**COLLECTION OF HAND OUTS**

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| **HAND OUT №1 (91)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Personality**  Grammar: **Comparatives the…the , like and as** |  |

***Exercise 1*.** Read and translate this short article.

**How to find a partner**

So, you want to find a partner. Well, sincerity is the best policy – be yourself. If you meet someone who resembles you, physically or mentally, then all the better. “Simply put, opposites don’t attract, but similar types do,” says Dr. Robin Russell of London University, who has spent a decade studying patterns of attraction. On average, the more similar you are to your partner in every way, from personality and attitudes to appearance and obscure physiological factors like elbow shape, the more you’re likely to get on.

There are any number of theories why. Early life might programme you to seek partners who resemble your parents – and by extension resemble you. Or possibly you make a random choice, but within your social environment there’s more than reasonable chance you will choose people who resemble you than not.

People who are very narrow-minded are difficult to get on with …its nice when someone is open to other people’s opinion and willing to think about their own views …and people who are two-faced can be a little irritating …relationships are built on trust and without honestly there’s not much left.

Probably people who are thick-skinned …who don’t let people or problems affect them too much …and if you are fair-minded, you will be less likely to overreact to situations or be quick-tempered.

***Exercise 2.***  Guess the meaning of the highlighted words.

**GRAMMAR COMMENT**

Comparatives the…the , like as

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| **the…the… + comparatives**  The more illegible your signature is, the less  assertive you are as a person.  Use the + comparative adjective or adverb to show  that one thing depends on another, e.g.  The sooner you do it, the easier it'll be — how easy it will be depends on when you do it.  The colder it is, the more clothes you need to wear. | When we want to talk about two things that are similar or the same we can use like and as.  **Like**  Like is used as a preposition and should be followed by a noun:  **1."It's hot in this room. It's like an oven!" – (Both an oven and this room are hot)**  **2. "She works in a hotel, like me." - We both work in a hotel.**  **As**  As is used to compare something that is the same as something else, or in the same condition.  Use a subject and a verb after as.  **1. "As I told you, the meeting started at 3 pm."**  **2."It rained all weekend as we thought it would."** |

Complete the sentences with the correct form of the words in brackets.

1 The *more you worry*  about it, the *worse*  you’ll feel. (worry, bad)

2 The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we leave , the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we’ll get there. (early, soon)

3 The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you are, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he’ll be, (late, angry)

4 The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my English, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I’ll speak. (practice, good)

5 The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it gets, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is to sleep. (hot, difficult)

Complete the sentences with either like or as:

1 This cocktail is disgusting. It tastes \_\_\_ shampoo!

2 You can do \_\_\_ you like, I don't care if you come or not.

3 I've never met anyone \_\_\_ you.

4 I was sure, \_\_\_ was everybody else, that you would finish first.

5 You must do it \_\_\_ this.

*‘I really admire a woman for her intelligence, her personality. Beauty is not enough.’*

*Roberto Cavalli*

How do you understand this quotation? Give its equivalents in your native language.

WHAT TYPE OF PERSON ARE YOU?

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| *ambitious arrogant assertive bad-tempered calm  cheerful easy-going eccentric immature impulsive insecure insincere loyal open-minded funny*  *optimistic possessive reserved self-confident stubborn vain well-balanced wise conscientious* |

***Exercise 3.*** Use your dictionary to find the translations of these adjectives. Describe people you know using these adjectives of personality. Then discuss them in group.



***Exercise 4*.** Idioms. Try to guess the meanings of the idioms given below.

1 My boss is rather a cold fish. I don’t even know if he likes me or not.

2 She has a heart of gold. She’ll always help anyone with anything.

3 She’s as hard as nails. She doesn’t care who she hurts.

4 I hope Jack doesn’t come tonight. He’s such a pain in the neck.

**Match the idioms with their meanings.**

A annoying, difficult

B very kind, generous

C distant, unfriendly

D shows no sympathy or fear

***Exercise 5.*** Now write a letter to a friend telling him/her about the new neighbours. Compare them with the old neighbours you used to have and say which ones you prefer. You don’t need to include postal address.

***Exercise 6*.** Add either a suffix or a prefix or both to the highlighted words to make an adjective that fits the sentence.

1 I don’t think he’s going to get very far. He’s totally *unambitious*. ambition

2 You’ll have a lively evening if Jane’s coming because she’s very \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . talk

3 You can’t trust John to help. He’s completely \_\_\_\_\_\_\_\_\_\_\_ . rely

4 You look very \_\_\_\_\_\_\_\_\_\_\_ . Have you had some good news? cheer

5 He’s a bit \_\_\_\_\_\_\_\_\_\_\_ . He said he liked my sister but he obviously doesn’t. sincere

6 She’s not very \_\_\_\_\_\_\_\_\_ . She never has any good ideas. imagine

7 People say he’s \_\_\_\_\_\_\_\_\_\_ . You can’t trust him with money. honest

8 She’s so \_\_\_\_\_\_\_\_\_\_ ! She won’t give me a hand with my homework. help

***Exercise 7.* [**T. 1] You're going to listen to Jane describing her visit to the psychic (fortune-teller), Sally Morgan. After each part, discuss the questions with a partner.



**Part 1 Answer the questions.**

1. What was Jane's first impression of the room and of Sally?
2. What are the first questions Sally asked her?
3. Why is Jane surprised by two things Sally mentions?

**Part 2 True or false?**

1. Jane lived in Ireland when she was a child.
2. The psychic (fortune-teller) says Jane will meet someone new.
3. Jane is above average height.
4. She thinks Jane will be attracted to him by his looks.
5. Jane thinks she knows who the man is.

***Exercise 8*.** Retell the listened text.

**Check yourself**

**1.** **Complete the sentences with the correct ‘the…the…+comparatives’: *The \_\_\_\_\_\_ about it, the \_\_\_\_\_\_\_\_ you’ll feel. (worry, bad)***

a)worrier/ worst

b) more you worry/worse

c) worrying/be worst

d) will worry/will be worst

**2. Choose the right variant. *The new shopping centre is very big - it’s \_\_\_\_\_ an airport terminal.***

a) so

b) like

c) \_\_

d) such

**3. Choose the right variant: *My boss is rather a cold \_\_\_\_\_\_. I don’t even know if he likes me or not.***

a) rain

b) weather

c) snow

d) fish

**4. Choose the right variant: *She has a heart of \_\_\_\_\_\_. She’ll always help anyone with anything.***

a) platinum

b) gold

c) coal

d) copper

**Glossary**

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| **English** | **Russian** | **Kazakh** |
| arrogant [' ærəgənt] | высокомерный | тәкәппар, менменшіл, асқақ |
| loyal [' lɔɪəl] | верный, преданный | сенімді, адал |
| calm [kɑ:m] | спокойный, невозмутимый | сабырлы, өзін-өзі еркін билейтін |
| conscientious ['kɑːnʃiˈenʃəs] | добросовестный, сознательный | естияр, зерделі, саналы |
| easy-going [i:zɪ' gəʋɪŋ] | с легким характером, покладистый | мінезі жұмсак, сабырлы |
| eccentric [ɪk' sentrɪk] | эксцентричный, необычный | оғаш, өзгеше |
| immature [ɪmə' tʃə] | незрелый | толық жетілмеген |
| narrow-minded [ˈnærəʊˈmaɪndɪd] | ограниченный, недалёкий | шектелген, қысқа ақылды |
| fair-minded [ˈfɛəˈmaɪndɪd] | беспристрастный | әділ, бейтарап |
| resemble [rɪˈzɛmbəl] | иметь сходство | ұқсастылық |

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| **Office Hours №1** |

Make up a topic **‘Action speak louder than words’** and retell it (p.162) (80 words). Deadline -1 week

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| **LIW №1** |

Read and translate the text **‘A typical work environment’.** (p.162) Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. Liz and John Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

5. R.Murphy. ‘Essential grammar’ Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №2 (92)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Illness and treatment**  Grammar: **Present Perfect (simple and continuous)** |  |
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***Exercise 1.*** Read and translate the text.

**Sleep your way to the top**

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|  | Improving your sleep quality you can improve your health, enhance your judgment, balance your mood, and even increase sensory perception.  When you first fall asleep, you enter the quiet sleep phase. This is when your body “let’s go”, your brain is at its most inactive and your heart and circulation are under less stress than when you’re awake. The first part of quiet sleep should only last a few minutes, if you are healthy. The second part follows in uninterrupted blocks of about 30 minutes. This is your deepest sleep of the night.  Delta sleep, also known as body sleep, comes in blocks of 1.5-2 hours, during which you swing from deep to light sleep (when you are most easily woken up). |

It is the delta sleep phase that is crucial for physical activity. During deep delta sleep, an increased blood supply to the muscles repairs any damage you’ve done to your body during the day.

But the good news is, with one subsequent night of good sleep, your immune system can get right back in action.

REM (rapid eye-movement) is the period when you dream most vividly. This recurring period lasts about 30 minutes, and gets longer and closer together towards the end of the night. REM is known as brain sleep.

***Exercise 2*.** Look up the highlighted words from the text in a monolingual dictionary: find appropriate synonyms and definitions.

**GRAMMAR COMMENT**

Present Perfect (simple and continuous)

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| **Present perfect (simple and continuous)**  **present perfect simple:** **have / has + past participle**  1 I've been to Australia. Have you ever broken your leg?  2 We've just phoned the doctor.  3 I’ve known her since I was a child.  **Present perfect continuous: have / has + been + verb + -ing**  How long have you been feeling like this? I've been working here for two months.  I haven't been sleeping well recently. It's been raining on and off all day.  **Present perfect simple or continuous?**  1 We've lived / We've been living in this town since 1980.  2 We've been living in a rented flat for the last two months.  3 We've painted the kitchen. We've been painting the kitchen. |

Complete the sentences with the present perfect simple or continuous.

*E.g.* I've *bought* a new car. Do you like it? (buy)

1 We \_\_\_\_\_\_\_\_Jack and Ann for years, (know)

2 Rose \_\_\_\_\_\_\_\_her homework so she can't go out. (not do)

3 Did you know \_\_\_\_\_\_\_\_? They live in Torquay now. (they / move)

4 How long \_\_\_\_\_\_\_\_together? Five months? (Daisy and Adam / go out)

5 I \_\_\_\_\_\_\_\_time to cook dinner. Shall we get a pizza? (not have)

6 We \_\_\_\_\_\_\_for hours. I think we're lost. (walk)

7 \_\_\_\_\_\_\_\_\_ chocolates? There are only a few left! (you / eat)

 *‘Money doesn’t mean anything to me. I’ve made a lot of money, but I want to enjoy my life and not stress myself building my bank account. I give lots away and live simply, mostly out of a suitcase in hotels. We all know that good health is much more important.’*

*Keanu Reeves*

How do you understand this quotation? Give its equivalents in your native language.

***Exercise 3.*** Discuss on the given situation. You had caught a cold, and came to the doctor. Tell what had happened to you. What symptoms had you had? Use in your speech the symptoms, treatment, illnesses and injures given below.

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| **Symptoms**  a temperature, a cough, a headache, a rash, a blister, earache, a pain, stomach ache | **Illnesses and injures**  flu, catch a cold, allergic to smth, asthma , high (low) blood pressure, a heart attack, a stroke, food poisoning, twisted/sprained, burnt, bruise |
| **Treatment**  bandage, injection, medicine, operation, rest, specialist, stiches, X-ray | |

***Exercise 4.*** Speak on the given topic: ‘My favourite health resort’

 

 

***Exercise 5.*** Match the proverbs in column A to their translations in B:

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| **A Britain proverbs**  1. Good health is above wealth.  2. Beauty is only skin deep.  3. Early to bed and early to rise, makes a man healthy,  wealthy and wise.  4. Cleanliness is next to godliness.  5. You are what you eat.  6. The way to a man’s heart is through his stomach  7. Break a leg! | **B Russian analogues**  a) Не родись красивой, а родись счастливой.  b) В здоровом теле здоровый дух.  c) Здоровье дороже всякого богатства.  d) Кто рано встает, тому бог подает.  e) Ни пуха, ни пера!  f) Скажи мне, что ты ешь, и я скажу, кто ты.  g) Путь к сердцу мужчины лежит через его  желудок. |

***Exercise 6.*** Write Russian equivalents of idioms about health:

a) Fit as a fiddle

b) Alive and kicking

c) At death’s door

***Exercise 7*.** [T.2] Before listening read an article about two people who found themselves involved in life or death situations. Work in pairs. A read the first article and B read the second.

***Help! My friend’s choking!***

Library assistant, Mrs.Johnson was having dinner with friends in a restaurant. They were all having steak and Mrs.Johnson had just swallowed a piece of meat when she suddenly found that she couldn’t breathe. Her friends hit her hard on the back, but the piece of steak remained stuck in her throat. She was starting to panic. One of her friends shouted out desperately, ‘Excuse me, can anyone help my friend? She’s choking!’. At another table in the restaurant Trisha Goddard, a TV chat show presenter, saw what was happening and rushed over to try to help. She stood behind Mrs.Johnson and put her arms round her waist, and then pulled hard inwards and upwards three times…

***The day my little boy swallowed a tomato***

‘Look at me, mum’ giggled three year-old son. I could hardly understand him, as his mouth was full of cherry tomatoes. He had taken them out of the fridge while I was making lunch. ‘Oh Peter, don’t be silly,’ I laughed. This was a big mistake. Peter tried to laugh too, and as he did so, one of the tomatoes got stuck in his throat. He tried to cough, but nothing happened. He was choking. I hit Peter on the back, but the tomato didn’t move. Peter began to turn blue. I run outside into the street, screaming for help, but the road was completely deserted. I was desperate. I put my whole hand in his mouth and pushed my fingers as far as I could down his throat…

***Exercise 8.*** Answer the questions:

1 What happened to Mrs. Johnson in the end?

2 What happened to Peter in the end? Did his mother do the right thing?

**Check yourself**

**1. Choose the correct answer: *They \_\_\_\_\_\_\_ each other for 10 years.***

a) has known

b) have known

c) had known

d) will have known

**2. Choose the correct answer: *I \_\_\_\_\_\_ all morning.***

a) has been shopping

b) have been shopping

c) have being shopping

d) haves been shopping

**3. Choose the correct answer: *Improving your sleep quality you can improve your \_\_\_\_\_\_\_.***

a) language

b) car

c) health

d) practice

**4. Choose the correct answer: *The first part of quiet sleep should only last a few \_\_\_\_\_\_.***

a) years

b) minutes

c) weeks

d) months

**Glossary**

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| **English** | **Russian** | **Kazakh** |
| sore throat [sɔː θrəut] | боль в горле, ангина | тамағы ауыру, ангина |
| a cough [kɒf] | кашель | жөтел |
| headache ['hed‚eɪk] | головная боль | бас ауру |
| insomnia [ɪn'sɒmnɪə] | бессонница | ұйқысыздық |
| lung [lʌŋz] | легкое | өкпе |
| snooze [snu:z] | дремота, сонное состояние | қалғу, мүлгу |
| judgment ['dʒʌdʒmənt] | суждение | пайым, пікір |
| choking [ˈtʃəʊkɪŋ] | удушье | тұншығу, тыныс біту |
| blister [ˈblɪstə] | нарывной пластырь | ірің сорғыш пластыр |
| bruise[bruːz] | кровоподтёк | қанталау |

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| **LIW №2** |

Learn the poem by heart ‘**What is the name you called me’** (p.162) (80 words). Deadline -1 week

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| **LIW №3** |

Prepare a report ‘**Hunger in the Third World’** and retell it (p.162) Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.

2 John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

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3. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT № 3 (93)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Fashion**  Grammar: **Using** a**djectives as nouns, adjective order** |  |

***National wearing***

For centuries, Kazakh national clothes were simple and rational. It was characterized by common forms for all segments of the population, but with a certain social and age regulations. Elegance to dresses was given by fur trim, embroidery and jewelry. Traditional materials for the clothes were leather, fur, thin felt, cloth, which was produced by the local population. Clothes sewn from imported materials - silk, brocade, velvet. Cotton was also widely used.

Headwear of Kazakh women, similar to many other nationalities, was also a kind of indicator of their marital status. Headwear of married women differed in different tribal groups, but girls' headwear was comparatively similar throughout the territory of Kazakhstan. Girls used to wear hats of two types: skull cap (takiya) and a warm hat (borik), decorated with otter, fox or beaver fur. A tuft of owl feather was often sewed to the top of takiya for decoration purposes, which also played a role of a talisman. Gimp, tassels, gold embroidery and even silver coins were also used for decoration.

Kazakh women's national bridal headwear saukele, which is a high (70 cm) conical hat, is of particular importance. The most expensive of them were evaluated in a hundred selected horses. Saukele was a mandatory part of girl’s dowry, and was prepared long before the girls reached the age of marriage.

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| Описание: http://tomiris.files.wordpress.com/2008/01/kztrad20.jpg**10849799-asian-bride**150PX-~1 |

***Exercise 2.*** Guess the meaning of the highlighted words.

**GRAMMAR COMMENT**

Adjective order

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adjectives as nouns, adjective order**  ***nationalities***  1 **The English** are famous for drinking tea. **The Dutch** make wonderful cheeses. **The Chinese** invented paper.  2 **The Argentinians** invented the tango. **The Greeks** are very extrovert.  3 **The Turks** drink a lot of coffee. **The Poles** play a lot of basketball.  ♦ You can use *the* with the nationality adjectives which end in *–sh*, *-ch*, *-ss*, or ***–ese***. Don’t add s to these words, or use them without *the*.  ♦ Nationality words which end in *–an* and a few others, e.g. *Greek* and *Thai*, are both adjectives and nouns. To talk about the people from the country use a plural noun ending in *–s*.  ***adjective order***  She has **long fair** hair.  I bought a **beautiful Italian leather** belt.   * You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. NOT *~~an old lovely cottage~~.* * Opinion adjectives, e.g. *beautiful, nice, lovely,* usually go before fact adjectives, e.g. *big, old, round.* * If there is more than one fact adjective, they go in this order:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **size** | **age** | **shape/style** | **colour/pattern** | **nationality** | **material** | **noun** | | *big* | *new* | *long* | *pink / striped* | *Italian* | *silk* | *scarf* | |

Adjective order. Use your instinct. Complete the sentence with the bold words in the right order.

