how important it is to go in for sports.
3. This student has deep knowledge in English and besides he knows ___ French.
4. He is a man of ___ words.
5. Only ___ names remained in his memory, for this accident happened more than 20 years ago.
6. That lecture was so difficult that only ___ students could understand it.
7. I had ___ hope of getting home tonight because I realized that I had lost my way.
8. The postman doesn't often come here. We receive ___ letters.
9. I'm having ___ trouble fixing this shelf. — Oh dear! Can I help you?
10. I shall be away for ___ days from tomorrow.
11. When you've wanted something very badly and it comes at last, it is somehow ___ frightening.
12. It was a cold windy evening, and there were ___ people in the park.
13. There were no doctors for the wounded, and to make things worse there was only ___ food left.
14. She asked permission to speak to the guest for ___ moments.
15. I won't listen to you! I'd like to believe that there is ___

hope left.

Exercise 2.

Fill in the blanks with how much or how many

1. ___ sugar have you put into my cup? 2. ___ spoons of sugar do you usually take with your tea? 3. ___ homework do you get every day? 4. ___ cups of coffee do you drink a day? 5. ___ coffee did you drink yesterday? 6. ___ foreign languages do you speak? 7. Do you know ___ money he spent? 8. Tell me please ___ time it will take me to get there. 9. ___ times a month do you go to the theatre? 10. Do you know ___ people live in Moscow? 11. I see you are a stranger here. Let me help you. The customs officer is asking ___ perfume you have got. 12. ___ cigarettes do you smoke a day? 13. ___ oil has been extracted this month? 14. ___ barrels of oil did the Arab Emirates sell last year? 15. ___ money does it cost to get there?

Exercise 3.

Fill in the blanks with much, many, a lot of.

1. There are a few bananas and ___ apples in the fridge. 2. She put ___ butter in the cake. 3. Have you got ___ homework? — Our teacher always gives us ___ homework. 4. We don't need ___ eggs to cook this meal. 5. He's made ___ progress in such a short time! 6. Are there ___ unemployed people in your country? 7. There are ___ oil deposits in Siberia. 8. There is ___ time at our disposal. 9. She is very sociable, that's why she has got ___ friends. 10. Try to call Mr. Green. He never gives ___ useful advice, but you can hear ___ valuable information. 11. One needs ___ money to start a new business. 12. You can't install ___ equipment in a small shop. 13. He doesn't want ___ advisors. He thinks he can solve the problem himself. 14. Be careful with him. He's got ___ projects and desires, but hasn't got ___ money and patience to realize them. 15. Astronomy studies ___ interesting phenomena.

Exercise 4.

Fill in the spaces with much, many, few, a few, little, a little, a lot of, plenty of, a great number of, a great amount of, a great deal of (you may get several variants).

1. The living conditions in the district were very poor and there were only ___, ___ doctors available. 2. He is a very intelligent man. Do you know that he speaks ___ foreign languages? 3. The situation was becoming worse and worse. ___ projects had to be postponed. 4. The show was poor. There was ___ applause. 5. There were ___ people at the meeting, but most of them left early so there aren't ___ left now. 6. Have you finished that glass of milk? There is ___ milk in the fridge if you'd like more. 7. We haven't had ___ rain this summer. The garden needs watering. 8. The party was a failure. Unfortunately, they invited ___ interesting people. 9. He didn't know ___ facts about the accident. 10. Did the storm make ___ damage to the crops? 11. Is there ___ coal left in the region? 12. Don't worry. There is ___ food. It will be enough for a month's expedition. 13. He doesn't pay ___ attention to pronunciation. It's difficult to understand him. 14. Is there ___ work for you to do every day? 15. There is ___ whisky left. Help yourself.

Exercise 5.

Choose the right variant.

1. Oh, there are four of them! I can give them (so/ only) a few sandwiches. 2. I've met (quite/too) a few decent people in my life. 3. She respected him but gave him (too/only) a little thought. 4. I think there is (so/quite) a lot of charm in him. 5. (Too/Only) many cooks spoil the broth. 6. Unfortunately, we make (very/only) many mistakes in our life. 7. (Quite/Very) few words were said to understand the problem. 8. (Too/Very) much sand covers most of the territory of Egypt. 9. There are (only/ so) many policemen in the streets during national holidays. 10. There are (very/only) many tales about Loch Ness monster. 11. Let's go to the canteen. There are (quite/very) a few coins in my wallet to buy a sandwich. 12. There were (too/quite) a few people in the shop. 13. (Quite/too) a lot of money is spent on armament. 14. We've got (too/only) a few minutes before the ship sails. Let's say good-bye to each other. 15. There were (quite/only) many delicious dishes on the table in front of him.

Exercise 6.

Translate from Russian into English.

1. Он написал довольно много книг. 2. Я не могу идти с вами сегодня в театр. У меня так много работы. 3. В нашей библиотеке мало английских книг. 4. В автобусе было слишком много народа. 5. В стакане было мало воды, и он налил (*pour*) себе немного. 6. Мало кто понимает его английский язык. У него слишком много ошибок. 7. В прошлом году было построено мало новых домов. 8. Премьер-министр (*prime minister*) сказал журналистам лишь несколько слов. 9. Я встречал мало хороших врачей в своей жизни. Но доктор Грин, наш врач, дает нам массу полезных советов. 10. Можно мне немного кофе? — Нет, он слишком крепкий для тебя. 11. Мне кажется, что ты положила слишком много соли в суп. 12. Чтобы построить больницу, необходима крупная сумма денег. 13. Он купил довольно много акций (*share*). 14. Многие люди не употребляют сахар и соль. 15. Он понял лишь несколько слов.

Reading

1. Read the article.

Mexican traditional clothes

When talking about Mexican clothing, we must necessarily separate garments into three main groups:

- Modern clothes;
- Traditional Mexican clothing;
- Celebration dresses and costumes.

In major cities, **modern Mexican clothing** do not differ very much from the clothes we use everyday. Thanks to the globalization, young Mexican people living in big cities trend to wear clothes like loud-colored cotton t-shirts, sneakers and jeans. But this changes a lot when we get out of the main cities and look into smaller towns, where we can see modern clothes with a “native” feeling, which is shown mainly by the colors chosen.

People who live within those towns in Mexico seem to have a preference for earth-like colors, like **brown** or **dark red**, although it is not uncommon to find vivid greens and strong yellows as part of the clothes' colors.

Traditional Mexican clothing combines native and European elements. The fibers of choice among the Mexicans are **cotton**, **bark** and **agave** (which were known and used by native Mexican pre-Hispanic civilizations to make their clothes), as well as **wooland silk** (introduced by the Spanish later).

In the past, Mexican clothing was dyed with natural components found in local plants, but as soon as aniline dyes were brought from Europe they became the first dyeing choice.

We can find traditional Mexican clothing in many varieties, and it can be distinguished by gender, by social status and by ethnic group. For instance, garments worn by women differ from those worn by men, and native clothing is different to "mestizo" clothing.

Typical women clothing includes a skirt, a "**huipil**" (a kind of sleeve-less tunic), a "**quechquémitl**" (a closed shoulder cape) and a "**rebozo**" (a kind of shawl).

Mexican clothing for men is mostly "European-like", which means that both the trousers and the shirt are European garments, and possibly the only native addition to the men's wardrobe is a large blanket cape, called "**Sarape**". Men often wear Mexican boots too.

As for Mexican clothing used on **celebrations**, we can find a different costume for almost every special day of the year. National festivities are celebrated with typical clothes and accessories (including the famous Mexican Sombrero). Some special days like the Day of the Death are closely related to religion, and that can be seen on the costumes too. During the **Carnival**, the Mexican clothing of choice is the "**Charro**" suit, popularized by the famous musical ensembles known as the Mariachis. (www.facts-about.mexico.com)

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about traditional clothing in Kazakhstan.