1 The Goth in the photo has \_\_\_\_\_\_\_\_\_ . **hair black spiky**

2 For the wedding I am wearing a \_\_\_\_\_\_\_\_\_ . **suit linen beige**

3 I want to buy a \_\_\_\_\_\_\_\_\_\_\_ . **bag black big leather**

4 I am looking for a \_\_\_\_\_\_\_\_\_\_ . **vest running nylon white**

***Exercise 3.*** What sort of clothes do you prefer to wear? Do you ever have to wear things you don’t really like? If so, why? Talk with a partner.

***Exercise 4.*** In pairs say if you agree or disagree with the sentences below.

1 The British are usually less friendly than the Americans.

2 The Italians dress better than any other nationality.

3 The rich are always meaner than the poor.

4 The elderly are best looked after in residential homes.

5 The unemployed shouldn’t receive state benefits.

6 Small towns are better places to live than big ones.

7 It’s better to buy expensive clothes if you can afford to, because they last longer than cheap ones.

***Exercise 5*.** You are going to give a concert for freshmen. You need some costumes. You’ll have to order to sew new costumes. Write a request letter – how many costumes do you need, what size, when is the deadline, and e.t.c.

***Exercise 6.*** Idioms. Guess the meanings of cloth idioms.

a) Try to guess the meanings of these idioms:

1 What a dress! You’re really dressed to kill tonight.

2 That suit fits her like a glove. Did she have it especially made for her?

3 He will have to pull his socks up if he wants to pass the exam.

4 That sounds like a difficult situation. I wouldn’t like to be in your shoes.

b) Match the idioms with their meanings.

A start trying harder

B in your place

C wearing clothes that people will notice / admire

D is exactly the right size

***Exercise 7.*** [T.3] a) You're going to listen to people talking about the typical characteristics of people from their country (Ireland, the USA). Before you listen, with a partner try to predict what positive and negative characteristics the speakers might mention.

b) Listen and try to match the speakers with their nationality. Use their accent and what they say about people from their country to help you.

Irish American

***Exercise 8.*** Retell the listened text.



**Check yourself**

**1. Choose the right variant: *She is very \_\_\_\_\_. She always wears the latest fashions.***

a) old-fashioned

b) scruffy

c) rough

d) trendy

**2. Choose the right variant: *\_\_\_\_\_\_\_ are famous for drinking tea.***

a)English

b) The English

c) A English

d) The Englishs

**3. Choose the right variant: *We’ve got a \_\_\_ \_\_\_ \_\_\_\_ just outside Bath.***

a) lovely old cottage

b) cottage lovely old

c) old lovely cottage

d) lovely cottage old

**4. Put the adjectives in brackets in the right place*: I bought \_\_\_\_ \_\_\_\_\_\_ \_\_\_\_ belt.***

a)Italian a leather beautiful

b) leather Italian a beautiful

c) a beautiful leather Italian

d) a beautiful Italian leather

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| waistcoat ['weistkəut] | жилет | жилет, көкірекше |
| gimp [gimp] | канитель, позумент | кесте тігетін жіп |
| tassels ['tæsəlz] | кисточка (для украшения) | шашақ |
| boric ['bɔ:rik] | головной убор, сделанный из шкуры бобра | бөрік |
| tymak ['tumək] | головной убор из лисьи шкуры | тымақ |
| bashlyk ['bæʃlik] | головной убор из верблюжьей шерсти | башлық |
| shapan ['ʃæpən] | чапан | шапан |
| embroidery [ɪmˈbrɔɪdərɪ] | вышивка | кестелеу |
| trim [trɪm] | отделка, украшение | әдемілеу |
| dowry [ˈdaʊərɪ] | приданое | жасау мүлкі |

****An old man called Albert was driving down the M4 motorway, when suddenly his mobile phone rang. It was his wife. She said, “Albert, listen to me. I’ve just heard on the news that there‘s an idiot driving his car the wrong way down the motorway. So, please drive carefully, do you hear me?” “Ok dear,” said Albert. “I’ll try. But it’s not just one car. There are hundreds of them!”

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| **Office Hours №2** |

Make up a topic ‘**Fashion in my life’** and retell it (p.163) (80 words). Deadline -1 week.

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| **LIW №4** |

Read and translate the text **‘Haires cause airport chaos’** (p.163). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №4 (94)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Travelling. Dream destinations**  Grammar: **Revision. Infinitive or –ing form** |  |

***Exercise 1.*** Read and translate the text.

**Which way of travelling do you prefer?**

Many people take their main holiday in summer, and although some people choose a **last-minute break**, others plan their holiday months in advance. The beginning of the year is a good time for people to start looking at holiday brochures. **Tour operators** as well as **travel agents** give lots of information about holiday destinations and types of holiday. Apart from the traditional two-week **beach holiday**, you can choose from a range of holidays: **a cruise**, an **activity holiday**, a **city break** and so on.

A lot of people choose a package holiday, where flights and accommodation are included in the price. But many people prefer an independent holiday, where they make their own **travel arrangements**. If you travel independently, you will need to book your flights or train tickets. Unless you have an **onward destination,** you will probably book a return journey. Then you will need to make a reservation at a hotel, or another place to stay, such as a campsite, or a caravan site.

Find out about the places of interest and ‘**must-see’ sights**. Don't forget to make arrangements for your pets and your house while you're away. Put your dog into **kennels**, and leave a key with your neighbour just in case! Hopefully your neighbour will **keep an eye on** your house while you are on holiday!

***Exercise 2.*** Guess the meaning of the highlighted words.

**GRAMMAR COMMENT**

**Revision. Infinitive or –ing form**

*1 Use* ***the gerund*** *after certain verbs and expressions, e.g. admit, avoid, can’t help, can’t stand, carry on, deny, enjoy, fancy, finish, give up, keep on, imagine, involve, mind, miss, postpone, practice, risk, stop, suggest.*

*2 Use the infinitive (with to) after certain verbs and expressions , e.g. agree, decide, appear, be able to, can’t afford, can’t wait, expect, happen, have got, help, learn, manage, offer, plan, pretend, refuse, promise, seem, teach, tend, threaten, want, would like.*

*1 Use* ***the infinitive (without to)*** *after modal verbs, e.g. can, may, might, must, should, had better, would rather, and after the verbs make and let.*

*! Some verbs can be followed by the gerund or infinitive (with to) with no change of meaning, e.g. begin, start, continue.*

*!* ***like, love , hate,*** *and* ***prefer*** *can also be used with either, but the gerund is more common when you are talking generally, and the infinitive when you talk about a specific occasion. Compare* ***I like skiing (in general). I like to ski in February or March (specific).***

Choose the correct verb forms in italics.

1. I’ve always enjoyed *to travel/travelling*.
2. We decided *to travel/travelling* **to the four corner of the globe.**
3. We are planning *to go/going* to Mexico next year.
4. I put off *to go/going* abroad all my life.

5 Martin managed *to find/finding* a friendly taxi.

Complete with the gerund or infinitive of a verb from the list.

**call go wait talk**

1 I suggested \_\_\_\_\_\_\_ a taxi so we wouldn’t be late.

2 If you carry on \_\_\_\_\_\_, you’ll have to leave the room.

3 I can’t wait \_\_\_\_\_ on holiday!

4 I’m very impatient. I can’t stand \_\_\_\_ in queues.

**WARMING-UP**

Look at these photos. Where do you think the places are? Check your answers with your teacher.

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***Exercise 3.*** Work in pairs (dialogue). Ask and answer the questions.

1 What do you like and dislike about travelling?

2 Did you have any problems while you were travelling?

3 What was the best place you’ve ever been to?



***Exercise 4.*** Choose one place that you would like to go.

Talk about it using following word phrases (monologue).

|  |  |
| --- | --- |
| http://lib.rus.ec/i/31/485531/i_004.png | ***Usefull phrases***  ***breathtaking views***  ***delicious food***  ***elegant architecture***  ***exotic animals and birds***  ***historic buildings***  ***interesting flora and fauna***  ***lively nightlife***  ***romantic atmosphere***  ***world-class art galleries***  ***bustling streets***  ***snow-capped*** |

***Exercise 5.*** Сomplete the text with the correct form of the verbs in brackets*:-ing* or infinitive form.

A nightmare journey

It was an amazing journey. Aisha was travelling from Almaty to Zhezkazgan by Air Kazakhstan, but her journey ended up in Aktau instead.

Aisha first flew from Almaty to Astana, where she managed *to get* (get) to Zhezkazgan gate just in time. However, the airline staff rushed her through the adjacent gate of the Aktau flight, convinced that this was her destination. Seeing that she was being put on a wrong flight, Aisha tried (2) \_\_\_\_\_\_\_ (protest) but the airline staff chose (3) \_\_\_\_\_\_\_\_ (ignore) her desperate attempts to change flight.

It was a complete **nightmare**. I **hadn’t got a clue** how to contact my brother. In Aktau, a passenger who had been sitting next to her, agreed (5) \_\_\_\_\_\_\_ (lend) her his mobile phone. She phoned her brother, who in the meantime had not seen her (6) \_\_\_\_\_\_\_\_ (get) off the plane and was seriously worried. “I decided (7) \_\_\_\_\_\_\_\_\_(stay) in Aktau for two days.

***Exercise 6.*** Match the following idioms with their meanings:

the four corner of the globe an extremely difficult or frightening situation

a nightmare to not know or understand something

not have a clue all over the world



***Exercise 7.*** [T.4] You are going to listen to an interview with two pilots. What three questions do the pilots answer? What do these numbers refer to?

***13 747 15 2***

***Exercise 8.*** Retell the text using the following questions.

1. Do you think you would like to work as a pilot?
2. What are the main advantages of being a pilot?
3. What are the main disadvantages of being a pilot?

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| Описание: C:\Documents and Settings\Admin\Рабочий стол\АЛАКАЙ 2013\знаки для лк 2013\знаки для лк 2014 - новый+ 08.PNG**Check yourself** |  |
| **1. Choose the right variant. *I suggested\_\_\_\_\_\_\_\_\_a taxi so we wouldn’t be late.***  a) calling  b) call  c) to called  d) have calling | **3**. **Choose the right variant. *A place full of noise and activity is called \_\_\_\_\_\_.***  a) snow-capped  b) bustling  c) relaxed  d) elegant |
| **2.Choose the right variant. *They can’t afford\_\_\_\_\_ a new car.***   1. buying 2. to buy 3. to buying   d) have buying | **4. Choose the right variant of the idiom: ‘*not have a clue’.***  a) know or understand something  b) not know or understand something  c) be sure about something  d) not meet and choose |

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| adjacent [ə'dʒeisnt] | расположенный рядом | жанында орналаскан |
| breathtaking ['breiθteikiŋ] | захватывающий дух | таңқаларлық рух |
| snow-capped ['snəu kæpt] | снежный | қарлы |
| desperate ['desp(ə)rət] | отчаянный | бассыз |
| bustling [bʌsliŋ] | суетливый | мазасыз |
| destination [dest i'neiʃn] | место назначения | белгіленген орын |
| extremely [ik'stri:mli] | чрезвычайно | аса |
| meantime [ˈmiːnˌtaɪm] | тем временем | тап сол кезде |
| arrangement [əˈreɪndʒmənt] | договорённость | уағдаластық, келіскендік |
| crew [kruː] | команда, экипаж | экипаж |

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| **LIW №5** |

Learn the poem by heart **‘Everyone sang’** (p.163) (80 words). Deadline -1 week

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| **LIW №6** |

Make a presentation on the theme ‘**Unforgettable trip’** (p.163). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate Students Book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate Workbook. Oxford University Press, 2012.

**Additional literature:**

3. Michael Harris, David Mower and Anna Sikorzynska. New Opportunities Upper-Intermediate Student’s Book, 2006.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №5 (95)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Ecology and pollution problems**  Grammar: **Revision of past tenses** |  |
|  | |



***Exercise 1.*** Read and translate the text.

**Pollution**

Pollution is an environmental concern for people throughout the world. One university study suggests that pollutants in the water, air, and soil cause up to 40 percent of the premature deaths in the world's population. The majority of these deaths occur in developing countries. Infants and young children are the most susceptible to waterborne diseases.

Water in many third world countries is contaminated with toxic chemicals, also known as toxins. The World Health Organization (WHO) estimates that 1.1 billion people have little or no access to clean water. In many of these regions the water that is used for drinking, cooking, and washing is the same water that is used for dumping sewage and hazardous waste. Most developing countries cannot afford water treatment facilities. Approximately 80% of infectious diseases in the world are caused by contaminated water.

Air pollution is a growing problem throughout the world. Indoor air pollution is one of the leading causes of lung cancer. Families in developing countries use open stoves for cooking and heating their homes. These homes do not have proper ventilation. The smoke, which is full of chemicals and carcinogens, gets trapped inside where families eat and sleep. Outdoor pollution also causes disease and illness, especially in industrial cities such as Beijing, China, where cancer is the leading cause of death.

***Exercise 2.* Answer the questions.**

1. Who mostly suffers from waterborne diseases?

2. What are the main environmental problems in developing countries?

3. What causes lung cancer?



**GRAMMAR COMMENT**

**Revision of past tenses**

Past simple: brought, spent, arrived, attended etc.

Use the past simple for finished past actions.

*e.g. We arrived at the airport and checked in.*

Past continuous: was\were+verb +ing

Use the past continuous to describe an action in progress at a specific time in the past.

*e.g. We were having dinner when the plane hit some turbulence.*

Past perfect: had + past participle

Use the past perfect to talk about the ‘earlier past’, i.e. things which happened before the main event.

*e.g. I felt nervous because I hadn’t flown before.*

Past perfect continuous: had been +verb+ing

Use the past perfect continuous to talk about a longer continuous action that was going on before the main events happened. Non-action verbs are not normally used in the past continuous or the past perfect continuous.

*e.g. She was crying because she had been reading a very sad book.*

Complete with past simple, past continuous or past perfect.

1 Last week the police (stop) Tom in his car because he (drive) at over 100 km.

2 When I arrived to the party, everybody (to dance).

3 I arrived too late. The concert (finish) and my friends (go) home.

4 He (to listen) to the music, when his mother came.

Circle the correct verb form.

1. Meg and Liam *got\were getting* a nasty surprise.
2. His English was very good. He *had been learning\was learning* it for five years.
3. She didn’t want to see the film, because she *had read\read* the book.
4. When John arrived, they *were having* \*was having* dinner.

***Exercise 3.*** ROLE PLAY: CLASSROOM DEBATE: Team up with classmates into groups of three. Discuss your role and what to say before the role play begins.

|  |
| --- |
| Role A – Road environmentalist  You are an anti vehicle person. You think everyone should go on public transport e.g. the metro, bus, trolleybus or tram. |
| Role B – A 4x4 school run driver  You take your kids to school every day. You clog up the roads every morning. Your vehicle does very little mileage to the gallon/few kilometers to the litre. You hate small cars. |
| Role C– An oil company owner  You believe all studies into road pollution are rubbish. If people stopped using cars, the world economy would collapse. No one could get to work. Billions of people would lose their jobs. |

***Exercise 4*.** Discuss on the given topic. How green are you?

a. What do you do with rubbish in your household?

b. Are you economical about using water and electricity? Why? Why not?

c. How would you feel if you had to walk or cycle everywhere?

d. What do you think about being a vegetarian?

e. What’s your opinion of people who wear real fur coats?