Speaking

Language Functions

Apologizing	Accepting an apology
<i>I'm very/terribly/so sorry about/for...</i>	<i>That`s/It`s all right.</i>
<i>I must apologize to you for...</i>	<i>No trouble at all.</i>
<i>Please, accept my apologies.</i>	<i>It really doesn`t matter at all.</i>
<i>Excuse/forgive me for...</i>	<i>Don`t mention it.</i>
<i>Give my excuses to...</i>	<i>It`s inexcusable/unforgivable.</i>
<i>I do feel sorry/bad about...</i>	<i>I quite understand.</i>
<i>I beg your pardon.</i>	<i>Please, don`t feel bad about it. Please, don`t worry.</i>
<i>Excuse me,...</i>	<i>That`s ok.</i>
<i>Pardon me,...</i>	<i>Let`s forget it.</i>
<i>Sorry to trouble/bother you.</i>	<i>It`s ok. Never mind.</i>
<i>Sorry, but...</i>	<i>It`s nothing to speak of.</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. Factory workers want to reduce working hours from 8 to 6 because of hard conditions. Employers try to acquit.

2. You come to work very late and you apologize to your boss.

3. A husband works till late every day and forgets about his wife`s birthday. He begs her pardon.

Grammar

Exercise 1.

1. Open the brackets using the proper form of the subjunctive mood.

1. Daniyar failed to appreciate our difficulty. He (behave) differently if he (realize) the situation. 2. They often ask me about you. If you (come) to see them tonight, he (be) delighted. 3. Why did you leave so hurriedly? If you (stay) there for another week, you (see) him again. 4. Why do you always talk in such a scornful manner? If I (be) in your shoes, I (not be) so impolite. 5. If you (sleep) more, you (feel) much better. 6. I think that if you (tell) them about our offer, they (give) it another thought. 7. She (do) her best to save the situation if she (be) there but she was not at home then. 8. Where you (go) if you (be) ел leave now? 9. How about going to Issyk-Kul? The weather (be) perfect if we (go) now, and we (be) able to go diving. 10. If your brother (come) home earlier last night, he (call) you back. 11. If you (not complain) so much then, everyone (be) satisfied and she (not) be fired. 12. What you (say) if somebody (apologize) to you?

Exercise 2.

2. Translate into English.

1. Ты бы разочаровался, если бы я не пришла? 2. Будь он внимательней, он бы не упал. 3. Если бы он не приехал на машине встретить нас, нам бы самим пришлось нести свои вещи. 4. Ты бы пошла куда-нибудь вечером, если бы он тебя пригласил? 5. Мы бы поехали сегодня на пляж, если бы вы позвонили вчера вечером. 6. Если бы он мог дать положительный (*positive*) ответ, он бы давно это сделал. 7. Я бы на твоём месте не стал бы поднимать такой скандал. 8. Если бы ты принял его предложение, у тебя давно была бы хорошая работа. 9. Будь я на вашем месте, я бы пошел пораньше, чтобы застать его. 10. Если бы он вел машину на маленькой скорости, никакой бы аварии не произошло. 11. Не сломай он ногу, он бы выиграл матч. 12. Никто бы не обвинил (*blame*), тебя, если бы ты вел себя по-другому.

Exercise 3.

Open the brackets and use the correct form of the subjunctive mood.

1. She was breathing heavily as if she (run) a long distance. 2. It seemed as though he (know) it long ago. 3. She looked at him as if she (see) a ghost. 4. He looked as if he (want) to say something but (be) afraid to say a word. 5. They behaved as though nothing (happen). 6. It seemed as if he never (hear) of it before. 7. They met as though they (not see) each other for a long time. 8. They talked as if they

never (meet) before. 9. They talked as if they (know) each other for ever so many years and it (not be) the first time they met. 10. Her husband nodded slowly as if he (agree) to her offer but she knew he would never do it. 11. His eyes were swollen and had shadows as if he (not sleep) for the whole night. 12. They stared at each other in silence, and it was as if they (listen) for distant noise. 13. He speaks Kazakh as if he (be) Kazakh. 14. Nothing had changed in the house but it seemed as though somebody (be) there. 15. Children`s mother looked very tired as if she (work) from early morning till late at night.

Exercise 4.

Translate into English.

1. Она счастлива, посмотри на нее. Она выглядит так, как будто помолодела на несколько лет. 2. У него было такое чувство, как будто его оскорбили. 3. Взрыв (*explosion*) был очень сильным. Стало светло как днем. 4. Он выглядит так, как будто он прав. 5. Она не остановилась, как будто не слышала, что ее зовут. 6. Вы выглядите усталым, как будто давно не отдыхали. 7. Он часто смотрел на часы, как будто спешил куда-то. 8. Она ведет себя так, как будто она права. 9. Он уставился на меня, как будто он не понимал меня.

Exercise 5.

Choose the right variant and translate the sentences into Russian.

1. She wished at that moment she (had not sent/did not send) for him. 2. "I wish I (had been/were) at sea with you," he said with deep regret. 3. She says she wishes I (had been/were) a thousand miles away. 4. I wish my mother (had not looked/did not look) so upset. 5. My parents wishes I (had studied/studied) harder. 6. We wished our father (had not come/did not come) so late yesterday. 7. I wish you (had seen/saw) the performance. It was a first night. 8. I wish he (had introduced/introduced) his relatives to me at the party. 9. She wishes her father (hadn't known/ didn't know) it. 10. He wished they (hadn't noticed/didn't notice) his embarrassment.

Exercise 6.

Use the subjunctive mood in the following sentences.

Example: I will be glad to meet you again. — / would be glad to meet you again.

1. I will apologize to him for being late. 2. Everybody will be glad to go there. 3. I'll eat something sweet. 4. It does not make much difference. 5. I won't go to Egypt in summer. 6. She will do her best to improve the situation. 7. He will give you a different answer. 8. Nobody blames them. 9. Do you find it inconvenient? 10. He will warn you of the danger. 11. A true friend will never fail you. 12. They will accept the invitation for Sunday. 13. I will never agree to it. 14. A wise man will find a way out of the situation. 15. It will be interesting to find out who is right.

Exercise 7.

Choose the right variant.

1. I would (have brought/bring) the book, but you did not tell me you needed it. 2. It would (be/have been) wise of you to consult a dentist twice a year. 3. I think

nobody would (object/have objected) to having a party tomorrow. 4. I did not know that it was so important for you. I would (do/have done) it long ago. 5. In your place I wouldn't (argue/have argued) with her yesterday. She is your boss. 6. Last year he wouldn't (say/have said) so of John. 7. I wouldn't (worry/have worried) about it now. Everything will clear up soon. 8. We would (stay/have stayed) for an hour, but it is rather late. 9. We did not know that we would come to the lake. We would (take/have taken) our rods. 10. I would (go/have gone) to sea, but my father wanted me to be a lawyer.

Reading

1. Read the article

The Cool School

Love the arts? Fanatical about film? Mad about music? The Brit School just outside London in the UK is a place where lots of kids fulfil their greatest dreams.

If you want fame

When people ask you what you want to be in the future, they seem pleased if you say 'a doctor' or 'financial consultant'. But if you say 'an actor' or 'a dancer' or 'a DJ' they often laugh and say 'no chance!' The Brit School takes such ambitions seriously: everything is done to make sure talented kids fully explore their passion for the creative arts.

What you study there

The Brit School centres its studies on the performing arts. Singing, dancing, acting, music, theatre, TV and film production are all on the curriculum, as well as academic subjects like maths and English.

The staff stress the importance of continuing academic studies. Students enter the school when they are 14 and 16. There is a strict selection process because there is a lot of competition for each place. Entrants at 14 have an interview, and at 16 there is also an audition. The procedure is tough because the school is Britain's only non fee-paying entertainment school.

Different from ordinary school

The main thing that makes the Brit School like other schools is that it takes academic study seriously. But in other ways, the atmosphere could not be more different. The teachers are called 'guides' and speak to the kids in a more informal way than many are used to. There are no uniforms and no bell at the end of the lesson. The school also makes sure that no one lives more than an hour away from the school so they don't get too tired. This is important because having lessons in radio production, theatre and video-recording as well as regular lessons is very hard work. The terms are eight weeks long, with 2-week breaks in between and only four weeks in the summer, so it involves much more attendance than an ordinary school.

How the kids feel about it

Everyone who goes there is incredibly enthusiastic about it. Even though the school's curriculum and hours make it very demanding for them, they don't mind. Monique, 18, said she found it a bit strange at first because it was so unlike her old school. "Everyone seems so creative here so I don't stand out much. Everyone's an

individual, independent and single-minded and we don't all wear the same sort of clothes." Most of the students are outgoing, and shy students say that being there makes them more confident. (www.brit.croydon.sch.uk)

2. Underline the sentences that state the main idea of the paragraph.

3. Make up a summary of the article and translate it into English.

4. Write a journal article in English about school life in Kazakhstan.

Speaking

Language Functions

Approval	Disapproval
<i>I approve of...</i>	<i>I'm afraid I won't approve of it.</i>
<i>We believe we can approve...</i>	<i>I don't think. I can approve... You shouldn't have done that.</i>
<i>I'm sure that was the right thing to do.</i>	<i>It leaves must to be desired.</i>
<i>I'm sure you did right.</i>	<i>I don't think much of...</i>
<i>Very sensible. Good.</i>	<i>You ought to be ashamed.</i>
<i>You did well...</i>	<i>I don't think it is sensible/wise of him.</i>
<i>Well done!</i>	<i>That's not a good idea, I'm afraid....</i>
	<i>How could you!</i>
	<i>Silly of you/her...</i>

Develop the following ideas. In pairs act out the situation, using the phrases in the box.

1. Your friend is going to buy a new mobile phone and surfing the Internet. You show your approval or disapproval.

2. Tourists talk about the mall Khan Shatyr, which is in Astana, as one of an extraordinary buildings in the world.

3. A 4-year old child spend much time, playing games on table PC. Child's mother is against it, but father approves.

Grammar

Exercise 1.

Open the brackets and fill in the blanks with the appropriate forms of the verbs must, have to or be to.

1. You ___(not tell) him about it. It's a secret. 2. It looks like rain. You ___(take) your raincoats. 3. You ___(not talk) so loudly here. 4. In his youth he ___(work) from morning till night to earn his living. 5. He ___(wait) at the station till it stopped raining. 6. The secretary informed us when the manager___(come). 7. They___(leave) on Saturday, but because of the delay with their visas they___(book) tickets for Monday. 8. They___(not tell) him anything about it before they get further instructions. 9. He___(leave) for Almaty that night. 10. ___I (do) it all by myself? 11. It was too late to change their plans and they___(put up) with it. 12. You___(not prepare) all this work, I will help you. 13. Stay here till she is free. I think you___(not wait) long. 14. We___(carry out) a series of experiments this week. 15. Remember that we___(be) at this place not later than 12 o'clock.

Exercise 2.

Choose the correct variant.

1. His German is very poor. He must (study/be studying/have studied) very hard.
2. His German is very good, he must (study/be studying/have studied) very hard. 3. His German is considerably improved, he must (study/be studying/have studied) hard during his holiday. 4. He must (study/be studying/have been studying) German these two years, his German is rather rich and fluent. 5. She must (have taken/be -faking/have been taking/ a bath at that moment that's why she did not answer your call. 6. She must (be/be being/ have been) at home now, we saw her leaving the office. 7. She must (be/be being/have been) at home, she can't go away because there is no one to look after her sick mother. 8. You must always (think/be thinking/have thought) twice before you say anything. 9. Now he must (think/ be thinking/have thought) of what she has said. 10. He knows they are coming. They must (write/be writing/ have written) to him of their arrival in due time. 11. She must (play/be playing/have been playing) the piano now. 12. The foreigner must (understand/understood/have understood) me, for he nodded his head. 13. Where is Sara? I haven't seen her for a long time. — She must (stay/be staying/have stayed) at her sisters'. She wanted to spend summer with them. 14. He must (get/be getting/have got) all he needed, otherwise he would have come again. 15. We must (meet/have met/have been meeting) somewhere before.

Exercise 3.

Translate into English using the verb must and its equivalents.

1. Он, должно быть, слышал об этом. 2. Этот дом, должно быть, построен в начале двадцатого века. 3. Вы не должны прекращать работу, пока вы ее не закончите. 4. У них, вероятно, сейчас занятие. 5. Не огорчайся, он, должно быть, сделал это случайно. 6. Он, вероятно, сейчас спит. 7. Я ищу этот дом вот уже полчаса и нигде не могу его найти. Должно быть, она дала мне неправильный адрес. 8. Мне не пришлось делать этот чертеж. 9. Он, вероятно, не успел закончить работу к пятнице и был вынужден потратить на нее все выходные, т.к. ее нужно было закончить к понедельнику. 10. Она, должно быть, не полила сад. Почва очень сухая. 11. Выбора не было, и им пришлось согласиться. 12. Она, должно быть, ждет нас дома. 13. Она должна ждать нас дома. 14. Ей, наверное, не сказали, что мы уже вернулись. 15. Ей пришлось извиниться, хотя было уже поздно.

Exercise 4.

Translate into English using the modal verbs.

1. Что здесь происходит? Не могли вы бы вы сказать, в чем дело? — Должно быть, полиция ловит опасного преступника (*criminal*), и поэтому здесь нельзя прейти. 2. Он мог бы объяснить мне с самого начала, как это важно. 3. Тебе следует поторопиться. Мы можем опоздать. 4. Какой скучный фильм я посмотрел! Не стоило ходить в кино, я мог бы посмотреть что-нибудь по телевизору. 5. Тебе следовало бы сесть на диету (*go on a diet*) еще полгода назад. Посмотри на себя! Ты поправилась (*gain*) на 3 килограмма. Тебе нельзя

есть сладкое. 6. Неужели она потеряла мой номер телефона? 7. Почему он молчит (*keep silence*)? — Может быть, он не расслышал ваш вопрос. Не могли бы вы его повторить? 8. Ты должен уважать (*respect*) своих родителей. 9. Наверное, он сегодня не придет. Уже девять часов, а он должен был прийти в 8.30. 10. Вряд ли они уже вернулись. Они там впервые и могут задержаться (*stay long*).

Exercise 5.

Choose the right variant.

1. "They___an excellent vacancy last week. You ___an opportunity of getting it," he reproached me.
 - a) had, mustn't miss;
 - b) have had, might not have missed it;
 - c) had, shouldn't have missed;
 - d) were having, couldn't miss.
2. He had to earn___living at___an early age,___?
 - a) ___, such, hadn't he;
 - b) his, such, didn't he;
 - c) himself, so, hadn't he;
 - d) to, so, didn't he.
3. We___a camera because we never___a chance to use it.
 - a) might not have taken, had;
 - b) should not have taken, have had;
 - c) needn't have taken, had;
 - d) mustn't have taken, had had.
4. The line is busy; somebody___on the telephone now.
 - a) should be speaking;
 - b) should have been speaking;
 - c) must be speaking;
 - d) can't be speaking.
5. You___this! See how___she is.
 - a) ought not to say, distressing;
 - b) ought not to have said, distressed;
 - c) won't be able to say, distressing;
 - d) cannot have said, distressed.
6. He says that nothing___, because it is too___. But I don't believe a single word___; they___us.
 - a) should do, lately, of him, mustn't have failed;
 - b) can't be done, late, of his, oughtn't fail;
 - c) mustn't be done, lately, of him, shouldn't have failed;
 - d) can be done, late, of his, can't have failed.
7. I managed to come here at half past six. But I___. They___.
 - a) needn't have hurried, had already left;
 - b) needn't hurry, have already left;
 - c) mustn't have hurried, had already left;

d) shouldn't hurry, have already left.