***Exercise 5.*** Put the words in the correct column.

|  |
| --- |
| *minerals atoms living organisms cells rocks lands history of the earth chemical bonds rivers* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Biology** | **Geography** | **Geology** | **Chemistry** |
|  |  |  |  |

***Exercise 6.*** Complete the sentences with suitable word.

1 We’re having a *heatwave.* It’s not usually so hot at this time of year.

2 If you have travelling in India, it’s best to avoid the m\_\_\_\_\_\_\_\_\_\_\_\_ season.

3 It rained so hard that there were serious f\_\_\_\_\_\_\_\_\_\_\_ in low-lying areas.

4 The h\_\_\_\_\_\_\_\_\_\_\_\_ was completely unexpected and the balls of ice nearly broke our greenhouse!

***Exercise 7 .* [**T.5] Listen to the text ‘Traffic pollution damages kids’’ lungs and put the words in the column on the right into the gaps.

|  |  |  |
| --- | --- | --- |
| Road \_\_\_\_\_\_\_\_\_ is a serious danger to children’s \_\_\_\_\_\_. That’s the worrying conclusion of the longest and largest study ever undertaken into the effects of traffic fumes on child \_\_\_\_\_\_\_\_\_\_\_. Researchers from the University of Southern California spent 13 years studying children who lived within 500 meters of busy highways. They found that most of the 3,600 children in the study had \_\_\_\_\_\_\_\_\_\_ weakened lungs. Researchers said this meant the children could have \_\_\_\_\_\_\_\_\_ problems for the rest of their lives. The main author of the study W. James Gauderman said: ‘Someone suffering a pollution-related \_\_\_\_\_\_\_ in lung function as a child will probably have less than healthy \_\_\_\_\_\_ all of his or her life.’ He added: ‘If you live in a high-pollution area and live near a busy road, you get a doubling of the \_\_\_\_\_\_\_.’ Gauderman and his team conducted their \_\_\_\_\_\_\_\_ on youngsters who lived near busy roads. Once a year, the team measured the children's lung \_\_\_\_\_. It checked how much air the children could release in one breath and how quickly it could be released. The team found that by their 18th \_\_\_\_\_\_\_\_, children who lived within 500 meters of a highway \_\_\_\_\_\_\_ three per cent less air compared with children who lived one-and-a-half kilometers away. Further, the \_\_\_\_\_\_\_ children’s lung power was seven per cent \_\_\_\_\_\_ in the rate at which they could exhale. Gauderman said that: ‘Even if you are in a relatively low \_\_\_\_\_\_\_\_ pollution area, living near a road produces lung problems.’ About a third of the children moved away from busy roads during the study but stayed near the same \_\_\_\_\_\_\_\_\_. Their lungs developed more healthily. |  | *development*  *lungs*  *damage*  *significantly*  *health*  *breathing*  *deficit*  *pollution community*  *power*  *highway*  *regional*  *weaker*  *birthday*  *research*  *exhaled* |

***Exercise 8.*** Match the following synonyms from the text.

|  |  |
| --- | --- |
| 1. children | 1. rate |
| 1. fumes | 1. notably |
| 1. significantly | 1. breath out |
| 1. damage | 1. youngsters |
| 1. exhale | 1. smog |
| 1. proportion | 1. harm |



**Check yourself**

**1. Choose the right variant: *Yesterday James \_\_\_\_\_\_from school crying.***

a) came

b) had came

c) had come

d) was coming

**2. Choose the right variant: *What \_\_\_\_you \_\_\_\_\_for on Internet when I came home?***

a) have ...searched

b) was … searching

c) were … searching

d) had … searched

**3. Choose the right variant: *Ten minutes after she \_\_\_\_\_\_the sleeping pills, she \_\_\_\_\_ asleep.***

a) had taken ….falling

b) have taken….fell

c) took…..fell

d) taken …fallen

**4. Choose the right variant: *She didn’t want to see the film, because she \_\_\_\_\_ \_\_\_\_\_the book before.***

a) read

b) have read

c) had read

d) did read

**Glossary**

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| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| acid ['æsιd] | кислотный | көмірқышқыл |
| carcinogen [kα:'sιnədʒ(ə)n] | канцерогенное вещество | ұзақ мерзімге сақтауға қосатын зат |
| bo be contaminated [tə kən'tæmιneιtιd] | быть зараженным,загрязненным | лас болу |
| to exhale [tə eksˈheɪl] | выдыхать | дем шығару |
| dumping ['dʌmpιŋ] | свалка, демпинг | қоқыс, қалдық |
| pollutant [pə'lu:t(ə)nt] | загрязнитель, поллютант | айналаны ластаушы |
| sewage ['s(j)u:ιdʒ] | сточные воды | лас су |
| susceptible to [səˈsɛptəbəl] | чувствительный к | әсерленгіш; сезгіш |
| infectious [ɪnˈfɛkʃəs] | инфекционный, заразный | жұқпалы |
| damage [ˈdæmɪdʒ] | вред, повреждение | зиян келтіру |

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| **Office Hours №3** |

Make up a topic **‘Pollution problems in Kazakhstan’** and retell it (p.164) (80 words). Deadline -1 week

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| **LIW №7** |

Read and translate the text **‘A world without time or number’** (p.163). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate Students Book, Oxford University Press, 2012.

2. Clive Oxenden and Christina Latham-Koenig. New English File. Upper-Intermediate Workbook. Oxford University Press, 2012.

**Additional literature:**

3. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

5. Essential Grammar in Use by Raymond Murphy. Third edition.Cambridge University Press, 2012.

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| **HAND OUT №6 (96)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Our planet**  Grammar: **Revision. Question formation** |  |

***Exercise 1.*** Read and translate the text.

**Experts are predicting …**

The last few years have been the worst period on record for environment disasters and experts are predicting far worse to come. Move to an area on the outskirts of a town near a tropical coast. Crowd together as more and more people arrive. One day, the land will turn to mud and the neighbourhood will begin to go downhill. And if the slope is steep enough, the landslide will accelerate to more than 200 miles an hour.

Peter Walker, the member of international federation of Red Cross and Red Crescent societies, has seen it all too often. First, your house has been washed away. Second, the land that you farmed has disappeared. Third, the other bits of land you might have been able to farm are now useless.

In the last decade, floods, droughts, windstorms, earthquakes, avalanches, volcanic eruptions and forest fires have become increasingly common. There has been disastrous flooding in Asia, Africa, Central and South America and Oceania. Even prosperous Europe has suffered and large areas of France, Britain and Germany have all been under water. Storms have been getting worse everywhere too, with a growing number of hurricanes hitting the US and Central America. Drought has affected large areas of Sub-Saharan Africa for years and many other zones are becoming drier.

***Exercise 2.*** Answer these questions.

1. What is the attitude of the journalist towards the future?
2. Who is most likely to be a victim of natural disasters?
3. Why are there now more hurricanes, floods and droughts?



**GRAMMAR COMMENT**

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| Question formation. Indirect questions   * Use indirect questions when you want to ask a question in a more polite way.   *Where does she live? (direct) Could you tell me where is the hospital located?(indirect)*   * You can use if or whether after .   *Can you tell me, Do you know, etc.? e.g. Can you tell me if\whether he’s at home?*   * Questions ending in prepositions, short questions   If a verb is followed by a preposition it comes afterthe question, not before the question word.  *What are you working on?*  We often just use the question word and the preposition in a series of questions or when responding. *A:I’m thinking?*  *B:What about?*  Don’t use do\did in the second part of the question.  *Do you know where he lives? NOT does live* |

Write 5 questions on your own.

Word order in questions with auxiliaries.

***main verb subject auxiliary/modal question word***

|  |  |  |  |
| --- | --- | --- | --- |
| ------------------- | ------------------- | --------------------- |  |
| What | would | you | do? |
|  |  |  |  |

Correct the mistakes.

1 About what was the programme?

2 How many magazines they usually sell a year?

3 Who did play the piano in the group?

4 Has phoned your father?

5 About what are they talking?

***Exercise 3.*** In pairs discuss the photos. How does each photograph make you feel? Would you be more worried about one of the events than the others? Why? Why not? Which set of words goes with which photograph?

* 1. *a bolt, a storm, thunder,a flash* **c.** *lava, ash, an eruption, gases*
  2. *to be stranded, torrential rain*  **d.** *a tremor, cracks, to tremble*

|  |  |  |  |
| --- | --- | --- | --- |
| http://cs417017.vk.me/v417017785/324a/zu_4JH0mbPo.jpg  AA | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTMwkJsbSBIfrLHTShjS4rOl3tOQWe3APFGAzIkSbM6z7ooQJtV  B | https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcQoyfqSpmhPmnccfiZzvSf-7FH9s7Z2AwMdUENqENK5nWtYBndq  C | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQaBEh1BeVFxAejBqa0GwUx3yZDAw9aKXFLMSfg9a8ZdjpDMZVN  D |

***Exercise 4.*** Group work.Discuss on the given situation.

On the 12th of March, 2010, a small village Kyzylagash in Aksu district of Almaty province was almost completely wiped out. The catastrophe caused a lot of casualties and damages to local people.

How can we prevent such kind of disasters? What should people do in such situations? What does our government do in order to help?

***Exercise 5.*** Disasters: What would you do? Complete this table.

|  |  |  |
| --- | --- | --- |
| **Disaster** | **Biggest dangers** | **How to deal with them** |
| earthquake |  |  |
| bushfires |  |  |
| famine |  |  |
| tsunami |  |  |
| hurricane |  |  |
| floods |  |  |

***Exercise 6.*** A FORMAL LETTER/E-MAIL. Complete the letter with the more formal expression from each pair of phrases in the list.

**Another thing/ Secondly**

**The first problem was / Firstly**

**Best wishes/Yours faithfully**

**I expect to receive/ You must send me**

**I know/1 can accept**

**Please write soon/1 look forward to hearing from you**

**I am writing to complain about/1 am really angry about**

10 Hampton Road

Leeds LS42QT

May 17th 2001

UK Airtours

1231 Oxford Street

London W16AG

Dear Sir/ Madam,

(1)\_\_\_\_\_\_\_\_\_\_my recent flight with your airline. The flight was UK789 from Leeds to Budapest via Frankfurt on May 13th 2001.

(2)\_\_\_\_\_\_\_\_\_\_, the flight, which should have taken off at 10.00 a.m., was delayed until 1.00 p.m. Although (3)\_\_\_\_\_\_\_\_\_\_\_the delay was not your fault, we were not given any information until 12.00 p.m. (4)\_\_\_\_\_\_\_\_\_\_\_\_\_, during all this time we were not offered any refreshments. Thirdly, because of the delay, I missed my connection to Budapest. This meant that I missed a vital meeting, which was the whole reason for my trip to Budapest. Finally, your staff both at Leeds airport and on the plane itself were extremely rude and unhelpful.

I filled in a complaints form when I finally arrived in Budapest, which you may already have received, and (5)\_\_\_\_\_\_\_\_\_\_ a full refund for the price of my ticket. (6) \_\_\_\_\_\_\_\_\_\_\_\_in the very near future.

(7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Marion Wheeler (Ms)*

***Exercise 7.*** [T.6] Listen to the text and complete the sentences.

1 She was making a coffee and her friend Dave ……..

2 The cloud of ash was the first sign we had that ……

3 It gave off a terrible smell ……

4 Thank goodness we fell in that hole instead of …. …..

***Exercise 8.*** Retell the listened text.

**Check yourself**

|  |  |
| --- | --- |
| **1. Choose the right variant:**  a) Who did wrote ‘A brief history of time’?  b) Who wrote ‘A brief history of time’?  c) Who did write ‘A brief history of time’?  d) Who does write ‘A brief history of time’?    **2. Choose the right indirect question:**  a) Where does she live?  b) Could you tell me where she lives?  c) Do you know where she does live?  d) Do you know where live she | **3. Choose the right variant: *Give synonym of the word ‘disaster’:***  a) fortune  b) catastrophe  c) adventure  d) chance  **4. Choose the right variant: ‘*A mass of snow, ice and rock that falls down the side of a mountain’ means…***  a) cyclone  b) windstorm  c) flood  d) avalanche |

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| bushfires [buʃ'faiəs] | кустарниковые пожары | бұталардың өртенуі |
| famine ['fæmin] | голод | аштық |
| slope [sləʊp] | склон | баурайы |
| drought [draʊt] | засуха | шөл |
| evaporation [ivæpə'reiʃn] | испарение | булану |
| avalanche [' æv(ə)la:n(t)ʃ] | лавина | көшкін |
| flood [flʌd] | наводнение | су тасқыны |
| outskirts [ˈaʊtˌskɜːts] | окраина города, окрестности | қаланың төңірегінде, шет аймақ |
| useless [ˈjuːslɪs] | бесполезный, непригодный | пайдасыз, жарамсыз |
| warning[ˈwɔːnɪŋ] | предупреждение | алдын ала білдіру; ескерту; |

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| **LIW №8** |

Prepare a report ‘**Natural disasters’** (p.164) (80 words). Deadline -1 week.

|  |
| --- |
| **LIW №9** |

Write a job offer letter using a model (p.184). Deadline -1 week.

**References**

**Main literature**:

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate Students Book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate Workbook. Oxford University Press, 2012.

**Additional literature:**

3. Michael Harris, David Mower and Anna Sikorzynska. New Opportunities Upper-Intermediate Student’s Book,

2008.

4. Annette Capel and Wendy Sharp. Objective FCE. Upper -Intermediate Student’s book. Cambridge, 2008.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

|  |  |
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| **HAND OUT №7 (97)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Masterpiece of engineering art**  Grammar: **Adverbs and adverbial phrases** |  |

***Exercise 1.*** Read and translate the text.

**Burj Al Arab**

Burj Al Arab is a [hotel](https://en.wikipedia.org/wiki/Hotel) located in [Dubai](https://en.wikipedia.org/wiki/Dubai), [United Arab Emirates](https://en.wikipedia.org/wiki/United_Arab_Emirates). It is the [third tallest hotel in the world](https://en.wikipedia.org/wiki/List_of_tallest_hotels_in_the_world); however, 39% of its total height is made up of non - occupiable space.  Burj Al Arab stands on an [artificial island](https://en.wikipedia.org/wiki/Artificial_island) 280 m (920 ft) from [Jumeirah](https://en.wikipedia.org/wiki/Jumeirah) beach and is connected to the mainland by a private curving bridge. The shape of the structure is designed to mimic the sail of a ship. It was built to resemble the sail of a traditional Arabian vessel called a dhow. Two ‘wings’ spread in a V to form a vast ‘mast’, while the space between them is enclosed in a massive atrium.

Burj Al Arab was designed by multidisciplinary consultancy Atkins, led by architect [Tom Wright](https://en.wikipedia.org/wiki/Tom_Wright_(British_architect)). The architect [Tom Wright](https://en.wikipedia.org/wiki/Tom_Wright_(British_architect)) said ‘The client wanted a building that would become an iconic or symbolic statement for Dubai; this is very similar to [Sydney](https://en.wikipedia.org/wiki/Sydney) with its [Opera House](https://en.wikipedia.org/wiki/Sydney_Opera_House), [London](https://en.wikipedia.org/wiki/London) with [Big Ben](https://en.wikipedia.org/wiki/Big_Ben), or [Paris](https://en.wikipedia.org/wiki/Paris) with the [Eiffel Tower](https://en.wikipedia.org/wiki/Eiffel_Tower). It needed to be a building that would become synonymous with the name of the country.’

Burj Al Arab has attracted criticism as well ‘a contradiction of sorts, considering how well-designed and impressive the construction ultimately proves to be’. The contradiction here seems to be related to the hotel’s decor.

***Exercise 2.*** WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms … for the words ‘building’ and ‘developer’.

|  |  |
| --- | --- |
| building  -  - | developer  -  - |

* Share your findings with your partners.
* Make questions using the words you found.
* Ask your partner / group your questions.

**GRAMMAR** **COMMENT**

### Adverb Phrases as Adverbials

|  |
| --- |
| The first grammatical form that can perform the grammatical function of adverbial is the adverb phrase. Adverb  phrases are defined as phrases that are formed by an adverb plus any modifiers. For example, the following italicized adverb phrases function as adverbials:   * The children are waiting patiently for their snack. * Presently the judges will announce the winner. * Wash your hands immediately. * Stubbornly, the little girl refused to eat her vegetables at dinner. |

Put the adverbs in brackets in the normal position in these sentences:

1. We need to do something. (obviously, quickly)
2. Ben is at his friend’s house. (often, in the evening)
3. He drives fast. (always, extremely)
4. She danced at ballet. (beautifully, last night)
5. She wasn’t injured when she fell. (luckily, seriously)

|  |
| --- |
| *approvingly sharply prematurely noticeably menacingly* |

Choose the best adverb or adverbial phrase from the table below to go with the verbs and complete the sentences.

1. People who over-expose themselves to strong sunlight are known to show signs of ageing \_\_\_\_\_\_\_\_\_.
2. Three men hovering \_\_\_\_\_\_\_\_\_ near the bank in a mini-van alerted the police to the planned robbery.
3. I wasn't sure if Maggie agreed with what I was saying but then she began nodding head \_\_\_\_\_\_\_\_\_, so I continued with what I was saying.
4. The government has raised the price of cigarettes \_\_\_\_\_\_\_\_\_ in an attempt to reduce smoking.
5. The political views of the British Labour Party \_\_\_\_\_\_\_\_\_ shifted in the first part of the 1990s.

***Exercise 3.*** Look at the pictures and match the following masterpieces of engineering art with the names:

|  |  |
| --- | --- |
| 1. Empire State building\_\_\_\_\_\_. | 1. Dynamic Tower\_\_\_\_\_\_. |
| 1. Petronas Twin Tower\_\_\_\_\_\_. | 1. Burj Khalifa\_\_\_\_\_\_\_. |

|  |
| --- |
| http://i257.photobucket.com/albums/hh223/wag6174/KL-5.jpgAhttp://images1.makefive.com/images/experiences/travel/famous-buildings-of-the-world/empire-state-building-7.jpgBhttp://topics.dirwell.com/info/wp-content/uploads/2012/01/Burj-Khalifa-Bin-Zayed.jpgChttp://metrkv.ru/marina/rott2.jpgD |

***Exercise 4.*** Answer the following questions:

|  |
| --- |
| 1. Can you tell me about interesting building in your hometown? 2. Are there any famous buildings that you like? 3. Do you prefer modern or traditional buildings? 4. What city’s architecture has impressed you the most? 5. What role do old buildings and new buildings play in modern society? |

***Exercise 5.*** Write a letter to the developer of the Burj Dubai tower. Give them three suggestions about how to make the building the best building in the world to live in.

***Exercise 6*.** Write five GOOD questions about TALL BUILDINGS in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

|  |  |  |  |
| --- | --- | --- | --- |
|  | STUDENT 1  \_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENT 2  \_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENT 3  \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Q.1. |  |  |  |
| Q.2. |  |  |  |

***Exercise 7.*** Listen to the text ‘New Century Global Center’ [T.7]and fill in the spaces.

|  |  |  |  |
| --- | --- | --- | --- |
| china-world-largest-building 2 | China is (1) \_\_\_\_\_\_\_\_\_\_\_\_ collection of the biggest things in the world. The latest addition is the world's largest building. It is called the New Century Global Center (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Chengdu, Sichuan province, in China's southwest. It is 500 meters long, 400 meters (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The area inside covers an amazing 1.76 million square meters. The (4) \_\_\_\_\_\_\_\_\_\_\_Sydney Opera Houses could fit inside. It is almost three times the size of the Pentagon in Washington, D.C. It took thousands (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to build the enormous structure. |  | *is also home to the world's;*  *400 meters wide and 100 meters high;*  *building up a large;*  *an ice rink big enough*  *and it opened this week in;*  *building is so big that 20;*  *building's owners;*  *of workers just three years;*  *fits with the city's slogan;*  *all part of a wider plan to;*  *city is also a magnet for;*  *like a small city in itself;* |
| The center is an important part of plans to make Chengdu a 21st-century city. It (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, "Chengdu – Can Do".The inside of the center is almost (7) \_\_\_\_\_\_\_\_\_\_\_\_. There are around 400,000 square meters of shopping space, a 15-screen IMAX movie theater complex and (8) \_\_\_\_\_\_\_\_\_\_\_ to hold international competitions. There are also offices, hotels, a replica Mediterranean village and a water park. (9) \_\_\_\_\_\_\_\_\_\_\_ will attract business and tourists from across China and the world. It is all (10) \_\_\_\_\_\_\_\_\_\_\_\_ put Chengdu on the global map. Around 14 million people currently live in the city, but that is set to increase. The   (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ investment and is one of China's most important industrial regions. The area is (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ largest giant panda nature reserve. | |

***Exercise 8.*** According to the text mark the sentences T (true) or F (false).

|  |  |
| --- | --- |
| 1. New Century Global Center is 500 meters long, 400 meters wide and 100 meters high. | T/F |
| 1. It took two thousands of workers just five years to build the enormous structure. | T/F |
| 1. The inside of the center is almost like a small city in itself. | T/F |
| 1. In the Center there are not any offices and hotels. There is only shopping space. | T/F |
| 1. There are around 40,000 square meters of shopping space. | T/F |

**Check yourself**

|  |  |
| --- | --- |
| **1. Choose the appropriate definition of the word ‘Masterpiece’:**  a) a picture that is painted : a picture made by putting paint on a canvas, board, etc  b) the material or piece of material that is operated upon at any stage in the process of manufacture  c) to become very skilled in or knowledgeable about  d) something (as a work of art) that is a great achievement and often its creator's greatest achievement | 1. **Where is the world's largest building situated?**   a) in China  b) in UAE  c) in the USA  d) in Australia |
| **2. Choose the right variant. …the ambulance arrived:**  a) often  b) immediately  c) obviously  d) badly | **4. Choose the right variant. *We… had taken an umbrella.***  a) nearly  b) healthily  c) apparently  d) luckily |

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| mainland [ˈmeɪnlənd] | материк | құрлық |
| dhow [daʊ] | одномачтовое арабское каботажное судно | бір[діңгек](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B4%D1%96%D2%A3%D0%B3%D0%B5%D0%BA/)ті Араб каботаж кемесі |
| mast  [mɑːst] | мачта | [діңгек](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B4%D1%96%D2%A3%D0%B3%D0%B5%D0%BA/) |
| sternly[ˈsteːnlɪ] | строго | қатаң |
| approvingly[əˈpruːviŋlɪ ] | одобрительно | жақтау, қоштау |
| prematurely [ˈpremətʃʊəlɪ] | преждевременно | уақытынан бұрын |
| menacingly [ˈmenɪsɪŋlɪ] | угрожающе | қауіпті жағдай; қорқынышты жағдай |
| consultancy [kənˈsʌltənsɪ] | консалтинговая компания | кеңес беруші компания |
| ultimately [ˈʌltɪmɪtlɪ] | в конце концов | ақыр аяғында; ең соңында |
| developer [dɪˈvɛləpə] | застройщик | салушы |

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| **Office Hours №4** |

Write a letter of business recommendation using the sample (p.184). Deadline -1 week.

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| **LIW №10** |

Make a presentation on theme **‘Famous architectural building’** (p.164). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate. Students Book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

4. Brian Abbs and Ingrid Freebairn. Blueprint. Upper-Intermediate. Longman, 2012.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT № 8 (98)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Outstanding architectural ensembles. Urban life**  Grammar: **Conditionals** |  |
|  | |

***Exercise 1.*** Decide which answer, 1-9 A, B, C or D, best fits each space.

There is an example at the beginning (0)

***Example: 0 A chose B fixed C dealt D wished***

|  |  |
| --- | --- |
| **0** | **A B C D** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | **A** | lend | **B** | fetch | **C** | borrow | **D** | bring |
| 2 | **A** | famous | **B** | known | **C** | understood | **D** | common |
| 3 | **A** | flights | **B** | levels | **C** | storeys | **D** | stages |
| 4 | **A** | activity | **B** | project | **C** | occupation | **D** | post |
| 5 | **A** | method | **B** | plan | **C** | routine | **D** | system |
| 6 | **A** | believes | **B** | hopes | **C** | relies | **D** | depends |
| 7 | **A** | standing | **B** | expecting | **C** | waiting | **D** | resting |
| 8 | **A** | alter | **B** | adapt | **C** | fit | **D** | match |
| 9 | **A** | steadying | **B** | settling | **C** | estimating | **D** | balancing |

***Exercise 2.*** Read and translate the article about the architect Sir Norman Foster.

**The grand designer**

When asked to select his favourite building Sir Norman Foster (0) **A** a Jumbo jet. His own buildings frequently (1)\_\_\_\_\_\_materials and technology developed by the aerospace industry. Perhaps his most (2)\_\_\_\_\_\_buildings is the Hongkong and Shanghai Bank, a massive construction of three linked towers 41 (3)\_\_\_\_\_\_\_high. His most ambitious European (4) \_\_\_\_\_\_\_has been the reconstruction of the Reichstag as the new German parliament building. He has also built a metro (5)\_\_\_\_\_\_in Bilbao, and two space-age communications towers in Barcelona and Santiago de Compostela.

Foster (6) \_\_\_\_\_in the vertical city, an architect’s dream that began a hundred years ago and is still (7)\_\_\_\_\_ to be fully realized. He says that the city is in a continuous process of renewal. If buildings cannot (8)\_\_\_\_to social or technological change, then unless they are outstanding, they should be replaced. It’s all about (9)\_\_\_\_the past and the future.

**GRAMMAR COMMENT**

**Conditionals**

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| --- | --- |
| *Use first conditional (If+present tense, will/won’t or going to, or imperative)to talk about a future possibility and its consequence* | **If I see her, I’ll tell her.**  **If you’ve finished, let’s go.** |
| *Use zero conditional (a present tense in both parts)to talk about something which always happens*  *Use second conditional sentences to talk about hypothetical or improbable situations in the present\future*  *We use third conditional sentences* *to talk about hypothetical past situation and its consequence* | **If I’ve got a headache, I always take an aspirin.**  **If you heat water to 100°C, it boils.**  **If there was a fire in this hotel, it would be very difficult to escape**.  **If you had studied more, you would have done better in the exams.** |

Complete with a verb in the correct tense.

|  |
| --- |
| *to phone to be (not) to call to have have to* |

1. If my boss \_\_\_\_\_\_\_, tell her I’m ill.
2. I’m going to have a day off if my back \_\_\_\_\_\_\_better.
3. I\_\_\_\_ only \_\_\_\_\_ the doctor if I’m still feeling awful tomorrow.
4. I’m going to the gym this evening if I \_\_\_\_\_ time.
5. If you want to be fit, you \_\_\_\_\_\_\_\_do some exercise every day.

Match sentence halves.

|  |  |
| --- | --- |
| 1. If I came later 2. It would be better 3. If I had met you yesterday 4. If I were you 5. If I had known that you needed help | 1. if you learned to drive a car 2. I would be late for the classes 3. I would have helped you 4. I would have told you about it 5. I wouldn’t buy the tickets beforehand |

***Exercise 3.*** Compare and contrast these two pictures, and talk about the advantages and disadvantages of living in each city area. You can use some of the words below to help you.

**Neighborhood:** *peaceful, quiet, calm/noisy, polluted, dangerous, deprived area, derelict, run-down/ regenerated, improved.* **Buildings:** *low-rise/high-rise, spacious/cramped.* **Amenities:** *entertainment centre, multiplex cinema, mall, pedestrian/shopping precinct, out-of-town shopping.* **Services:** *litter/refuse collection, maintenance, street-lighting.* **Transport:** *congestion, traffic jam, parking restrictions.*

****

***Exercise 4*.** Get into groups of four to discuss the following statements. For each statement, one person in the group should stay silent and time how long each of the others speaks for.

* There are both good and bad examples of modern architecture
* Living conditions in our cities have got worse
* City centres should be traffic- free
* Urban sprawl is a serious threat to nature

***Exercise 5.*** The sentences describe some of the advantages and disadvantages of being rich and famous. In each sentence, underline a word or phrase that is used to link the ideas together.

1. Rich people may not have to worry about paying their bills every month. However, wealth brings other worries of its own.
2. The rich have different financial problems from the rest of us: whereas most of us worry about not having enough money, rich people may worry about what to do with all their money.
3. Although being famous means you often get special treatment, you lose a lot of your privacy.
4. It is much more difficult to know who to trust if you are very rich or very famous. What is more, other people may not know how to react towards you. For this reason, many famous people find it difficult to make true friends.
5. Despite all their achievements, many successful people still feel very insecure.

***Exercise 6.*** Match the linking words above with the explanations:

1. To link arguments for and against *HOWEVER*
2. To give more reasons for your argument…
3. To explain the consequences of something…
4. To compare two different situations…

***Exercise 7.*** [T.8] You will hear an extract from a radio programme called ‘Challenge the expert’. Listen to the introduction to decide what profession the expert is in.

***Exercise 8***. Read the sentences below before you listen, to predict what you might hear. Then listen and complete the sentences.

1. Julia explains that some 1960s architecture came about because of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Today\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_regulations are sctricter than they were in the past.
3. Julia used to live in a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as a child, in a poor part of Bristol.
4. The\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_used for new buildings have improved since the 1960s.

**Check yourself**

**1. Choose the right variant: *If I knew his address ,\_\_\_\_\_\_\_\_\_\_\_ .***

a) I wrote to him

b) I would write to him

c) I will be written to him

d) I will wrote to him

**2. Choose the right variant: *I \_\_\_\_\_\_\_\_\_\_ late, if I hadn’t overslept.***

a) wouldn’t has been

b) would had been

c) would haves been

d) wouldn’t have been

**3. Choose the right variant: *When asked to select his favourite building Sir Norman Foster \_\_\_\_a Jumbo jet.***

a) fixed

b) chose

c) dealt

d) wished

**4. Choose the right variant: *Foster \_\_\_\_\_in the vertical city, an architect’s dream that began a hundred years ago and is still resting to be fully realized.***

a) tries

b) believes

c) relies

d) depends

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| steadying [ˈstedɪɪŋ] | стабилизирующее | тұрақтандыру |
| to dilute [tə dʌɪˈl(j)uːt] | разбавлять | араластыру |
| trials [ˈtraɪəlz] | испытания | сынақ |
| deprived area [dɪˈprʌɪvd] | трущоба | қаланың шалғай жерлері |
| run-down [ˈrənˈdaʊn] | развалившийся | құлап қалған |
| derelict [ˈdɛrəlɪkt] | покинутый | тастап кеткен |
| congestion [kənˈdʒɛstʃ(ə)n] | скопление | шоғырлану |
| urban sprawl [ˈɜːbən sprɔːl] | рост городов | қалалық өсу |
| planning regulations [’plænɪŋ ˌreɡjʊˈleɪʃənz] | правила планирования | жоспарлау ережелері |
| to fetch [tə fetʃ] | достигать | жету |

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| **LIW №11** |

Read and translate the text **‘Ecotourism’** (p.164). Deadline -1 week

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| --- |
| **LIW №12** |

Prepare the presentation **‘Seven wonders of the world’** (p.164). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper- Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper- Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Annette Capel, Wendy Sharp. Objective FCE. Upper- Intermediate level. Student’s book. Cambridge, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №9 (99)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Great cities**  Grammar: **Other forms of comparison** |  |
|  | |

***Exercise 1*.** Read and translate the text.

**Beijing is a great city in Asia**

Beijing is the capital of the [People's Republic of China](http://en.wikipedia.org/wiki/People%27s_Republic_of_China). Part of its borders is formed by the Great Wall of China, a huge wall which stretches along the mountains. Although it is only the second largest city in China, it has a population of over 20 million people and is still growing.

In 1421 Beijing became the imperial capital of the Ming dynasty (1368-1644) and it was during this time that the spacious walled city was built. Like many ancient cities, the walls and streets were based on the points of the compass.

Among the many historical and cultural landmarks in Beijing is Tienanmen Square, which is one of the largest public squares in the world. It is used for political rallies and military parades. On the west side of the square is The Great Hall of people, where the national People’s Congress meets. To the south is the massive Memorial Hall of the chairman Mao, which was built to hold the remains of the founder of Communist China, Mao Tse Tung.

Today, Beijing’s broad, straight streets are crowded with people, bicycles. Very few people own a car. Industry includes textiles, petrochemicals, steel and engineering; it is also the city of great cultural importance. There are more than fifty institutes of higher education, including Beijing and Qinghua University.

|  |  |
| --- | --- |
| 15 SOHO plazahttp://www.molon.de/galleries/leer.pnghttp://www.molon.de/galleries/leer.png | http://www.testmylife.com/userdata_v8/offer/585/1410960255_145965.jpg |

***Exercise 2.*** Complete the sentences.

1. Beijing has a population of over 20 million people and is ….. .
2. Its walls and streets were based on ..... .
3. Memorial Hall of the chairman Mao, which was built to …..
4. Beijing is also the city of great ….. .
5. There are more than fifty ….. .

 **GRAMMAR COMMENT**

**Other forms of comparison**

|  |
| --- |
| 1 Compared to/with, e.g:  *Compared to/with New York, London restaurants are quite cheap.*  2 The same as, e.g:  *Your camera is the same as mine/John’s.*  3 Different from, e.g.:  *Your camera is different from mine/hers.*  4 Whereas, e.g:  *We often eat out during the week, whereas at the weekend we usually stay at home.*  5 Compared with/to  *Compared with London, Oslo is very expensive.*  6 More/less + adjectival phrase (than)  *You are more likely to get a job in London than in Oslo.*  *She is less interested in learning to drive than I thought she would be.* |

Сhoose the correct words in italics to complete each sentence.

1 The beach is much *less/least* crowded today than last week.

2 He is *very/much* younger than he looks.

3 ‘Police Academy II’ wasn’t as funny *so/as* ‘Police Academy I’.

4 I’d like another shirt exactly the same color *as/than* this one.

5 The economic situation is too *bad/much* worse than we expected.

6 His operation was far more serious *that/than* we thought.

How do you understand these quotations? Do you know the equivalents in Russian and Kazakh?

*Clearly, then, the city is not a concrete jungle, it is a human zoo.*

*Desmond Morris*

*All cities are mad: but the madness is gallant. All cities are beautiful: but the beauty is grim.*

*Christopher Morley*

***Exercise 3.*** Discuss on the given situation.

Talk about an enjoyable or memorable visit to another city that you did. Explain what made this visiting so memorable. Use specific reasons and examples to support your answer.



***Exercise 4.*** Speak on the given topic ‘The most beautiful capital in the world’.

 ***Exercise 5.*** Write missing words.

New York is very big. It’s a seaport. There are very\_\_\_\_\_\_\_ buildings here, which are called skyscrapers. Many \_\_\_\_\_\_ make money in this city.  
–– In [2012](http://en.wikipedia.org/wiki/2012_Summer_Olympics) London became the first city to host the modern [Summer](http://en.wikipedia.org/wiki/Summer_Olympic_Games) \_\_\_\_\_\_\_ . It has a diverse range of peoples, cultures, and religions, and more than 300 \_\_\_\_\_\_\_\_ are spoken within its boundaries.  
– Moscow is the heart of performing \_\_\_\_\_\_\_, including [ballet](http://en.wikipedia.org/wiki/Russian_ballet) and film. There are ninety-three theaters, 132 cinemas and twenty-four concert-halls in this \_\_\_\_\_\_\_\_ .   
– Beijing’s primary airport is about 20 \_\_\_\_\_\_\_\_ northeast of the city center. It is currently the [second \_\_\_\_\_\_\_ airport in the world](http://en.wikipedia.org/wiki/World%27s_busiest_airports_by_passenger_traffic) and the busiest in \_\_\_\_\_\_\_\_\_ . 

***Exercise 6.*** Choose 2 great cities (Beijing, Moscow, New York and London) and compare them.

Write 4 sentences using other forms of comparison:Compared to/with// The same as//Different from//Whereas// Compared with/to //More/less + adjectival phrase (than)

***Exercise 7.* [**T.9] Listen to the text and give T (true) or F (false) answers.

1. It’s one of the cities together with Venice, which is well known for its architecture and historical importance.
2. The most beautiful city I’ve ever visited is on the Pacific coast of Canada.
3. There’s a large island opposite the city where Germans often go on holiday.
4. The capital of South American country is on the banks of the Rio de la Plata and is famous for being the birthplace of the tango.

***Exercise 8.*** Match these names with speakers.

Speaker 1 (Speaker 2, Speaker 3) speaks about…..