8. If she doesn't take care of___, she___have a nervous breakdown and___to hospital.

a) hers, may, should go;

b) her, can, need to go;

c) herself, may, may have to go;

d) herself, must, must go.

9. He___his wallet himself, it___.

a) might lose, couldn't be stolen;

b) may have lost, can't have been stolen;

c) could have lost, must not have been stolen;

d) ought to lose, shouldn't be stolen.

10. You___a message at least! We___for two hours.

a) should send, waited;

b) must have sent, were waiting;

c) could send, have been waiting;

d) might have sent, had been waiting.

11. The only trouble is that I___my exams in spring and___them now.

a) couldn't have taken, must have;

b) couldn't take, must have;

c) mustn't have taken, must have had;

d) can't take, must have had.

12. The plane___at 5 a.m. and in this hurry-scurry she___the tickets on the table.

a) had to take off, can leave;

b) was to take off, must have left;

c) was to take off, needn't leave;

d) must have taken off, shouldn't leave.

13. Why___he take the scandal on himself? It is not

a) must, fairly;

b) may, fair;

c) should, fair;

d) could, fairly.

14. You___to him. His information is___.

a) shouldn't listen, misled;

b) needn't have listened, misleading;

c) can't have listened, misled;

d) mustn't have listened, misleading.

15. It is not worth___ to___bed if he___at five.

a) to go,___, have to get up;

b) going, the, must have got up;

c) to have gone, the, is to get up;

d) going,___, doesn't have to get up.

16. They have made me___that I___selfish about it.

a) think, may have been;

- b) to think, must be;
 c) thinking, might have been;
 d) thought, should have been.
17. It ___ late when I ___ home; there were no people in the street.
 a) must have been, was going back;
 b) must be, am going;
 c) can't have been, was going;
 d) could not have been, went.
18. You ___ worry, you ___ always rely on me in this matter.
 a) must not, need;
 b) need not, may;
 c) can, need not;
 d) should, must.
19. You ___ this device. It ___ dangerous.
 a) couldn't have touched, may be;
 b) must not touch, may be;
 c) shouldn't have touched, ought to be;
 d) needn't touch, must have been.
20. I ___ my job. I ___ you before.
 a) needn't have put off, should ask;
 b) shouldn't have put off, need to ask;
 c) needn't have put off, should have asked;
 d) shouldn't put off, should ask.

Additional texts for reading and retelling

11th grade

Fit in Mind and Body

Are you in good healthy physically and mentally? Or do you feel the effects of stress and unhappiness in your life? Read more about how yoga can guide you to better health and a better way of living. Mike Rogers reports:

Hatha yoga

Yoga is a very old tradition of maintaining and restoring physical and mental health and leads to happiness and peace of mind. There are many different kinds of yoga, but they all work to develop techniques for relaxing the mind and body. The most popular form of yoga in Western world is Hatha yoga. Hatha yoga has a long history and concentrates on body postures, or positions, that allow the muscles to stretch and relax. It also focuses on controlling breathing so that the body and mind grow calm. Although it is a very gentle activity, Hatha yoga is actually an ideal form of exercise, especially for people who do not like to work out with weights and machines. A regular programme of Hatha yoga is the perfect way to stay in shape, put your mind and body at ease and get rid of the day`s stress.

Astanga yoga

Astanga yoga is similar to Hatha yoga except that it is more energetic. Astanga yoga uses the body positions and breathing exercises of Hatha yoga and adds greater motion and movement to it. Astanga yoga classes are more like aerobics classes with

a lot of movement and physical energy. The goal of course is always the same – to improve health through careful exercise and concentration. People who participate in this kind of yoga generally want a more thorough workout than Hatha yoga gives them. This kind of yoga often attracts younger people who have lots of energy and want to exercise as well as find a little peace of mind at the same time.

Mantra yoga

Now this is serious yoga and not for the very active types. Mantra yoga focuses on mental concentration. Participants sit in a yoga posture and focus their minds on one peaceful idea or image. Then they repeat this word over and over again as a way of clearing their minds. The goal of Mantra yoga is to find inner strength through control of the body and relaxation of the mind. Mantra yoga is an excellent choice for people who want to avoid too much physical activity but are searching for better mental health. If you're looking for lots of activity, this is probably not the yoga for you.

Hip hop yoga

Hip hop yoga is one of the newest forms of yoga today. It combines the best of traditional yoga with the modern dance style of 'hip-hop'. It is very lively and fun way to really work out your body, dance, laugh and have a good time – but it's also more. Hip hop yoga relies on the basic traditions of yoga, which are relaxation of the body and mind through posture and breathing. It brings these together with the fun and contemporary art of dance and produces an all-new style of yoga. This is a good choice for old and young people who want to try yoga but need a good excuse, like dancing!

Power yoga

The name says it all! Power yoga has developed recently and it takes a little from gymnastics, a little from aerobics, a little from dance and a lot from yoga to make this new exciting kind of yoga. People who take part in power yoga classes say that it's the best exercise they've ever known. It's really hard workout! But it pays off in more ways than one. Of course, your body will benefit from the physical activity, but so will your mind. Power yoga focuses on using health to your life. And it really works! (*Laser Pre-FCE. Workbook by Terry Jacovides and Anne Nebel*)

Kazakh traditional costumes

The National State Museum of Kazakhstan is a treasure house where one can find many wonderful samples of Kazakh traditional costumes. On display here, are clothes that once belonged to prominent figures of Kazakh history, batyrs, akyns and artists, in particular, the stage-costumes of famous singers like Kulyash Bayseitova, Zhamal Omarova and Rosa Baglanova, and the celebrated dancer Shara Zhicnkulova. Outstanding among the expositions are: the gold-thread-embroidered beshmet (a coat worn over a dress) owned by Fatima, the wife of Zhangir, the last khan of Bukrey-Orda; and robe lined with swan down that belonged to Tazhibai, the younger sister of the renowned Kazakh scientist and traveler of the 19th century Chokan Valikhanov.

Many varieties of these traditional costumes have withstood the test of time in beauty and style, which explains why they are still worn today despite their ancient fashion. Kazakh traditional costumes were made from well-chosen materials and

fashioned to suit the conditions of nomadic life and the ever-fluctuating weather conditions. It could stand hard frosts and the weary heat, Durable, comfortable, simple and practical best qualifies most of these clothes, Apart from the general men's, women's and children's wear, these national costumes fall into different classifications according to the occasion for which it is meant, namely outer garments and underclothes, occasional, seasonal and daily wear.

Daily wear really differed from the occasional in its simple design and fashion. Occasional, in contrast to daily wear, were complexly designed and tailored from valuable plush, velvet, crepe, broadcloth, satin, silk, brocade and other expensive fabrics. To make them more sophisticated, these clothes were artistically embroidered with gold and silver thread, beads, silk, and decorated with pearls, corals, and carnelian insertions. But the pains taken to do them are not in vain, for these clothes are fashioned to accentuate the beauty of these steppe inhabitants, give their natural appearance a special charm and make them more attractive and graceful.

Outer garments

Hide and fur of domestic and wild animals processed by a special ancient recipe were used to make traditional outer garments.

The shapan, a warm, long overcoat, is one of the ancient outer-garments of Kazakh traditional clothes. Shapans differed by the technique of manufacture and purpose and fashioned either with a turndown or a stand-up collar. From time immemorial, it was considered that what made the shapan very convenient was its wrap-fasten. A richer variety of it is the syrmary, which is a quilted and sewn in a denser material. The Kaptal is another model with a warm lining. Another type is the shabu, which is trimmed with fur. The zhargak shapan is meant for occasions and fittingly decorated with ornamental patterns. It is the favourite overcoat of dzhigits (young men).