1. Stanley Park
2. The Hradcany Castle
3. The Plaza de Mayo
4. Vienna
5. Vltava River
6. The Coast Mountain Range
7. Portenos

**Check yourself**

1. **Choose the correct variant: *The King Arthur of the legend is very well-known \_\_\_\_\_\_nobody knows the real Arthur.***
2. both
3. whereas
4. same
5. due to

**2. Choose the correct variant*: Every novel she writes is different \_\_\_\_\_ the last.***

1. than
2. from
3. as
4. to

**3. Choose the correct variant: *I don't think he's going to get very far. He's totally \_\_\_\_\_.***

1. big
2. serious
3. unambitious
4. interesting

***4.* Choose the correct variant*: She’s quite a lively person \_\_\_\_\_the rest of her family.***

1. the same as
2. from
3. compared with
4. more

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| skyscraper ['skai skreipə] | небоскреб, высотный дом | көп қабатты үй |
| spacious ['speiʃəz] | просторный | кең |
| crowded ['kraudid] | переполненный | көп адам жиналған |
| outstanding [aut 'stænd iŋ] | выдающийся | көрнекті |
| enjoyable [in'dʒoiəbl] | приятный | тамаша |
| memorable ['mem(ə)rəbl]] | незабываемый | ұмытылмайтын |
| boundary ['baund(ə)ri] | граница | шекара |
| petrochemicals [petrə(ʋ)ʹkemık(ə)lz ] | нефтепродукты | мұнай өнімдері |
| whereas [ˌweərˈæz] | хотя, поскольку | дегенмен |
| remains [rɪˈmeɪns] | остатки | қалдықтары |

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| **Office Hours №5** |

Make up a topic **‘My hometown’** and retell it (p.165) (80 words). Deadline -1 week

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| **LIW №13** |

Learn the poem by heart **‘A Night Thought’** by William Wordsworth (p.165). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student`s Book + Cassette. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook with keys. + Cassette. Oxford University Press, 2012.

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1. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
2. Brian Abbs & Ingrid Freebairn. Blueprint. Upper-Intermediate level. Student`s Book + Cassette. Oxford University Press, 2008.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №10 (100)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Houses and decoration**  Grammar: **have something done** |  |

**BRAINSTORMING**

Do you know anything about the philosophy of *feng shui, e.g. What is Feng shui?*  *Where is it from? What is Feng shui used for?* These are the main questions people ask themselves.

***Exercise 1.*** Read and translate the text.

**Feng Shui Decorating Tips**

Everyone wants a beautifully decorated home for display and also to feel warm when they come back from a hard days work. The colours red, green and blue are very important.

**The living room:** furniture should not have sharp bends or corners. It’s desirable not have too many knick knacks of tiny decorating items.Don’t have too many metal appliances, remotes, wires all in visible area; keep them in a cabinet hidden from view. Put plants in the corners of the room, as they attract good energy and will energize your wealth, but not ones with sharp leaves such as yuccas or cactus. Fresh flowers also bring good energy, but throw them away as soon as they begin to die, and don’t have dried flowers. Mirrors are vital because they reflect energy. Round or oval ones are best, but they should not be opposite each other, nor should they reflect a door, otherwise your good fortune will go out of it.

Ideally **the bedroom** should be at the back of the house with no strong energy. Wherever your bed is placed you should be able to see the door of the room, and should not see a sleeping image of yours in any mirror in the room. Keep clothes nicely folded and kept inside cupboards. For inviting romance in your life, paint the room in shades of pink or keep more objects of pink in your room. Nice candles and items in pairs, like decorative statues are ideal and keep your head towards a wall while sleeping.

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|  | http://www.wwalls.ru/download.php?file=201211/1920x1080/wwalls.ru-56397.jpg |

***Exercise 2.*** Make a plan of the text.



**GRAMMAR COMMENT**

**Have something done**

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| Use have something done to say that you are getting another person to do something for you (usually involving payment).  Have something done  He’s having a new garage built.  We’ve just had the house painted.  I usually have myhair cut.   * Have here is a main verb, so negatives and questions are formed with ***do/did*** in the present and past simple.   *I didn’t have the kitchen painted because I did it myself.*  *How often do you have your car serviced?* |

In five minutes write down two things you can have done at each of the following places:

|  |
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| *hairdresser’s car service spa dry-cleaner* |

Fill the gaps with *have* and the verb in brackets in their correct forms.

1 We \_\_\_\_\_\_\_\_\_\_\_ the roof \_\_\_\_\_\_\_\_\_\_\_ last year. (repair)

2 The government \_\_\_\_\_\_\_\_\_\_\_ the whole town \_\_\_\_\_\_\_\_\_\_\_ yesterday. (evacuate)

3 When did you last \_\_\_\_\_\_\_\_\_\_\_ the air-conditioning \_\_\_\_\_\_\_\_\_\_\_ ? (service)

4 You don't think Live Tyler's beautiful?! You should \_\_\_\_\_\_\_\_\_\_\_ your eyes \_\_\_\_\_\_\_\_\_\_\_ . (test)

5 The house is in chaos. We're \_\_\_\_\_\_\_\_\_\_\_ a new kitchen \_\_\_\_\_\_\_\_\_\_\_ in. (put**)**

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| **USEFUL PHRASES**  ***House features****: lampshade, mantelpiece, painting, mirror, stove, sofa, fireplace, clock, carpet, armchair, lamp*  ***Describing a place\object:*** *comfortable, cosy, enormous, huge, massive, old-fashioned, relaxing, warm, tasteless, wooden, marvelous* |

***Exercise******3.*** In pairs remember how you can put *feng shui* ideas into practice. Tell about:

*the living room/ the bedroom fireplace paintings decorative things*

*furniture cupboard aplliances*

****

***Exercise 4.*** Work in groups. Make your house plan and answer the questions:

1 Which rooms are there in the house plan?

2 Can you describe your living room?

3 What furniture will you have in the house?

4 Is there a garden/garage/balcony?

***Exercise 5.*** Complete with the verbs.

*Answer, change, clear/lay, empty, hang up, wash up, lock/unlock, put away, tidy up, turn on/off*

1. *…….the heater/oven/tap*
2. *……the rubbish bin*
3. *…..your bedroom*
4. *…..the things on the floor*
5. *……a plug, a bulb*
6. *……the table*
7. *…….the phone*
8. *……..the dishes*
9. *…….the door*
10. *……the coat*

***Exercise 6.*** Write a description of a place that would match your personality and interests:

a) introduce a place

***After living for many years in an old country house, I’ve just moved to the city.***

b) give a general description of the place

***It’s spacious and full of light. There are two rooms downstairs,…***

c) focus on one room\one special feature in more detail

***My study upstairs has got a very relaxed atmosphere. My favourite piece of furniture is…..***

***d)*** give a final personal comment

***Although I miss my old house, there are many things about my new home that I really like, such as…..***

***Exercise 7.*** [T.10] Listen to the designers comments about Charles’s and Lucy’s rooms.

Which room does he prefer? Do you agree?

***Exercise 8.*** Listen again for more detail.

|  |  |
| --- | --- |
| Charles should have….  1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Lucy should have …  1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Check yourself**

|  |  |
| --- | --- |
| 1. **Choose the right variant. *I \_\_\_\_ my car\_\_\_\_\_\_ once a month.***  a) are\ services  b) will have\ serviced  c) have\ serviced  d) having\ serviced  **2. Choose the right variant. *I think you should \_\_\_\_\_that coat\_\_\_\_\_.***  a) has\cleaned  b) have\ cleaned  c) haved\ cleaned  d) had\cleaned | **3. Choose the right variant. *Give synonym of the word ‘marvelous’.***  a) impractical  b) magnificent  c) cosy  d) relaxing  **4. Choose the right variant. *A small cheap item used as a decoration is called \_\_\_\_\_\_\_\_.***  a) hitch-hick  b) knick-knack  c) chit-chat  d) pick-pack |

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| stove [stəʋv] | печка | пеш |
| appliances [ə'plai ən(t)ses] | бытовое электронное оборудование | тұрмыстық жабдықтар |
| to fold [tə fəuld] | складывать | қаттап салу |
| knick knacks [nik næks] | безделушки | ұсақ заттар |
| mantelpiece [’mæntəl‚pi:s] | облицовка камина | алау ошақтың қаптауы |
| shade [ʃeid] | тень | көлеңке |
| stark [stɑːk] | холодный | суық |
| yuccas [ˈjʌkə] | юкка (растение из семейства лилейных) | юкка |
| to reflect [tə rɪˈflekt] | отражаться | сәуле түсу |
| to tidy up [tə ˈtaɪdi ʌp] | убирать | жинау, жинастыру |

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| **LIW №14** |

Make a presentation **‘My dream house’** (p.165). Deadline -1 week

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| --- |
| **LIW №15** |

Learn the poem by heart **‘Where the sidewalk ends’** (p. 165). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. Liz&John Soars. New Headway. Student’s Book. Upper-Intermediate. Oxford University Press, 2012.

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| **HAND OUT №11 (101)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Mass Media**  Grammar: **Reported statements** |  |

 ***Exercise 1.*** Read and translate the text.

**A real gem!**

In any ever-changing world, the rich confirm they have always been a niche market. Jewel lovers rejoice! Canada media, publisher of three luxury magazines, are debauching their famous high-end glossy magazine, Sparkle. Magazines that cater to the affluent are not new, but, since its launch in 1986. Sparkle has always been one of the most prestigious and successful of them. Now the Head of Publishing at Canada Media, Diana Williams says it is about time to regain the interests of younger readers in Sparkle. She maintains that this can be done by “strengthening the awareness of Sparkle and by reinforcing the perception of its image.”

Product placement is another asset that the team at Sparkle has managed to effectively, both in TV and in films. Besides the brilliant idea to have Claudia Schneider and Nicole Lopes at the launch event, what has been even more important is getting both of them to endorse Sparkle in a recent advert.

Distribution will follow the model of the company’s other magazines: top newspapers stands in the most affluent quarters in the big cities, and subscriptions in North America. However, the great novelty is a new browsable online version of Sparkle, which it is hoped will be particularly popular among young women. The online version should be available in February.

***Exercise 2.*** Complete the sentences.

1. Three luxury magazines are debauching their famous ….. .
2. Sparkle has always been one ….. .
3. Sparkle has managed to effectively ….. .
4. The great novelty is ….., which it is hoped will be particularly popular among young women.

**GRAMMAR COMMENT**

**Reported statements**

|  |  |
| --- | --- |
| Present Simple —>Past Simple  Present Continuous —> Past Continuous  Present Perfect —>Past Perfect  Past Simple —> Past Perfect  Future —> Future-in-the Past | Tom said, “I am feeling ill”.  Tom said that he was feeling ill.  I told her “I don't have any money”.  I told her that I did not have any money.  Ann said, “I will have a sandwich”.  Ann said that she would have a sandwich”. |

Change the following sentences into indirect speech.

1. ‘I am going to call again tomorrow, mother,’ she said.
2. ‘I've been to Turkey twice, but so far I haven't had time to visit Istanbul,’ said Robert.
3. ‘It will be very difficult to persuade her to take care of herself, doctor,’ I replied.
4. ‘We passed our exams successfully,’ the students said.

Complete the sentence with the right form of the verbs.

1. Не said he (is staying, was staying) at the ‘Ritz’ Hotel.
2. They realized that they (lost, had lost) their way in the dark.
3. He asked me where I (study, studied).
4. Не said his friends (had finished, was finishing) writing an essay.

How do you understand the quotation? Do you know the equivalents in Russian and Kazakh?

*‘What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.’*

*W.H. Auden, The Dyer's Hand*

***Exercise 3.*** Discuss on the given situation.

## Watching TV is a waste of time for children.

Do you agree or disagree? What is your opinion? Explain why.

***Exercise 4.*** Speak on the given topic ‘Internet nowadays’.

***Exercise 5.*** Choose and write the correct word.

1 It helps us to *think/relax* after a hard day's work and escape from reality.

2 Some people argue that television is a terrible waste of *time/money*.

3 The trick is to learn to *control*/*repair* television and use it intelligently.

4 Violence on TV is another problem that promises/worries people.

5 But the same *can be come* */* *can be said* about computer games and many films and books.

 ***Exercise 6.*** So you have learnt some information about the mass media. Divide into 2 teams and write your arguments for and against the mass media.

*E.g.*

|  |  |
| --- | --- |
| **FOR** I am fond of watching TV because it gives me an opportunity to see the whole world staying at home. | **AGAINST** I agree with you, but there are a lot of silly programs and commercials as well. Besides there is too much violence on TV these days. |

***Exercise 7.*** [T.11] Listen to the text and give T (true) or F (false) answers.

1. You can see other sports like skiing and volleyball on the satellite channels.
2. People are never complaining that children don't read enough today and are more violent than they used to be.
3. I watch the news on TV and I sometimes get sports results on the Internet, but I still get a newspaper every day.
4. I absolutely like the programs where they talk in great detail about people who are famous.

***Exercise 8.*** Retell the listened text.



**Check yourself**

1. **Choose the correct variant: *Ann \_\_\_\_\_\_ Tom not to go out after dark.***
2. said   
   b) threatened   
   c) warned   
   d) promised

**2. Change the following into indirect speech: *He said, “My mother has been operated on”.***

1. He said that his mother has been operated on.
2. He said if his mother had be operated on.
3. He said then his mother had being operated on.
4. He said that his mother had been operated on.

**3. Choose the correct variant: *I said to my friends that I bought a nice car\_\_\_\_\_\_.***

1. those
2. the year before
3. last month
4. here

**4. Choose the correct variant: *The small boy said that he \_\_\_\_\_a French lesson this evening and he \_\_\_\_\_his homework yet.***

1. have …hadn't done
2. has …hadn't done
3. had …hadn't done
4. would have …hadn't done

**Glossary**

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| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| mass media [‚mæs 'mi:diə] | средства массовой информации | бұқаралық ақпарат құралдары |
| niche market [niʃ 'ma:kit] | рыночная ниша | тауашалық нарығы |
| to rejoice [tə ri'dʒois] | радоваться | қуану |
| glossy ['glɔsi] | глянцевый | жылтыр қағаз |
| affluent ['æfluənt] | благополучный | дәулетті |
| to launch [tə lɔntʃ] | запускать | іске қосылуы |
| to endorse [tə in'dɔs] | поддерживать, одобрять | қолдау |
| distribution [ˌdɪstrɪˈbjuːʃn] | распространение | тарату |
| to regain [tə rɪˈɡeɪn] | вновь приобрести | қайта ие болу |
| awareness [əˈwɛːnəs] | узнование | білу, тану |

**** There was an Italian boy called Fabio who wanted to get married. He went out with a lovely dark-haired Italian girl and took her home to meet his parents but his mother didn’t like her. Two months later he took home a very shy, pretty English girl ,but again his mother didn’t like her. Then he started going out with a very extrovert, talkative German girl. He took her home, but no, his mother didn’t like her. Then he went out with an incredibly attractive and intelligent Swedish girl with long, blonde hair and blue eyes, but his mother hated her. Then one night, at a discotheque, he saw a girl who looked very similar to his mother. He started talking to her and she had a very similar personality too. Perfect! He took her out to the cinema on Saturday night ,and then, on Sunday, he took her home to meet his parents but … his father didn’t like her.

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| **Office Hours №6** |
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Make up a topic **‘The role of mass media’** and retell it (p.165) (80 words). Deadline -1 week

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| **LIW №16** |

Write a condolence letter using a model (p.185). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student`s Book + Cassette. Oxford University Press, 2012.

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4. Голицынский Ю.Б. Грамматика. Сборник упражнении. (6-е изд.). СПб.: КАРО, 2010.

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| **HAND OUT №12 (102)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Computing**  Grammar: **Continuous verb forms** |  |

***Exercise 1.*** Read and translate the text without dictionary.

**Boy breaks MI5 computer system**

Max White is only ten years old, but he has an honor of being the youngest person that has ever fooled the Security Services of MI5. Max, whose father is the Chief Inspector on the Metropolitan Police, had soon infiltrated all his father’s confidential files. Max was too young to understand the seriousness of what he was doing. Early in the morning he would creep into his father’s office, closing the door gently behind him, and turn on the computer. He realized that different codes gave him access to certain files, and he soon discovered files that even his father was unaware of. Keith Hamilton, who is the Government Section Chief of MI5, monitored the progress of this unknown spy.

He wondered what sort of super intelligence could break the codes which they thought were indecipherable. But what he couldn’t understand was why the spy made no attempt to close all the files behind him, thus making it obvious – that espionage was taking place.

The reason became apparent when they discovered their so-called secret agent. Max didn’t know how to close down – the files, only how to open them. This incident has been an expensive lesson for MI5, who have had to change their whole computer system. Max doesn’t really understand why everyone is making such a fuss, but he has promised to stick to Super Mario and Nintendo from now on.

***Exercise 2.*** Answer the questions.

1. What did Max White do with his father’s confidential files?
2. Who made it obvious that espionage was taking place?
3. Why was this incident an expensive lesson for MI5?
4. What did Max promise to his father?

**GRAMMAR COMMENT**

**Continuous verb forms**

|  |  |  |
| --- | --- | --- |
| **Present Continuous**  ***am/are/is doing***  now, at this time | **Past Continuous**  ***was/were doing***  the whole evening yesterday  from five till six yesterday  all day yesterday  at six o'clock yesterday  when he came | **Future Continuous**  ***will be doing***  the whole evening tomorrow.  from five till six tomorrow.  all day tomorrow.  at six o'clock tomorrow. |
| E.g. He **is making** a report before the students now. | E.g. When I saw her she **was buying**  an English book. | E.g. The student **will be preparing for**  his exam from five till six tomorrow. |

Complete the sentence with the right form of the verb in Present Continuous, Past Continuous or Future Continuous.

1. I \_\_\_\_\_an English exercise at this time yesterday. (to write)
2. What \_\_\_\_\_you \_\_\_\_\_ at six o'clock tomor­row? (to do)
3. My friends \_\_\_\_\_their home­work at seven o'clock yesterday. (not do)
4. \_\_\_\_\_you \_\_\_\_\_ an ice-cream now? (to eat)
5. Where \_\_\_\_\_you \_\_\_\_\_ when I saw you yesterday? (to go)

Translate the sentences using Continuous Tenses.

1. At 7 o’clock we’ll be having barbecue, you are welcome to join us.
2. I was sleeping when someone knocked at the door.
3. Why are you laughing?
4. Were you sleeping when I called?
5. At 6 p.m tomorrow I won’t be sleeping.

How do you understand the quotation? Do you know the equivalents in Russian and Kazakh?

*Computers make it easier to do a lot of things, but most of the things they make it easier to do don’t need to be done.*

*Andy Rooney*

***Exercise 3.*** Discuss on the given situation.

Today computers are used almost everywhere, it is impossible to imagine our life without PCs, Internet, mobile phones and other computer devices. It is reasonable to think that people look forward to the future of computers. In what field will be computers used for and what role will human has in this world in future?

***Exercise 4.*** Speak on the given topic ‘Computers in my life’.



***Exercise 5.*** Match the two halves of the sentence.



|  |  |
| --- | --- |
| 1. The World Wide Web was born in 1992, changing…. 2. But cable Internet makes it possible to move…. 3. Maybe the most valuable information is best read in…. 4. More photographs, more information, more depth. But then, there is information that will be…. 5. Cell phones, or mobiles, are indispensable for people going to the country…. | 1. around the world with a lap-top, without having to find a place to switch to. 2. with no telephone lines, if they want urgent communication. 3. the way we communicate (email), spend our money (online gambling, stores), and do business (e-commerce). 4. found only on the Internet; a journal, a diary, or photographs 5. books, or viewed on video, or heard on audio cassettes. |

***Exercise 6.*** What are your arguments for and against computing? Write a list of arguments.

|  |  |
| --- | --- |
| ***FOR*** It is possible to keep (store) and change all work made by you.  It is possible to store (keep) photos, books, encyclopedias, dictionaries in a computer…… | ***AGAINST*** Many children become nervous when they play violent games on a computer.  Computer distracts from school lessons…… |

 ***Exercise 7.*** [T.12] Listen to the text and give T (true) or F (false) answers.

1. Speaker 1 was giving a talk to about one hundred people in a large hotel room in Poland.
2. Speaker 1 is really frightened of rats.
3. Speaker 2 gave exactly the same talk which was last year.
4. Speaker 3 was giving a presentation to a rather serious group of businessmen in Germany.

***Exercise 8.*** Answer the questions and retell the listened text.

1. Which speaker do you think was the most embarrassed?

2. Which speaker couldn’t understand why nobody found the talk amusing?

3. Which speaker noticed that the women in the audience were not looking very happy?

4. Why couldn't the people see the slides during the presentation?



**Check yourself**

1. **Choose the correct variant: *Our baby Jack \_\_\_\_\_ now. He is just twelve months old.***

1. walks
2. has walked
3. is walking
4. had walked

**2. Choose the correct variant:  *I’m not sure I’ll recognize Eve. I haven’t seen her for ages. – She \_\_\_\_\_ a dark blue pullover and jeans.***

1. wears
2. will wear
3. will be wearing
4. is wearing

**3. Choose the correct variant: *When I\_\_\_\_\_ to the house I\_\_\_\_\_ an old lady. She\_\_\_\_\_ on the bench.***

1. come, saw, was knitting
2. came, seen, knitting
3. came, saw, was knitting
4. came, see, was knitting

**4. Choose the correct variant: *I … in a mansion in Beverly Hills this time next year.***

1. ’ll lived
2. ’ll have live
3. ’ll be living
4. is going to live

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| crash [kræʃ] | сбой | бұзылу |
| database ['deitəbeis] | база данных | дерекқор |
| hardware ['ha:dweə] | аппаратные средства | аппараттық жұйелері |
| software ['sɔftweə] | программное обеспечение | бағдарламалық қамсыздандыру |
| exciting activity [ik'saitiŋ æk'tivəti] | увлекательное занятие | толқытатын қызметі |
| to infiltrate [tə 'infiltreit ] | внедриться | инфильтраттың |
| attempt [ə'tempt ] | попытка | талпыныс |
| to make a fuss [tə meɪk ə fʌs] | суетиться | [әбігерлену](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D3%99%D0%B1%D1%96%D0%B3%D0%B5%D1%80%D0%BB%D0%B5%D0%BD%D1%83/); [абыржу](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B0%D0%B1%D1%8B%D1%80%D0%B6%D1%83/) |
| to fool [tə fuːl] | дурачить | ақымық қылу |
| confidential [ˌkɑːnfɪˈdenʃl] | секретный | жасырын |

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| **LIW №17** |

Prepare a report ‘**Using Internet in studies’** (p.166).Deadline -1 week

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| --- |
| **LIW №18** |

Read and translate the text **‘Ancient wonders of the world I’** (p**.166).** **Deadline -1 week**

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student`s Book + Cassette. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Ю.Б. Голицынский, Грамматика. Сборник упражнений. (6-е издание). СПб, КАРО, 2010.
2. Clive Oxenden, Christina Latham-Koenig New English File. Upper-Intermediate level. Teacher`s Book. Oxford University Press, 2010.
3. Lis & John Soars. New Headway. Upper-intermediate. Workbook. Oxford University Press, 2012.

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| **HAND OUT №13 (103)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Social problems**  Grammar: **Verbs of the senses** |  |
|  | |

***Exercise 1.*** Read and translate the text.

**Teenagers**

The age between 13 and 19 is considered to be one of the best periods in people's life. Grown-ups remember it with excitement and tenderness. But most teens wouldn't agree with this opinion if they were asked. They're sure and that's quite true that they are overwhelmed with different problems. These problems are quite serious and they can't be considered trifles. Teenagers have psychological problems which can be explained by their psychological instability.

This is the reason of their strange and sometimes aggressive behavior. Their aggression can be aimed at their friends, teachers, parents and people around them. If these problems aren't solved and regulated by experienced specialists, psychologists, teachers it can lead to far more serious problems.

Drinking and drug addiction have become the most actual problems of the modern society. As for drinking, teenagers don't realize the harm it does to their health. Government surveys on all aspects of drinking have found that about 40 percent of teenagers are attracted by bright and impressive advertisements of alcohol. So, we can say that the low level of self-appraisal is the main reason of drinking and drug problem.

***Exercise 2.*** Make a plan of the text.

**GRAMMAR COMMENT**

**Verbs of the senses**

|  |
| --- |
| look\feel\smell\sound\taste  1 She looks tired. That smells good! These jeans don’t feel comfortable.  2 He looks like his father. This material feels like silk. This tastes like tea, not coffee.  3 She looks as if she’s been crying. It smells as if something’s burning. It sounds as if it’s raining.  Use look, feel, etc. +adjective.  Use look, feel, etc. +like +noun.  Use look, feel, etc. + as if + clause. |

Match the two halves of the sentence.

|  |  |
| --- | --- |
| 1. That group sounds like | 1. her mother |
| 1. Those boys look | 1. completely out of tune |
| 1. She looks like | 1. too young to be drinking beer |
| 1. That guitar sounds | 1. he’s run a marathon |
| 1. He looks as if | 1. REM |

***Exercise 3.*** Look at the pictures. Make a topic about one of the following social problems (8-10 sentences).

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

 ***Exercise 4*.** Answer the following questions.

1 What are the main social problems in your country?

2 In what way can they be solved?

3 Do you agree that social problems often give rise to crime?



***Exercise 5.*** Underline the correct form.

1 Can you put the heating on? It feels/feels like really cold in here.

2 You *look/look like* really happy. Does that mean you got the job?

3 Your new bag *feels/feels like* real leather.

4 Let’s throw this milk away. It *tastes/tastes like* a bit strange.

5 Can you close the window? It *smells/smells* as if someone is having a barbecue.

***Exercise 6.*** Match the definitions A-D to the crimes below.

**A** force a person to give you money, usually by threatening to expose a secret

**B** take sb away and demand money for their return

**C** take control of a plane, usually for political reasons

**D** take things in or out of a country illegaly

1 kidnapping

2 blackmail

3 smuggling

4 terrorism

 ***Exercise 7.*** [T.13] Have you ever read the book by Charles Dickens “Oliver Twist” or probably seen the film? Listen to James Freedman (being interviewed on the radio), an ex-magician, worked as the “pickpocket consultant” for Roman Polanski’s film “Oliver Twist” and fill in the gaps.

…Well, I'm the \_\_\_\_\_\_\_\_ of a company which supplies magicians for live events, and for \_\_\_\_\_\_\_\_ and films. Roman Polanski, the director of the \_\_\_\_\_\_\_\_, he was looking for someone to train the \_\_\_\_\_\_\_- the young boys - to teach them to be pickpockets. He wanted them to be able to pick \_\_\_\_\_\_\_\_ so fast and so skillfully that it would look like they'd been doing it for \_\_\_\_\_\_\_\_, so that they would look like professional pickpockets. So anyway, the film \_\_\_\_\_\_\_\_ got in touch with my company, and then I flew to \_\_\_\_\_\_\_\_ where they were shooting the film, to meet Polanski…

***Exercise 8.*** Retell the listened text.

**Check yourself**

**1. Choose the right variant: *The sky’s very dark. It\_\_\_\_\_there’s going to be a storm.***

a) looks

b) looks like if

c) looks as if

d) looked

**2. Choose the right answer: *What a lovely a material! It\_\_\_\_\_a silk.***

a) feels

b) feels like

c) feels as if

d) felt

**3. Choose the right variant: *What does a pickpocket do?***

a) drug addicted

b) plays in a casino

c) drinks alcohol

d) steals a wallet

**4. Choose the right variant: *My car was stolen by a ….***

a) robber

b) smuggler

c) gambler

d) hijacker

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| smuggler ['smʌglə] | контрабандист | бұқпа саудагер |
| blackmail ['blæk,meil] | шантаж | [бопса](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B1%D0%BE%D0%BF%D1%81%D0%B0/) |
| hijacking ['hai,dʒækiŋ] | угон | айдап әкету, айдап салу |
| pickpocket ['pik,pɔkit] | карманник | қалтаға түскіш; [қалташы](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D0%B0%D0%BB%D1%82%D0%B0%D1%88%D1%8B/) |
| gambling ['gæmbliŋ] | азартная игра | құмар ойын |
| apparently [ə'pærəntli] | по-видимому, вероятно | [бәлкім](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B1%D3%99%D0%BB%D0%BA%D1%96%D0%BC/); [есебі](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B5%D1%81%D0%B5%D0%B1%D1%96/) |
| to be overwhelmed [tə bi: ,əuvə’weimd] | быть подавленным | [басыңқы](http://sozdik.kz/ru/dictionary/translate/kk/ru/басыңқы/), [жабыңқы](http://sozdik.kz/ru/dictionary/translate/kk/ru/жабыңқы/) |
| robber [ˈrɒbə] | грабитель | тонаушы |
| to steal [tə stiːl] | украсть | ұрлап алу |
| kidnapping [ˈkɪdnapɪŋ] | похищение людей | адам ұрлау |

****A young mother was taking her baby for a walk in the park. Some little boys came past, looked at the baby, and started laughing. One of them said, “Look! What an ugly baby!” The mother was very sad and started to cry. She passed an old man who was sitting on a park bench eating his lunch. He said to her, “Come on, cheer up, don’t cry. Here, have one of my sandwiches. And here’s a banana for your monkey.”

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| **Office Hours №7** |

Make up a topic **‘Problems of modern teenagers’** and retell it (p.166) (80 words). Deadline -1 week

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| **LIW №19** |

Learn the poem by heart **‘I dream a world’** (p.166). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №14 (104)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Great inventions**  Grammar: **Revision of passives** |  |
|  | |



***Exercise 1.*** Read and translate the text.

**The Jones family**

This family have chosen to fill their home with every conceivable gadget. What happens if all the props of modern living are removed? The Jones family was asked to turn back the clock fifty years and to switch off all their laborsaving gadgets and push-button entertainment for three days. They were banned from opening the freezer to get out fish fingers and oven chips, to use electronic razor, mobile phones and cars.

The much-dreamed three days got under way! Old-fashioned meals, games, and entertainment were planned for the evenings. After eating together at the kitchen table, they sat playing cards, putting off doing the washing-up because they all hated doing that. Carol was surprised at how long everything took. ‘By the time I had washed up the breakfast things and got back from walking the children to school, it was nearly lunchtime. Getting to the shops, which normally takes five minutes in the car, took at least an hour, so it was impossible just to pop out for a loaf of bread’.

Although Carol enjoyed having a slower, more relaxed pace of life. Also, the lack of electronic entertainment, particularly the TV, had a dramatic effect on the children. They got on much better together and seemed to enjoy each other’s company more, although they clearly believed that they were suffering.

***Exercise 2.*** Why do people like to have these things at home? Try to match each word with its definition.

|  |  |
| --- | --- |
| 1. a camera | 1. to write programs, to find and use information |
| 1. a microwave oven | 1. to take photographs |
| 1. a mobile telephone | 1. to clean, to dust the floor, to carpets |
| 1. a computer | 1. to cook, to defrost, to reheat pre-prepared food |
| 1. a vacuum cleaner | 1. to record a program even when watching another on different channel |
| 1. a videophone | 1. to call in any time you want |

**GRAMMAR COMMENT**

**Revision of Passives**

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| **Passive - Use**  We only use the passive when we are interested in the object or when we do not know who caused the action.  *Example:* Appointments are required in such cases.  We can only form a passive sentence from an active sentence when there is an object in the active sentence.  **Which sentence is in the passive?**   1. An oil spill has polluted the river. 2. The river has been polluted by an oil spill.   **How is a passive sentence formed? *to be + past participle***  How to form a passive sentence when an active sentence is given: - object of the ‘active’ sentence becomes subject in the ‘passive’ sentence - subject of the ‘active’ sentence becomes ‘object’ in the ‘passive’ sentence (or is left out)  **What is the passive form of these modals?**   1. We can release her. 2. Someone might attack him. |

Try to complete this table.

|  |  |  |
| --- | --- | --- |
| *Tense* | *Active* | *Passive* |
|  | They speak English in India | English is spoken in India. |
| Present Continuous |  | Our house is being painted by decorators. |
| Past Simple | The police caught the thief. |  |
|  | They were taking the dogs for a walk. | The dogs were being taken for a walk. |
| Present Perfect simple |  | He has been arrested by the police. |
| Past perfect simple | I had told her to arrive at nine o’clock. |  |
| Future simple | The government will reduce taxes. |  |
| *Going to* | They are going to sell the car. |  |
| Modal present |  | The problem should be solved by the committee. |
| Modal perfect | They may have sold the house. |  |

Rewrite these sentences in the passive form. Use *by* if the agent is important.

1. The tide washed the oil onto the beach.
2. In the programme we watched, they were killing the elephants for their tusks.
3. They are going to elect a new president soon.
4. In future, the officials will demand a fine if someone breaks the law.
5. Someone had released chemicals into the water.

***Exercise 3.*** Which of the following household items do you think were in use 50 years ago?

|  |
| --- |
| A9FD59D3 A81829CFC5EB80D4 10B34B5 |
| 15b 9A2FFBED DFC98659 j0285750 |

***Exercise 4.*** Answer the following questions?

1. Which do you have in your home?

|  |
| --- |
| *personal computer fridge camcorder electric razor radio washing machine video recorder deep freeze tin opener microwave oven CD player food processor tumble drier music system iron vacuum cleaner dishwasher Jacuzzi LED TV mobile phone* |

1. Imagine life in your family fifty years ago. How did your parents and grandparents live? How was life different from today?
2. Which invention is the least important?
3. Which invention is the most important for you? Could you live without it?

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| **USEFUL PHRASES**   * **I THINK …IS /ARE OFTEN/ SELDOM USED.** * **… IS USED MORE OFTEN THAN …** * **AND … IS/ ARE USED VERY OFTEN.** |

***Exercise 5.*** You’ve developed a potentially marketable invention. Write a letter about your invention and propose investors to invest it.

***Exercise 6*.** Think about your top 10 inventions of all time. Try and narrow them down to your top 5, and place them in order of importance. Why do you think the ones you have chosen are so important?

***Exercise 7.*** [T.14]Check your understanding. Do this exercise before you listen. Write the inventions in the correct group.

|  |
| --- |
| *time travel machine indoor cloud-maker machine sign language translation gloves wing-suits air-maker (for use on other planets) bio-fabric clothes (that change color according to the wearer’s mood) solar water distiller* |

|  |  |  |
| --- | --- | --- |
| http://learnenglishteens.britishcouncil.org/sites/teens/files/null/istock_000002897624small.jpg | Real inventions | Fictional inventions |
|  |  |

***Exercise 8*.** Answer the questions according to the listened text.

1. What do wing-suits allow people to do?
2. What is the price for wing- suits?
3. By whom the new solar water distiller was created?
4. Who invented "enable talk gloves"?
5. How does "enable talk gloves" work?