The shekpen is a warm homespun coat made of camel wool. Another property of this coat is that the fur from which this coat is made is water-repellant making it withstand light showers. The most beautiful shekpen, the shide is woven out of a year-old camel's wool. This very soft and delicate wool gives the shekpen its attractive look.

Fur-coats for daily wear and household work were mainly sewn from sheep and goatskin.

Another type of winter outer-garment is the ishik - a fur coat sewn with special craftsmanship out of the fur of the wolf, fox, sable, astrakhan or the like. The kupi is a light warm coat lined with camel or sheep wool. The outer fabric is made from velvet or other coarse, durable, soil-resistant fabrics. It is a popular wear for men, women and children like. Ladies' kupi came with ornamental embroidery on the collar. The sleeve hems were furred with otter. The kupi is an indispensable outer-garment during the mild frosts in spring and autumn.

Dresses

Among the Kazakh traditional ladies' wear, Kazakhstan traditional dress for girls and young women called locally koilek, takes a special place in terms of beauty. These ladies look very graceful in their long flimsy dress, which seem air-filled along the length, the sleeves and around the collar.

The most beautiful dresses are those with delicate silk fringes. The decorations around the collar were made to accentuate the delicate curves of the neck. Kunikey koilek is made of light, fluffy material densely gathered at the waist. The long sleeves are also gathered. Usually, unmarried girls wear it. In them they seem like enigmatic, fairy beauties, literary "sun-like", as the meaning of the Kazakh word 'kunikey'.

Headgear

Wearing of traditional headgear dates back to the 15th century when Kazakh Khanate was formed. And from the kind of headgear a person wore, it was easy to determine from which class of society he belonged. For example, a bai (rich man), mapile (man of nobility) or a biy (.iteppe judge) wore the aiyr kalpak - a high pointed cap with a divided turn-up. It was sewn from expensive fabric and richly decorated with ornamental patterns. One part of the divided turn-up symbolized wealth, the other - power. Summer varieties of this cap were made from white felt. The kalpak is elegant, convenient, and protective from the heat in summer and keeps out the cold during the winter.

Another traditional men's headgear is the borik - a rounded warm cap, trimmed with astrakhan otter, marten or raccoon fur. In the harsh winter cold, the men wear the tymak, a fur cap with three flaps - a pair for the ears and a longer and broader flap for the hind head down to the back.

One of men's headgear models widespread since the ancient times is kulapara, a type of hood, worn by hunters, berkutchi (those who train and hunt with the golden eagle), shepherds and herdsmen. The one with a pointed top is worn when raining, while the winter variety has a rounded top like the takiya, and gives good protection from the cold and strong wind. To camouflage the animals, hunters wear a white kulapara in winter, a green one in summer and a yellow one in the autumn. The main distinction of the kulapara is that unlike other headgears, it is attached to the collar of the outerwear.

The takiya is a light, rounded men's headgear made with a lifted, flat or pointed top. Decorations on this cap are usually in the form of zoomorphic embroidery or floral patterns of complex compositions of 'horn' or 'bindweed' shapes.

Women's headgears are much more complicated in make and more richly decorated. Ladies' takiya, for example, is embroidered with gold and silver thread in addition to the decorative coins, beads, beautiful buttons and precious stones. Girls sport such festive headgear on occasions, but the married women wear it under the kimshek — a type of head shawl, made from very light material, like the one usually worn by Muslim women. The ends around the facial opening are hemmed with beads, pearls or coral.



This headshawl, *kimshek* was purposed for occasions.

The most beautiful traditional ladies' headgear, saukele, is worn by a bride on her wedding day and during the first year of their marriage. Every pattern on the saukele had its significance. A quick glance at a bride's saukele is enough to tell those

who know the significance of all these symbols much about the bride. Saukele like the takiya is richly trimmed with embroidery, precious stones, beads and valuable fur. Ladies' borik much resembles the men's by shape, except that it carries much more decorations. The type trimmed with otter's fur is called Kamshat, the one decorated with gold galloon - altyn, and that decorated with corals — kalmarzhan.

Footwear

Shoemaking was a well-developed craft with the Kazakh people. All the primary materials needed for making the shoes like rawhide cords and straps, skin, sinew threads as well as the professional devices and various lasts were made by the shoemaker. Ancient Kazakh footwear had one peculiarity. The soles were cut square, which made them fit either foot.

Such footwear really took a lot of time to wear out and did not need time to make out which one was meant for which foot. Summer boots were made from light leather in contrast to the winter foot wear which were from much thicker leather and tailored with exceptional craftsmanship. There are a few types of men's footwear. Riding boots, kaykayma or kayky has often had a pointed turn-up. Such hoots were heelless with very thin soles. Young men used to wear such boots at the weddings. Saptama-boots is ancient winter footwear made from well-curried horse or ox hide, Worn with special felt stockings that usually reached the knee protruding out of the boots. For this reason the bootlegs were made long and wide. Men's working boots called shokay, were made of rough leather with hair. The wide bootlegs were fastened with rawhide belts. These boots like the saptama-boots were worn on felt stocking-boots baypak, which might as well be worn seperately wrapped with velvet, skin or other material. Another kind of felt boots is the buiyk, a sort of valenki that were worn over other boots to keep the ' warm during the most severe frosts, snowstorm or night watch.

There existed occasional boots of different style too. For example, taptautyn — the exquisite hoc with turned-up toes, incrustated with silver that were mostly made out of horse croup skin. Another kind was the shonkayma - the high-heeled boots, usually worn at festivals by Kazakh sere (wandering poets-musicians).

In making these boots, Kazakh shoemakers for the first time began to use different lasts for the t and left foot. Boots for daily wear were made of cattle skin. They were of simple cut, stitched on the outside had a straight sole. That was the footwear preferred by the cat tic-breeders, shepherds and hunters. The boots with soft sole were called zhumsak taban. Those made of rawhide, kok, had no heels and were comfortable for walking on rocky grounds.

The masi are soft thin boots with thin soles. Galoshes — skin (kebis) or rubber (lastyk) - were n over the masi to protect it from dirt, dust and moisture. The galoshes had thick sole and highheels. Besides the ordinary ones, kebis were made with short bootlegs like overshoes.

There also existed a diversity of ladies' and children's footwear, which looked more smart and exquisite, They were as usual specially decorated, The summer models, unlike the men's, were always made with short bootlegs or without ones altogether making them resemble sandals. Women's masi, for example were made of chagrin leather or some other delicate skin with the bootlegs trimmed with fur or

leather of another colour. Ornamental patterns usually served as decorations on them. Kebis to be worn over ladies' masi were always made high-heeled with pointed curved toes.

Kazakh traditional clothing are a treasury of folk art that fades into antiquity and is strongly linked with nomadic traditions. From them, one can easily decipher all the familiar shades of colours closely linked with the steppes. It is a treasury that has not yet revealed all its secrets and has much store to make wonder even the modern masters of fashion in search of new ideas. (www.bukhara-carpets.com)

Kazakh national games

Kazakhs, like other cultural groups, have inherited various forms of entertainment and games from their forefathers. As you will observe, most of these cultural forms were based on life situations and national peculiarities: and their intent was to teach succeeding generations to be healthy, strong, brave, smart, observant, resourceful, resilient and humane, Entertainment is one of the branches of Kazakh national culture, Here we will briefly describe some of them.