**Check yourself**

1. **Choose the right variant: *We \_\_\_\_\_\_\_ to be polite and friendly to other people.***

a) be taught   
b) has taught  
c) may taught  
d) are taught

**2. Choose the right variant: *The exhibition \_\_\_\_\_\_ to the audience tomorrow morning.***

1. will open
2. open
3. will be opened
4. is opened

**3. Choose the right variant: *I use the \_\_\_\_\_\_\_  . Some people say that it's not healthy because it uses radiation to cook and/or heat food.***

a) steam

b) oven

c) broiler

d) range

**4. Choose the right variant: *What is the name of the CalTech seismologist who invented the scale used to measure the magnitude of earthquakes?***

a) Joshua Rumble

b) Hiram Walker

c) Giuseppe Mercalli

d) Charles Richter

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| conceivable [kənˈsiːvəbl] | мыслимый, возможный | ойға қонымды, мүмкін |
| painstakingly [ˈpeɪnzˌteɪkɪŋlɪ] | старательный, тщательный | ынталы |
| labor-saving gadget [ˈleɪbə ˈseɪvɪŋ ˈɡædʒɪt] | трудосберегающий гаджет | жұмысты жеңілдететін зат |
| wing-suits [wɪŋ sjuːts] | крыло костюмы | қанатты костюм |
| marketable [ˈmɑːkɪtəbl] | товарный | тауарлық |
| to descend [tə dɪˈsend] | спускаться | төмен түсу |
| accuracy [ˈækjʊrəsɪ] | точность | нақтылық, дәлдік |
| steam [stiːm] | пароварка | буға пісіретін жабдық |
| tusk [tʌsk] | бивень (слона) | азу (пілдің) |
| household [ˈhaʊshəʊld] | домашний | үй тұрмысына арналған |

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| **LIW №20** |

Make a presentation **‘Great inventions of the 21st century’** (p.166). Deadline -1 week

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| **LIW №21** |

Read and translate the text **‘Ancient Wonders of the world II’ (**p. 166). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate. Students Book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

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4. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

5. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №15 (105)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Business**  Grammar: **Clauses of contrast and purpose** |  |
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***Exercise 1.*** Read and translate the text.

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|  |

**The international manager**

In recent years, many companies have expanded globally. Because of this globalization trend, many more employees are working abroad. Although many people have difficulty adapting to the new culture.

Two typical failures have been described in the journal *Management Today*. The first example concerns a German manager with IBM who took up a position as product manager in England. He found that at most lunchtimes and especially on Fridays, many members of staff went to the pub. “I stopped that right away”, he says. “Now they are not allowed off the premises. It didn’t make me very popular at the time but it is not good for efficiency.

The second example is about American manager who came to France on a management assignment. He was unable to win the trust of his staff. He set clear goals, worked longer hours than everybody, participated in all the projects, visited people’s offices and even took employees out to lunch one by one. But nothing seemed to work. This was because the staff believed strongly that the management were trying to exploit them.

The German manager’s mistake was that he hadn’t foreseen cultural differences. The American manager used the ways he was familiar with to gain the staff’s trust. To them he seemed more interested in getting the job done than in developing personal relationships.

***Exercise 2*.** Make a plan of the text.



**GRAMMAR COMMENT: Clauses of contrast and purpose**

|  |
| --- |
| *Last year Jack and Jill spent their holidays by the sea. It rained a lot but they enjoyed themselves.*  ***Although*** *it rained a lot, they enjoyed themselves*. (= It rained a lot but they…) or  ***In spite of \ Despite the rain,*** *they enjoyed themselves.*  Clauses of contrast:  ***1 Although*** *the weather was terrible, we had a good time.*  *I went to work* ***even though*** *I was ill.*  *I like Ann* ***though*** *she sometimes annoys me.*  ***2******In spite of/Despite*** *his age, he is still very active.*  Use although, though, even though + clause  - *Although* and *even though* can be used at the beginning or in the middle of the sentence.  - *Even though* is stronger than *although* and is used to express a big or surprising contrast.  - *Though* is more informal than *although*. It can only be used in the middle of a sentence.  After *in spite of* or *despite,* use a noun, a verb in the *–ing* form, or *the fact that+*subject+verb  Clauses of purpose:  *I went to the bank* ***to***  ***in order to*** *talk to my bank manager.*  ***so as to***  *I went to the bank* ***for*** *meeting with my bank manager.*  *I went to the bank* ***so that*** *I could take out some money.*  *I wrote it down* ***so as not to*** *forget it.*  Use *to, in order to, so as to, for or so that* to express purpose.  - After *to, in order to, so as to* use an infinitive.  - Use *for* + a noun, e.g. *for a meeting*.  - After *so that,* use a subject + modal verb *(can, could, would, etc.).*  - To express a negative purpose use *so as not to* or *in order not to* |

Match the sentences.

|  |  |
| --- | --- |
| 1 I went to the cinema  2 They went to Thailand  3 She gave him a map  4 Please drive slowly | in order to avoid accidents.  so that he wouldn’t get lost.  to see a film.  for a holiday. |

Use your own ideas to complete the following sentences.

1. Although she was rich, …
2. We went to the party in spite of …
3. I bought it though…
4. It was cold, in spite of …

***Exercise 3*.** Discuss on the given situation.

1. Are you ambitious? Why or why not?
2. Do you have a career plan?
3. Where do you want to be in 10 years’ time?
4. Which of the following would you prefer to do?

a) *work one company during your career;*

*b) work for several different companies;*

*c) work yourself;*

***Exercise 4.*** Speak on the given topic ‘If you are managing people from different cultures, what qualities and skills do you need?’



***Exercise 5.*** Write reasons; choose the six most important from the list. What skills should a good manager have?

|  |  |
| --- | --- |
| 1. like people 2. enjoy working with others 3. give orders 4. listen to others 5. make suggestions | 1. judge people’s abilities 2. plan ahead 3. be good with numbers 4. make good presentations 5. persuasive |

***Exercise 6.*** The phrases below all include the word career. Match them to their correct meanings.

1. career ladder a) something you do in order to progress in your job
2. career break b) ideas you have for your future career
3. career move c) period of time away from your job to, for example, look after children.
4. career plan d) chances to start/improve your career
5. career opportunities e) series of levels that lead to better and better jobs

***Exercise 7.*** [T.15] You are going to hear an American economist talking about Paul Feldman’s experiment and choose the right variant*.*

1. More people paid in Feldman’s own office….

1. after he had caught somebody stealing.
2. because he asked them personally for the money.
3. because the workers were his colleagues.

2. *Feldman eventually stopped selling bagels to …*

a) a company where less than 80% paid for their bagels.

b) a company where the money box got stolen.

c) a company where less than 90% paid for their bagels.

3. *People are more honest in smaller companies because…*

a) they are more likely to get caught.

b) they would be more embarrassed about being caught.

c) there is more control from the management.

***Exercise 8.*** Retell the listened text.

**Check yourself**

1. **Choose the right variant: *A \_\_\_\_\_\_ is a type of product made by a particular company.***

a) service

b) brand

c) motto

d) jingle

1. **Choose the right variant: *\_\_\_\_\_a person who works in the same company as you.***

a) head

b) colleague

c) customer

d) client

1. **Choose the right variant: \_\_\_\_*working for the company for six months now, he never seems to know what to do.***

a) in order to

b) even though

c) despite

d) though

1. **Choose the right variant: *\_\_\_\_\_\_\_ his lack of experience, he became a successful businessman.***

a ) although

b) in order to

c) even though

d) in spite of

# Glossary

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| branch [bra:ntʃ] | отрасль | сала |
| to manufacture [tə mænj ə'fæktʃ ə] | производить | өндіру |
| employer [im'plɔiə] | работодатель | жұмыс беруші |
| employee [,implɔi'i:] | работник | жұмысшы |
| customer ['kʌstəmə] | потребитель | тұтынушы |
| bagel ['bəigel] | баранка | тоқаш |
| to expand [tə ik’spænd] | расширять | кеңейту |
| to exploit [tə ɪkˈsplɔɪt] | эксплуатировать | пайдалану, қанау |
| to foresee [tə fɔːˈsiː] | предвидеть | алдын ала болжау |
| persuasive [pəˈsweɪsɪv] | убедительный | сендірерлік |

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| **Office Hours №8** |

Make up a topic **‘Starting up your own business’** and retell it (p.167) (80 words). Deadline -1 week

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| **LIW №22** |

Learn the poem by heart **‘Daydreamer’** (p. 167). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. Raymond Murphy. English Grammar in Use. A self-study reference and practice book for Upper-Intermediate students, 2009.

4. David Cotton. Business English. Market Leader. Longman, 2009.

5. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.

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| **HAND OUT №16 (106)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Advertisement**  Grammar: **Whatever, whenever, etc. Revision Clauses of contrast and purpose** |  |

***Exercise 1.*** Read the text and make up your own questions according to the text.

**Our life is the process of advertising**

When we hear someone say that advertising is bad, that it makes people “zombies” by imposing things on them, we often nod in agreement without thinking over those words. But if we thought a little, we would see that our life is a process of advertising.

In order to have a better concept of what advertising is, let’s look at its definition: advertising (n.) – the attracting of public attention to a product, service, etc. (New Webster’s Dictionary), advertising (n.) – the business of encouraging people to buy goods… (Longman Dictionary of Contemporary English). You can also use the abbreviation ad when talking.

If you look closely at these two definitions, you’ll notice that the first one points at the fact that not only products can be advertised, while the second one links advertising with the process of buying. May be the first one is much more acceptable.

Our life is not just about buying or selling, it’s more about constantly choosing between two or more things, ways, etc. It is a choice that saturates our life and makes advertising a necessary thing. It is a choice that makes advertising point out something to be bad or good, useful or useless, successful or not. So advertising is a way of helping people, not to impose things on them.

***Exercise 2.*** Make a plan of the text.

**GRAMMAR COMMENT**

**Whatever, whenever, whichever, whoever, whenever, however or wherever**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **If we add –*ever* to *wh*-words like *how, what, which, when, where* and *who*, we change their meaning.**   | **form** | **meaning** | | --- | --- | | *however* | ‘any way at all’ or ‘it doesn’t matter how’ | | *whatever* | ‘anything at all’ or ‘it doesn’t matter what’ | | *whichever* | ‘any one at all’ or ‘it doesn’t matter which’ | | *whenever* | ‘any time at all’ or ‘it doesn’t matter when’ | | *wherever* | ‘any place at all’ or ‘it doesn’t matter where’ | | *whoever* | ‘any person at all’ or ‘it doesn’t matter who’ |   **Wherever** you go in the world, you’ll always find someone who speaks English. (any place at all, it doesn’t matter where)  Come and see **whenever** you like. (any time at all, it doesn’t matter when)  Please take **whatever** you want from the fridge if you feel hungry. (anything at all that you want) |

Complete the sentences with *whatever, whenever, whichever, whoever, however* or *wherever.*

1. Please sit\_\_\_\_\_\_\_\_\_\_you like.
2. There is a prize for \_\_\_\_\_\_\_\_can answer the question first.
3. \_\_\_\_\_\_\_\_\_ borrowed the dictionary should return it as quickly as possible.
4. \_\_\_\_\_\_\_\_\_ I open this cupboard something falls out.
5. You are welcome to come and stay with us \_\_\_\_\_\_\_\_\_\_ you like.
6. \_\_\_\_\_\_\_\_\_\_ you do, don’t forget to call me as soon as you arrive.
7. The sweater comes in three colours; choose \_\_\_\_\_\_\_\_ you prefer.
8. Julie always manages to feel at home very quickly \_\_\_\_\_\_\_\_ she goes.

Revision. Clauses of contrast and purpose

Complete the sentences with although/in spite of/because/because of.

1 *Although it rained a lot, we enjoyed our holiday.*

2 a. \_\_\_\_\_\_all our careful plans, a lot of things went wrong.

b. \_\_\_\_\_\_\_we had planned everything carefully, a lot of things went wrong.

3 a. I went home early \_\_\_\_\_\_\_I was feeling unwell.

b. I went to work the next day \_\_\_\_\_\_\_ I was still feeling unwell.

4 a. She only accepted the job \_\_\_\_\_\_\_ the salary, which was very high.

b. She accepted the job \_\_\_\_\_\_\_\_ the salary, which was rather low.

5 a. I managed to get to sleep \_\_\_\_\_\_\_\_there was a lot of noise.

b. I couldn't get to sleep\_\_\_\_\_\_\_\_ the noise.

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***Exercise 3.*** Think of adverts which use the following to sell a product: celebrity, authority (e.g. a doctor), a good song, something free, humor, a good slogan, a story, animals or nature.

***Exercise 4.*** Talk about one of the statements below, saying if you agree or disagree. Give reasons. Listen to your partner. Do you agree with him / her?

* + - 1. ‘Advertising should be banned from schools.’
      2. ‘Advertising doesn’t make anyone a zombie or a robot; if it did, we would have had a perfect society.’ What is your opinion on the point?
      3. Try to compare the process of advertising in different countries.



***Exercise 5.*** Complete the sentences usingwhatever, whenever, whichever, whoever, however, wherever, etc.

1. \_\_\_\_\_\_\_\_\_ you might think of him, he’s a decent person.
2. I cry \_\_\_\_\_\_\_\_\_\_ I think about my hometown.
3. Call me \_\_\_\_\_\_\_\_\_; I’m nearly always at home.
4. I’ll agree to \_\_\_\_\_\_\_\_\_\_\_ you say; just leave me in peace.
5. She would leave \_\_\_\_\_\_\_\_\_\_ to get away from her parents.
6. I wouldn’t marry ­­­­\_\_\_\_\_\_\_\_\_\_\_\_ you told me to! I want to choose my own husband.

***Exercise 6.*** Imagine that you work for an advertising firm. Make up an advertisement of a product or service your firm offers.

|  |
| --- |
| *Example*    *We are introducing our new product with great pride and pleasure ‘Fair and Beauty Lotion’ to you.*  *It is one of the best beauty making products available in the market today. It is a famous product in many overseas countries. We are providing this to you at a very low prize. Our claims are only based on different feedbacks received from various clients and not based on self-judgment.*  *We humbly request you to try this item in your centers and we assure you that you would be pleased with the results.* |

***Exercise 7.* [**T.16] Listen to the text and answer the questions with a partner.

1 What is John Bigos?

2 What are the advantages of Duck tours compared with other tours?

3 What happens if a Duck boat breaks down?

4 Who do they sometimes have to rescue?

***Exercise 8.*** Retell the text you have listened to.

**Check yourself**

**1. Choose the right variant. *\_\_\_\_\_\_\_\_ you do, don’t forget your grandmother’s birthday.***

a) whenever

b) whoever

c) wherever

d) whatever

**2. Choose the right variant. *You can borrow my dictionary \_\_\_\_\_\_\_\_ you like.***

a) however

b) whichever

c) whenever

d) whoever

**3. Choose the right variant. *\_\_\_\_\_ is a design or symbol, which companies use to identify their product.***

a) logo

b) advertisement

c) advert

d) slogan

**4. Choose the word, which doesn’t belong to advertising?**

a) service

b) product

c) prize

d) student

# Glossary

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| logo ['lɔgəu] | эмблема, логотип, фирменный знак | эмблема, логотип, фирмалық белгі |
| advertisement [əd'vз:tism ənt] | реклама | жарнама |
| advertising ['ædvətaiziŋ] | рекламное дело | жарнамалау |
| advertiser ['ædvətaizə] | рекламщик | жарнамалаушы |
| vessel ['vesəl] | корабль, судно | кеме, үлкен қайық |
| frequent [’fri:kwənt] | частый | жиі |
| publicity [publicity] | реклама, рекламирование | жарнама, жарнамалау |
| pitch [pitʃ] | рекламирование, расхваливание (товара, часто по телефону) | жарнамалау |
| to impose [tə im'pəuz] | навязывать | мәжбүрлеу |
| request [rɪˈkwɛst] | просьба, запрос | өтініш, сұрату |

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| **LIW №23** |

Prepare a report **‘Influence of advertisement’** (p.167).

Deadline -1 week

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| **LIW №24** |

Read and translate text **‘Burglar caught by clever cartoonist’** (p.167). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

3. А.С. Андриенко, Английский язык для студентов неязыковых вузов. Ростов-на-Дону, Феникс, 2010.

4. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

5. Raymond Murphy. English Grammar in Use. A self-study reference and practice book. Upper-Intermediate level.

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| **HAND OUT №17 (107)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Languages**  Grammar: **Relative clauses** |  |
|  | |

***Exercise 1.*** Read and translate the text.

*Loanwords* are words adopted by the speakers of one language from a different language. A loanword can also be called a *borrowing*. The abstract noun *borrowing* refers to the process of speakers adopting words from a source language into their native language. ‘Loan’ and ‘borrowing’ are of course metaphors, because there is no literal lending process. There is no transfer from one language to another, and no ‘returning’ words to the source language. The words simply come to be used by a speech community that speaks a different language from the one where these words originated in.

Borrowing is a consequence of cultural contacts between two language communities. Borrowing of words can go in both directions between two languages in contact, but often there is an asymmetry, such that more words go from one side to the other. In this case the source language community has some advantage of power, prestige and/or wealth that makes the objects and ideas it brings desirable and useful to the borrowing language community.

So, what exactly does *‘tingo’* mean then? It's from the Pascuense language of Easter Island, meaning ‘*to borrow objects from a friend's house, one by one, until there's nothing left’.*

***Exercise 2.*** Write a suitable heading to the text.



**GRAMMAR COMMENT**

**Relative clauses**

#### **Defining/non-defining relative clauses**

#### **Defining relative clauses**

# She’s the woman who/that lives next door. That’s the book which/that won a prize.

1. That’s my neighbour **whose dog never stops barking**.
2. James is the man (**who**) **I met at the party**. That’s the shop (**which**) **I told you about**.
3. My sister’s the only person **to whom I can talk**. My sister’s the only person (**who**) I can talk to.

That’s the drawer **in which** I keep my keys.