Asyk

This game was played both in summer and winter. Let me describe the terms of the game. Two boys would have a target and attempt to hit it with a saka from three step distance. If one hit the target, an asyk from his opponents arsenal would be his. He would then continue throwing until he missed, taking an asyk from his partner until missing. Then it would be his opponents turn to win back lost asyks. Asyk is also forgotten by many children, but in rural places of Kazakhstan some boys still play it. Often boys would be so engrossed in the game that they would ignore eating, going to school or helping parents to finish a game. As we discussed earlier, parents brought up a child to hold work in respect. So they would complain about those who constantly played asyk or ball as laggards, and extol boys who rather spent their time grazing sheep as successful. Everything should rather be done in moderation and in its own time. So Asyk is not a bad game, but it mustn't be turned into an extended game of chance.

Zhasyrynbak (Hide-and-Seek) Usually children played this game around mining places throughout the year, because there were many places to hide there. In the summer they would play near densely set yurts, but here "seeker" could often find the "hider" quite easily. Here one boy or girl would stand at the goal and be blindfold while others would hide. Only when everyone was hidden could the seeker open his eyes and begin looking for the other children. If he found them he won; but while he was looking, others might arrive at the goal be the first. This game is played until everyone is' tired, usually by children of similar ages.

Hide-and-seek is very useful, because kids move around a lot. It is especially useful after a big meal, for following a game children would often go to sleep quietly. This game also approximated that of hunting with a bird. Hunters while in the field with their eagles use a tomaga (a small leather cowl) to cover their eyes. This keeps the eagle from immediately concentrating on the prey. The hunter, becoming aware of an animal presence, would then remove the eagle's tomaga to begin the chase. Similarly, in the game "Zhasyrynbak", the boys or girls eyes must be closed until

everyone is hidden. Upon opening them, the seeker -like the eagle - can begin to consider potential hiding places. This game is also necessary to develop logical thinking and predictability.

Altybakan (a swing with six poles). This remains one of the most played national games of Kazakhs. They play it in summer and fall when mother nature gives the sign of good weather. The participants are young zhigits and ladies who gather together; teenagers are not allowed to play, but they might watch. Altybakan is set up beforehand. For this, six logs and a thick rope are needed. They would attach a syryk (a bifurcated post used for supporting the yurt in time of bad weather) to six logs; three on either side all attached with a thick rope. A couple might stand on the assembled Altybakan and be swung by those on either side. Ladies would come in their best clothes: flouncy white dresses, red jackets and owl-feathered headdresses.

Zhigits would also be well-dressed. Those who were on the Altybakan sang folk and love songs. Here the young people might share their secrets and troubles. Those either swinging on or standing nearby the Altybakan could also sing and talk to each other as they observed the song competition. Altybakan remains a really good place where young people can compete in song improvisation. It is the location of real art for propagandizing our rich national folk songs. That's why the singers from all auls were invited to take part in song and improvising competitions. The host of the Altybakan would slaughter a sheep and did his best to create joyful atmosphere.

Sometimes a spoiled boy or girl from a wealthy home might organize such an event at their parent's expense. They would invite relatives, kinsmen, jiens and all friends in advance. Then they would prepare everything to organize Altybakan at an impressive level, decorating the scene with ribbons. Kazakhs might then say "Dastarkhan (table cloth) is inseparable share" which meant everybody was welcome to the dastarkhan or feast. Meanwhile, a simpler Altybakan would only last till morning and would sometimes be called "Kyz oinak" (or a place where youngsters meet and play). Today, Altybakan remains a living game, nowadays to be found at a herdsman's toi or in jubilees where young people compete, although sometimes they do not follow the traditional rules completely or wear national dresses and costumes. Also, in earlier times Kazakhs did not drink hard liquor and never quarreled with each other. At Altybakan, now you can unfortunately see drunk people; so we miss the Altybakan of earlier times.

Kyz Kuu (Catch up with a girl) "Kyz kuu" is another game typical of Kazakh tradition which is still to be found. People would gather at a race course, and young ladies and zhigits would have their racehorses prepared. Kyz kuu was usually held in conjunction with other big celebrations, as during Kurban and Oraza Aits. People prepared much food plenty of kumiss. Of course, as it was a celebration, everybody would wear his or her best clothes. People in attendance would eat and watch Kyz Kuu.

In the race a lady and a zhigit would ride a distance of five to six kilometers. They would ride close together and talk, and stay close enough to embrace or tell stories; on this occasion the lady might offer no resistance. Upon reaching the starting place, the zhigit would stretch the front saddle and the back saddle girths tightly, stretching the back saddle almost to the horse's breast. Following that he'd put the

breastplate straight, as the race course was usually uphill. This would allow the crowd to be able to see, since the way back would be difficult. On the way back, the zhigit would start first and the lady would try to catch up with him. If she caught him, she'd beat him with a riding whip; and if she remembered some offense, she might beat him hard! For that she must ride a good race horse. Both, the zhigit and the lady tried not to lose their honor in this process. In most cases, a well-bred girl would not beat the zhigit even if she caught up with him.

If Kyz kuu was interesting, it would last a long time and elder people might also participate. They might choose a kinswoman as a partner. Other couples who were not married for some reasons when they were young, but who were hindered from doing so now might play kyz kuu as their only chance to remember about their former love and those wonderful times they spent together earlier. While our bodies may get old, our spirits never do.

Kyz kuu exists nowadays, but those who remember the ancient traditions didn't like the way it is held these days. Sometimes people have it to show that they are Kazakhs, but many girls in particular may have never seen a saddle, touched a whip, or can sit on a horse without looking awkward. Urban zhighits are also usually clumsy on a horse. In earlier times, zhighits might perform different tricks while riding their horses. In rural places you can still find zhighits and girls who could ride wonderfully.

Kyz kuu is not used only as an entertainment during celebrations, rather, it is a kind of schooling about riding. From history you all know about the devastating wars Kazakhs fought on horseback. So from early ages fathers taught their sons and daughters how to saddle and ride a horse. In early times you couldn't meet a girl or a boy not riding a horse, so it was important to teach our youth to ride a horse in order to develop these sorts of riding abilities.

Baige (horse race) Horse racing is one of the ancient traditions of Kazakh people. Horses were the "wings" of the zhigit, so they trained them and spent many hours with their beloved race horses. Our ancestors could distinguish the good horses from the bad; there were critics like Tolibai who could predict from among pregnant horses which would bring forth "argimaks" (race horses) and "tulpars" (battle horses), when a colt was in-utero. So Kazakhs held baige (horse race) at large tois, celebrations and at national holidays. At the races one might see hundreds of horses. In Kazakh history there were ases (held the year following somebody's death) of famous people like Saginai, Mamen, Sasan, Ulan-bulan and tremendous horse races were held. Our nation is always interested in joyful events, so they often organize horse races.

Predicting a race horse from among the others was hard to do. The head of a race horse was reputed to have little meat; they had protruding ribs; swollen bones; were of unpleasant appearance; had broad breasts; and protruding nostrils. Those who believed that they had a winning horse might expect to win a substantial prize, and would thus take great pains to care for their animals the month before a race. They would condition a mount for a race by riding long hours to make the horse sweaty. They then would feed and water appropriately, and give an extra measure of oats. After a good ride, they were sure to cool down the horse, and to keep their animal safe from evil eyes, they covered him with a small horse blanket and made a special

mask for his face.

In the Tarbagatai mountains there was a mud hut of a man, Kalmaktai by name. The front of this mud hut was plain, but in the middle there was a stone stake. Kalmaktai would lasso his horse, and every day he stretched and elongated it for about a month or until the ground became grassless. This was in fact a manner of training the horse to run in ever-larger circles.

Another important task was to select a person who would ride the race horse. Kazakhs usually chose boys, because they are light and rode horses easily; however, such boys needed to have riding skills. In preparation for a race a boy would be given extra training, and also instruct him how to keep the horse's eyes and under his ears dry; to use a whip; when to change speeds; to remember not to sit straight but to ride sideways, always observing the behavior of competitors. According to the kind of tois involved, the financial position of horse owners, and the number of participating horses, a horse race might be of short, middle, or long distances.

In old times when best race horses gathered they would have one day races sometimes involving different track. Nowadays it is difficult to find thin tailed argimaks, so a racing distance might be 20-30 kilometers or a middle distance track. There are other sorts of races, too. For example, races of kunan (a colt of two or three years) were not far. Kazakhs also had an amble (gait of a horse) race which mostly involved women. Moslems also held camel races. All of these races were held on special celebrations, and were thought to be a kind of physical training. So baige is longstanding and wonderful tradition.

Kures (wrestling) One of the ancient traditions of Kazakh people is wrestling. Kazakhs were proud of their famous singers, poets, folk singers, judges, batyrs (warriors) and athletes. Wrestlers would defend the honor of their clan for whom they wrestled. We are proud of our world-known wrestlers, like Baluan Sholak and Kazhymukan. Though there were few famous wrestlers remembered by name, Kazakhs were eager to train their boys to be wrestlers from very young age.

Wrestling took place in large celebrations, holidays, and fairs. There, clans would point to the wrestlers who would defend their honor. Among the Kazakhs, wrestlers respected and appreciated each other. Once Kazhymukan defeated Japanese, Turkish and wrestlers from other countries in an international event, and the world for the first time knew that Kazakhstan had such competitors.

On his way home after a successful wrestling match Kazhymukan came to a kos (a small felt hut for travelling). When he opened it, he saw a giant man sleeping on his back. Kazheken (his pet name) admired the giant's body and greatly wanted to wrestle with him. So he waked him up and they began wrestling. It seemed to him that the larger man was very strong, and he was difficult to beat. Then Kazheken prayed and said: "Oh, my angel, Baluan Sholak help me, give me more strength." Hearing these words the giant released and kissed him, and Kazhymukan saw tears in his eyes. It turned out that Kazhekens competitor was Baluan Sholak himself.

Because Baluan Sholak could not show himself, he had heard about Kazhymukans recent success and was specially waiting for him to pass nearby and to pay him respect. He was grazing dozens of lambs to treat him to, so when the two wrestlers became acquainted they feasted for two days on these animals. After the

war, Kazhymukan was at Sabit Mukanovs home (a famous Kazakh writer), and he whooped when he remembered the incident. Sabit was surprised why he was weeping and inquired as to the cause. Kazhymukan answered that it was nothing for him to drink boxes of vodka or tubs of kumiss, but it was shame and a sin for him to touch the collar of his elder brother (he meant Baluan Sholak). In our childhood we saw several times wrestlers in chain and tomaga. During wrestling if they were not able to win, they might pray and mutter in an effort to acquire more energy. It could become very noisy in the steppe when they did so, for winners might be given a camel, a horse, a cow or a sheep. Nowadays wrestlers are selected according to their weight, and they are sponsored by different institutions and sports organizations. In earlier times, wrestlers were praised by people and sometimes sponsored by wealthy people who would take care of them since their success belonged to all the people.

The rules of wrestling included grasping the stomach or torso and lifting opponents overhead. Sometimes a match would last for long hours. They would tie their wrists with a girdle and have wide pants. According to the rules they could only hold opponents by the girdles. In ancient times old men would gather on a big hill to have a chat, and talked about information from "Uzun kulak" (long ears). Their grandsons usually were with them, and when the old men were free for a while, they'd wrestle their grandsons and admire the scene. This was because our forefathers always thought about future generations, and they wanted their offspring to be strong.

Arkan tartu (stretching a rope) This game has two versions. First, gathered youth were divided into two groups of approximately equal strength and number. Then they went to the field and marked a rope in the middle. After this the two sides pulled against each other, and a judge would decide which team moved the mark significantly. Losers of the contest became "slaves" to the winners. Then the judge would reconstitute the teams and repeat the contest. Three consecutive wins would lead the judge to declare the winning team to be unbeatable.

The second version of this game was held at wedding parties. Stretching the rope before the bride's horse or cart, she was told not to cross the rope without first paying. People had lots of fun watching this. Among the Kazakhs there was a proverb: "Do not step over a black and white rope." Stretching a lasso meant that the bride must be very honest and fair.

Sayatshy (hunter of birds) Sayatshy was a person who during the first snowfall would go hunting with his hunting dog and eagle. But this undertaking slightly differed. For example, wealthy men went hunting for pleasure to cheer themselves up; some men might go hunting with their youngest wives for months at a time. They'd catch an animal on their fast horses along with their hunting dogs and bird. They didn't usually sell their kills.

Kazakhs highly appreciated the eagle among all birds. An eagle laid only two eggs a year and their nest was on the high rocks, trees, and cliffs, so they were hard to obtain. Accordingly, they were careful to train their eaglets. Kazakh people especially liked mountain eagles because they were far-sighted and vigilant. They were called "mountain beauties." Eagles were used to hunt rabbits, jackals, foxes, and badgers. "Sayatshi" sometimes went with his hunting birds: falcons, gyrfalcons, kestrels, scavenger-hawks, kites and hawks. A sayatshy hunted and sold animal skins,

and he used different methods of hunting.

1. Kakpan kuru — Setting a trap Traps were of various kinds: small, large and toothed. Little traps were set for hunting foxes, jackals, and marmots. Big and toothed traps were set for hunting bears, wolves, martens and wild sows.

2. Burkitshi — Hunting with an eagle A hunter always hunted with his tamed eagle.

3. U salu — Poisoning Hunters would put poison near dead cattle, thus killing any beast which would eat the cattle. Hunters sometimes bought the poison; sometimes they made it. On the Kazakh steppe there was a poisonous grass which people would gather in summer and store it in closed kasan till fall, because at this time it became efficacious. It was very dangerous, so they'd bind a rope to the handle of the kasan and from far away they'd turn it over. After some time passed, they'd scrape formed poison from the kasan and put it in a special dish then they'd spread it on a dead animal to poison the wolves. Sometimes people would lubricate their stirrup with that poison in order revenge the enemy. In some cases they used lead and a conitine (poisonous alkaloid) for poisoning.

4. Tuzak salu (to set snares). Hunters would catch birds, especially quail and pheasant with horsehair snares.

5. Or kazu (undermining a wolf hole). Hunters usually dug a wolf hole at the end of fall when it became colder and the wolves were very hungry and wanted to enter the barns without any fear. To catch such wolves a deep hole would be dug far from winter quarters and be slightly covered. After this a kid would be used to bait the hole at night. Hungry wolves would hear the reedy kid's voice from long distances and would hurry to their prey, not noticing the hole. A herdsman would know if the wolf had fallen in when the kid ceased making noises. If the kid continued to utter any sounds it meant that the wolf hadn't yet come. Because the wolf is a very perceptive beast, he would often be able to smell the iron cartridge of a gun from very far away and not be fooled.

6. Aran (a contrivance of pointed stakes, usually made from reeds) was one of the ancient methods of hunting. For this the hunters would make narrow snares between hills and set prickly sticks around it. Then they'd chase animals into the stakes, killing them.

7. Another way of hunting in winter-time was cutting off the top of a reed and leaving soyau (small wooden stick for sewing felts together) in the top. Usually rabbits fell into this hunter's trap. There was a proverb about this case "Honor kills the zhigit, the reed kills the rabbit".

Yemshilik (healing) People who had healing properties were thought to be able to cure a sick person. Some of them were bone-setters who were very popular in Kazakh auls. The main method of curing involved different kinds of herbs. According to a person's disease, different herbal potions were concocted. Each "doctor" cured what disease he could treat. If one doctor confessed to not knowing a treatment for a particular ailment, another might be called to deal with that. Kazakhs said "Healing is a hereditary ability." As you know, during Soviet times healers were persecuted, but now their practices are allowed. Healers were respected among kazakhs in old times; they were often sent for by kos at (two horses harnessed

abreast), A cured patient would give a good present so this trade was very rare, but valued.

Baksylyk (sorcery) Baksylyk was inherited to Kazakhs from shamanism. Males who practiced this art were called sorcerers, females were quackers, They wore torn clothes and carried dombras and hats with owl feathers. You could recognize them at once. In most cases it was difficult to find them at home, because they walked among auls to treat sick persons. There was a proverb: "Do not consider a sorcerer a husband, nor a male bull a cattle." The meaning being that neither was likely to be ever found at home! Kazakh people trusted sorcerers and believed a good sorcerer would cure a sick person. Sorcerers had their own way of treating people and a sick person would call him when he had awful pains. On the other hand they were thought to have specific peculiarities. For example, if they licked a heated iron, their tongue wouldn't burn or if one climbed a thin stick on the shanyrak of a yurt it wouldn't break. It seems unbelievable, but people swore such things were true.

We were also witnesses to such scenes. What we find interesting was that sorcerers or quackers had no special education: it appears as one of the many mysteries in mankind. Some who had such unusual abilities were considered to be enigmatic or menacing. And you couldn't find sorcerers in every clan; they were very few. Nowadays you can meet sorcerers who are a bit different. In earlier times they treated people by making noise and calling spirits. Now they tell fortunes by cards, read the tea-leaves, and making wild guesses.

Dyirmenshi (a miller) In old times Kazakhs used only mortars to grind crops; later they used hand mills. There were two kinds of mills: a hand mill and a water mill. From flour they baked bread, ring-shaped rolls, and a thin flat cake (shelpek). The millers usually lived near rivers and received peoples' orders to grind grain. For that they got prescribed payment; sometimes they exchanged things. Flour from these mills were very good and the dough rose quickly. People were thrifty at that time. We think rural places need nowadays mills and millers. (www.kazakhstan.orexca.com)

Заключение

Дидактические материалы по обновленному содержанию предмета «Английский язык» для 10-11 классов составлены с учетом новых требований к реализации обновленного содержания образования.

При закреплении языковых знаний предусмотрен комплексный подход к презентации материала: отобранные тексты будут служить фундаментальной основой для построения учащимися собственной речи, также аутентичный материал позволит обогатить словарный запас учащихся, речевые регистры помогают учащимся строить диалогическую речь, практические упражнения развивают грамматические навыки обучающихся в рамках программы.

Важной частью пособия является система заданий по совершенствованию речевых умений по четырем видам речевой деятельности. К ним подобраны тексты по тематическим модулям. Учитель на основе текстов может организовать обсуждение в форме диалога или монолога.

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IRREGULAR VERBS НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
1	2	3	4
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	быть
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бить
become [bi:kʌm]	became [bi:keim]	become [bi:kʌm]	становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начинать
bleed [bli:d]	bled [bled]	bled [bled]	кровоточить
blow [blou]	blew [blu:]	blown [bloun]	дуть
break [breik]	broke [brouk]	broken ['brouk(e)n]	ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bild]	built [bilt]	built [bilt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	гореть
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	разразиться
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать, успеть
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	выбирать
come [kʌm]	came [keim]	come [kʌm]	приходить
cost [cɒst]	cost [cɒst]	cost [cɒst]	стоить
creep [kri:p]	crept [krept]	crept [krept]	ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	кесрезать
do [du:]	did [did]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drouv]	driven ['drɪvn]	водить
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	бороться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fit [fit]	fit [fit]	fit [fit]	подходить по размеру
fly [flai]	flew [flu:]	flown [floun]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	забывать

Продолжение приложения 1

1	2	3	4
forgive [fo'gɪv]	forgave [fo'geɪv]	forgiven [fo'gɪvn]	прощать
freeze [fri:z]	froze [frouz]	frozen ['frouzn]	замерзать
get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given [gɪvn]	давать
go [gəʊ]	went [went]	gone [gɒn]	идти
grow [grou]	grew [gru:]	grown [groun]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	прятать
hit [hɪt]	hit [hɪt]	hit [hɪt]	попадать в цель
hold [hould]	held [held]	held [held]	держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ушибить
keep [ki:p]	kept [kept]	kept [kept]	содержать
kneel [ni:l]	knelt [nelt]	knelt [nelt]	стоять на коленях
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть
lead [li:d]	led [led]	led [led]	вести
lean [li:n]	leant [lent]	leant [lent]	наклоняться
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	оставлять
lend [lend]	lent [lent]	lent [lent]	занимать
let [let]	let [let]	let [let]	позволять
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	производить
mean [mi:n]	meant [ment]	meant [ment]	значить
meet [mi:t]	met [met]	met [met]	встречать
mistake [mis'teɪk]	mistook [mis'tuk]	mistaken [mis'teɪk(e)n]	ошибаться
pay [pei]	paid [peɪd]	paid [peɪd]	платить
prove [pru:v]	proved [pru:vd]	proven [pru:vn]	доказывать
put [put]	put [put]	put [put]	положить
quit [kwɪt]	quit [kwɪt]	quit [kwɪt]	выходить
read [ri:d]	read [red]	read [red]	читать
ride [raɪd]	rode [roud]	ridden ['rɪdn]	ездить верхом
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	звенеть
rise [raɪz]	rose [rouz]	risen ['rɪzn]	подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	бежать

Продолжение приложения 1

1	2	3	4
say [sei]	said [sed]	said [sed]	говорить
see [si:]	saw [sɔ:]	seen [si:n]	видеть
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	искать
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать
set [set]	set [set]	set [set]	ставить
sew [sou]	sewed [soud]	sewn [soun]	шить
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeik(ə)n]	встряхивать
show [ʃəu]	showed [ʃəud]	shown [ʃəun]	показывать
shrink [ʃriŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]	уменьшать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sink [siŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	тонуть
sit [sit]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
slide [slaid]	slid [slid]	slid [slid]	скользить
sow [sou]	sowed [soud]	sown [soun]	сеять
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить
spill [spil]	spilt [spilt]	spilt [spilt]	проливать
spoil [spɔil]	spoilt [spɔilt]	spoilt [spɔilt]	портить
spread [spred]	spread [spred]	spread [spred]	расстилать
spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	прыгать
stand [stænd]	stood [stu:d]	stood [stu:d]	стоять
steal [sti:l]	stole [stoul]	stolen ['stəulən]	красть
stick [stik]	stuck [stʌk]	stuck [stʌk]	колоть
sting [stiŋ]	stung [stʌŋ]	stung [stʌŋ]	жалить
sweep [swi:p]	swept [swept]	swept [swept]	выметать
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	разбухать
swim [swim]	swam [swem]	swum [swʌm]	плавать
swing [swiŋ]	swung [swʌŋ]	swung [swʌŋ]	качать
take [teik]	took [tuk]	taken ['teik(ə)n]	брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказывать
think [θiŋk]	thought [θɔ:t]	thought [θɔ:t]	думать

Продолжение приложения 1

1	2	3	4
throw [θrəu]	threw [θru:]	thrown [θrəun]	бросать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	понимать
wake [weɪk]	woke [wʊk]	woken ['wʊk(e)n]	просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить
weep [wi:p]	wept [wept]	wept [wept]	плакать
wet [wet]	wet [wet]	wet [wet]	мочить
win [wɪn]	won [wʌn]	won [wʌn]	выигрывать
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	извиваться
write [raɪt]	wrote [rʊt]	written ['rɪtɪn]	писать

Оглавление

Введение.....	3
1 Дидактические материалы для 10 класса.....	4
2 Дидактические материалы для 11 класса.....	26
Заключение	59
Список использованной литературы.....	60
Приложение.....	61

**Дидактические материалы по обновленному содержанию предмета
«английский язык» (L3) в 10–11 классах**

Методическое пособие

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