1. She told me **what she had seen**. **What I like best about London** is the parks.

**Non-defining relative clauses**

1. Ann*,***who is my best friend***,*got married last week.
2. My aunt, **who doesn’t like cats**, was given a kitten for Christmas.
3. Adriana hasn’t come to class for two weeks, **which is a bit worrying**.

A non-defining relative clause gives extra, non- essential information about a person or thing.

* In written English, this kind of clause is separated by commas, or between a comma and a full stop.
* You can’t use *that* instead of *who/which*.

2. *Which* can also be used to refer to the whole of the preceding clause.

Use who, *which, whose, whom* and *what* to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.

1. You can use *that* instead of *who/which*.
2. Use *whose* to mean ‘of who’ or ‘of which’.
3. When *who* or *which* are the object of the verb in the relative clause, you can leave them out.
4. After a preposition, use *whom* for a person and *which* for a thing. In informal English, it is more common to leave out the relative pronoun and put the preposition after the verb.
5. Use *what* as a relative pronoun to mean ‘the thing’ or ‘things which’.

Are these relative clauses defining or non-defining? Put the necessary punctuation.

1. London which is the capital of England is one of the largest cities in the world.
2. This is the dress my mother has made for me.
3. That’s the dog that bit me.
4. Tom Cruise who has starred a lot of films is a famous American actor.
5. The village where I grew up is very small.
6. Greg whose job involves travelling a lot has been in nearly all the countries of the world.
7. The office I have just rented is near my home.

Join the sentences with a relative pronoun. Be careful with the punctuation.

*E.g.* *I’ve just failed my driving test. It’s a pity.*

*I’ve just failed my driving test, which is a pity.*

1. His girlfriend is very intelligent. She’s an architect.

His girlfriend …

1. They gave us a present. This was a complete surprise.

They ….

1. He was saying something. I didn’t understand it.

I didn’t understand …

1. A car crashed into mine. It was a Mini.

The car …

1. I spoke to a police officer. She was working on the reception desk.

The police officer …

1. It’s too hot in my flat. This makes it impossible to sleep.

It’s …



***Exercise 3.***English has borrowed many words and phrases from other languages. In pairs, try to match the words with the languages they come from. Do you use any of these words (or very similar ones) in your language?

|  |  |
| --- | --- |
| 1. Judo [’dʒu:dəʋ] | A Arabic |
| 1. Chauffeur [’ʃəʋfər] | B Czech |
| 1. Algebra [ˈælʤɪbrə] | C Spanish |
| 1. Graffiti [grəˈfiːtiː] | D Japanese |
| 1. Shampoo [ ʃæmˈpuː] | E Italian |
| 1. Robot [’rəʋbɑt] | F Turkish |
| 1. Yogurt [’jəʋgərt] | G French |
| 1. Macho [ˈmæʧəʊ] | H Hindi |

Описание: C:\Documents and Settings\Admin\Рабочий стол\АЛАКАЙ 2013\знаки для лк 2013\знаки для лк 2014 - новый+ 11.PNG***Exercise 4.*** Give your opinion: Why do people all over the world try to speak English and use English words?

***Exercise 5.*** Use a prefix from A and a word from B to complete the sentences.

**A** auto, ex, micro, post*,* semi

**B** husband, graduate*,* final*,* biography, wave

1. I still get on well with my\_\_\_\_\_\_\_even though we broke up five years ago.
2. You can read all about the actor’s life in his\_\_\_\_\_\_\_.
3. I was thrilled when my son reached the \_\_\_\_\_\_\_\_of the tennis tournament.
4. My sister did her \_\_\_\_\_\_\_course at Harvard in the USA.
5. She usually cooks her meals in a \_\_\_\_\_\_\_ oven.

Описание: C:\Documents and Settings\Admin\Рабочий стол\АЛАКАЙ 2013\знаки для лк 2013\знаки для лк 2014 - новый+ 16.PNG***Exercise 6.*** Complete the text with the words below

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| --- |
| *curriculum easier equal wars 1.6 million nineteenth century too difficult* |

**Esperanto**

Spoken today by \_\_\_\_\_\_people. Developed at the end of the\_\_\_\_by L.L. Zamenhof. He thought that common language would help to avoid conflict and prevent\_\_\_\_\_. He thought that existing languages (French, German, Russian, English) were \_\_\_\_for people to learn. He proposed a new language where everyone would be \_\_\_\_\_\_. That language was Esperanto. So, Esperanto is \_\_\_\_\_\_ to learn than other languages? Yes, much easier. Experts say that for an English speaker, Esperanto is five times easier to learn than French or Spanish, ten times easier than Russian, and 20 times easier than Chinese or Arabic. Esperanto is spoken as a second language in about 90 countries of the world, it’s on the school \_\_\_\_\_\_ in China, Hungary, Bulgaria and it’s also being taught in some British schools as a way of helping students to learn other languages.

***Exercise 7.* [**T.17] Listen to the text and answer the questions with a partner.

1 How many new words are ‘born’ every year?

2 How many go into the *Oxford English Dictionary* every year?

3 Why do dictionary makers usually wait five years before including a new word?

4 Where did the word ‘bling’ come from?

***Exercise 8.*** Retell the listened text.



**Check yourself**

**1. Choose the right variant: *This is the man \_\_\_\_ wife is a famous actress.***

1. that

b) which

c) who

d) whose

**2. Choose the right variant: *Jim, \_\_\_ I’ve known for years, is my best friend.***

1. which

b) whose

c) who

d) that

**3. Choose the right variant: *Zamenhof thought that existing languages were too \_\_\_\_ for people to learn.***

a) impossible

b) exhausted

c) difficult

d) expensive

**4. Choose the right variant: *Esperanto was developed at the end of the \_\_\_\_.***

a) nineteenth century

b) twentieth century

c) seventeenth

d) eighteenth

# Glossary

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| origin ['ɔri dʒin] | происхождение | шығу тегі |
| meaning ['mi:niŋ] | значение | мағына |
| exception [ik'sepʃn] | исключение | ерекшелік |
| borrowing [’bɒrəʋ iŋ] | заимствование | кірме сөз |
| particularly [pə'tikjʋləli] | особенно | өзгеше, ерекше |
| compound words ['kɔmpaund wз:dz] | сложные слова | күрделі сөздер |
| to prevent [tə pri'vent] | предотвращать | болдырмау |
| to be thrilled [tə bi: θrild] | быть в восторге | массаттану, үлкен шаттық |
| to propose [tə prə'pəʋz] | предложить | ұсыну, ұсыныс жасау |
| consequence [ˈkɔnsɪkwəns] | следствие, результат | нәтиже, салдар |

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| **Office Hours №9** |
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Make up a topic **‘Advantages of being trilingual’** and retell it (p.168). (80 words). Deadline -1 week

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| **LIW №25** |

Learn the poem by heart **‘Piano’** (p.168). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Work book. Oxford University Press, 2010.
3. Raymond Murphy. English Grammar in Use. A self-study reference and practice book. Upper-Intermediate level.

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| **HAND OUT №18 (108)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Education of architecture and civil engineering**  Grammar: **Complex object** |  |

***Exercise 1.*** Read and translate the text without dictionary.

**The art of architecture and civil engineering**

Architecture is the art and the technique of building, employed to fulfill the practical and expressive requirements of civilized people. Almost every settled society that possesses the techniques for building produces architecture. It is necessary in all but the simplest cultures; without it, man is confined to a primitive struggle with the elements; with it, he has not only a defense against the natural environment but also the benefits of a human environment, a prerequisite for and a symbol of the development of civilized institutions.

Kazakh Leading Academy of Architecture and Civil Engineering (KazGASA) is a main and leading institution among the higher educational institutions of the Republic of Kazakhstan in the field of Architecture, Design, Civil Engineering, Environmental Engineering, Economics and Management in Construction. It has the old traditions, highly skilled staff and scientists. More than ten thousand graduates have been come out from the walls of KazGASA and many of them are known in Kazakhstan and abroad as experts, hold important posts on state service and leaders of large companies and firms. KazGASA is a multiple-discipline institution that comprises all stages of educational process – secondary school (represented by the Lyceum) up to Undergraduate, Graduate and Postgraduate Degrees. There is also College of KazGASA which train specialists according to the program of technical and vocational education.

***Exercise 2.*** Make a plan of the text.

**GRAMMAR COMMENT**

**Complex object**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | Verb + | some body + | Verb |   **want, wish, like, would like**  *E.g. I want her to cook breakfast.  I would like my friends to be happy.  Do you want me to open the window? She didn't wish the students to smoke here* | |  |  |  | | --- | --- | --- | | Verb + | some body + | Verb |   **expect, consider, belive**  *E.g. We expected them to come in two day.  I believe this book to be interesting.*  *The teacher considered the text to be too difficult for them.* |
| |  |  |  | | --- | --- | --- | | Verb + | some body + | Verb |   **know, think, report, claim, declare, find, show**  *We know her to be a good actress.  We know him to have been a good painter.  He declared the train to arrive at 5 o'clock.* | |

Write sentences with the Complex object

1 We know that mathematics has become man’s second language.

2 They expect that a variable will represent a number.

3 We know that two fractions are equal if they simplify to the same fraction.

4 I heard that they were discussing the matter.

Complete the sentences, using the Complex object

1 She wants you …  
2 We saw them…  
3 He considered her…  
4 Mary heard Tim…  
5 Sarah watched her sister …

***Exercise 3.*** Role play. Students of Alabama university came to Almaty, KazGASA to participate at an international conference. Two teams represent their universities.

1st team- Students of KazGASA.

2nd team- Representatives of the Foreign University (e.g. Alabama University).

***Exercise 4*.** Discuss advantages and disadvantages of civil engineering education in both (the USA and Kazakhstan) countries.



***Exercise 5.*** Write an application letter using the model.

*Model*

|  |
| --- |
| Application letter  *Dear Mr. Jackson,*  *I am writing you to follow up my conversation with you at your office in New York. I appreciate your taking the time to meet and to allow me the opportunity to learn more about...*  *I also appreciate the opportunity to present in depth the experience of... as well as my prior experience with...*  *Thank you very much again for the meeting with you.* |

***Exercise 6.*** Unscramble the words.

I’m a great art orlev. I look at beautiful paintings and sculptures and wish I could be titsairc. I can’t draw or paint to save my life. I rdowen why some people are so talented and can eectar amazing pictures, when other people, like me, can’t even draw good matchstick geifusr. I would like to fill my house with art from all over the world. It’s interesting to see how different uertucsl have different kinds of art. There’s nothing better than vsgtiiin art galleries when you go to another country. I frpere more traditional art. I don’t really understand a lot of modern art. I look at an ebtixih of a pile of bricks in a museum but can’t see how it’s art. I always glhau when my children say, “Daddy, I can do better than that!” I often think they can.

***Exercise 7.*** [T. 18] Listen to a radio programme about creative thinking and answer the questions.

1 Why don’t most people think creatively?

2 What was the gorilla experiment?

3 What happened when Dr. Wiseman tried the experiment on a group of top scientists?

***Exercise 8.*** Retell the listened text.

**Check yourself**

**1. Choose the right variant: *I saw her… into the building.***

a) to coming

b) coming

c) came

d) to come

**2. Choose the right variant: *I believed you… three mobile phones.***

a) to have

b) haven’t been

c) having

d) have

**3. Choose the right variant: *He made me… the window.***

a) close

b) to close

c) closing

d) have close

**4. Choose the right variant: *I felt someone… me on the shoulder.***

a) to touch

b) touched

c) touch

d) to be touch

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| to fulfill [tə ful'f ιl] | выполнять | атқару |
| requirement [rι'kwaιəmənt] | требование | талап |
| to confine [tə 'kɔnfaιn] | ограничивать, заключать, обрекать | тежеу, шек қою, қайыру |
| benefit ['benιfιt] | выгода, польза | пайда |
| to distinguish [tə dι'stιŋgwιʃ] | различать | айырып тану |
| suitability [s(j)u:tə'bιlətι] | соответствие | сәйкестік, ұйқастық |
| adaptability [ədæptə'bιlətι] | приспособляемость | бейімділік |
| permanence ['pз:m(ə)nən(t)s] | прочность | беріктік |
| minor ['maιnə] | меньший | кішісі |
| matchstick figures [ˈmatʃstɪkˈfɪɡə] | кроки; скелетные фигурки | қаңқалық фигуралар |

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| **LIW №26** |

Read and translate the text **‘Passwords reveal your personality’ (**p.168). Deadline -1 week

|  |
| --- |
| **LIW №27** |

Make a presentation **‘Kazakh Leading Academy of Architecture and Civil Engineering’** (p.168). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

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1. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Work book. Oxford University Press, 2010.
3. R.Murphy ‘Essential grammar’. Second edition. Upper-Intermediate level. Cambridge University Press, 2012.

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| **HAND OUT №19 (109)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Science in the 21st century**  Grammar: **Compound nouns** |  |

***Exercise 1*.** Read the text and translate it without dictionary.

**Key questions about modern medical science**

**What exactly is cloning and do I need to worry about it?**

Cloning is 'making a copy of a plant or animal by taking a cell from it and developing it artificially' There is nothing new about this — plants were cloned in Ancient Greece over 2,000 years ago, and the first cloned frog appeared in 1968. But interest in cloning grew in 1997 when Dr. Ian Wilmut and his colleagues from Edinburgh University announced the birth of the world's first cloned sheep, Dolly. However, many people were worried: what if the same techniques were used for some rich, elderly person to reinvent himself; or if an evil dictator produced hundreds of copies of himself in order to take over the world; or grieving relatives used cloning to bring their loved ones back to life?

The truth is that there is no chance that any copy of a human being would be identical either physically or mentally, any more than children are identical to their parents. The possible benefits of cloning, however, are numerous, for artificially producing human tissues and organs for transplant, and for preserving endangered animal species. Biologists have already genetically engineered headless frogs so it may in future be possible to clone headless humans whose organs could be used for transplants.

**How can transplants from other animals help humans?**

In one famous case, a British girl born with a rare bone condition that left her with only one ear, had a new one grown for her at the Massachusetts Eye and Ear Infirmary in the USA. By taking cells from her existing ear and transplanting them onto the back of a mouse, scientists grew her another one, which could then be transplanted back.

***Exercise 2.*** Answer the questions below.

1. Will it ever be possible to produce exact copies of human beings?
2. What are the possible advantages of cloning human beings?
3. What cells have used American scientists?
4. Why do some people criticise the idea of head transplants?
5. Which ideas in the text do you think:

* are positive steps forward?
* are worrying, from an ethical point of view?
* should be prohibited? Explain why.



***Exercise 3*.** Discuss the followings:

* Could bringing extinct life forms back be bad for the Earth?
* Do you think it’s a good idea to regrow ancient plants?
* Would you like to work on this project?



***Exercise 4*.** Prepare speech on theme: ‘The most important thing that must be researched is…’

***Exercise 5.*** Look in your dictionary / computer to find collocates, other meanings, information, synonyms … for the words ‘cell’ and ‘tissue’. Share your findings with your partners.

|  |  |
| --- | --- |
| *cell*  *-* | *tissue*  *-* |

***Exercise 6.*** Make up questions using the words you found. Ask your partner / group your questions.

**GRAMMAR COMMENT**

Compound nouns

|  |
| --- |
| Words can be combined to form compound nouns. These are very common, and new combinations are invented almost daily. They normally have two parts. The second part identifies the object or person in question (man, friend, tank, table, room). The first part tells us what kind of object or person it is, or what its purpose is (police, boy, water, dining, bed): What type / what purpose What or who |
| police man dining table  bed room water tank  boy friend |

The two parts may be written in a number of ways

|  |  |  |
| --- | --- | --- |
| 1. as one word.  E.g.: policeman, boyfriend | 2. as two words joined with a hyphen.  E.g.: dining-table | 3. as two separate words.  E.g.: fish tank. |

There are no clear rules about this - so write the common compounds that you know well as one word, and the others as two words.

**Consolidation of grammar**

You need to construct compound nouns from these words in the box below. Fill in the gaps in the sentences. Some of the words are used twice, but in a different order!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **window** |  | **seat** | **pub food** | **day** |
| **phone** |  | **light** | **work frame** | **card** |

1. John was furious with the airline company. He sat on that plane for 14 hours and his \_\_\_\_\_\_\_\_\_\_\_\_ didn't work. He couldn't even finish that novel he was reading during the flight. He had to try and sleep.

2. ‘What type of credit card is that?’ ‘That's not a credit card. That's a \_\_\_\_\_\_\_\_\_\_\_ . I use it once a week to call my mum back home in New Zealand.’

3. All the \_\_\_\_\_\_\_\_\_\_\_\_ in this house have to be repainted. Otherwise, they will rot over the winter and then we may not be able to open the windows in the spring.

4. English restaurants have a terrible reputation, but the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is very tasty.

5. I worked at night for so long that when I finally started to do some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , I found it really strange.

6. I know that Monday is a holiday for everyone else, but for us it's a normal \_\_\_\_\_\_\_\_\_\_\_\_\_\_. We have to get this project finished by Wednesday!

#### Описание: C:\Documents and Settings\Admin\Рабочий стол\АЛАКАЙ 2013\знаки для лк 2013\знаки для лк 2014 - новый+ 15.PNG***Exercise 7.* [**T.19] Listen to the text and fill in the gaps.

|  |  |  |
| --- | --- | --- |
| C:\Documents and Settings\Zhanel\Рабочий стол\Картинки для АРМов\imagesуч.jpeg | Russian scientists \_\_\_\_\_\_\_\_\_ plant from cell tissue that had been frozen for 30,000 years. The research team from Russia’s Institute of Cell Biophysics team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from tissue found in the Siberian permafrost. It was a pioneering project that \_\_\_\_\_\_\_\_\_\_\_\_\_ other plant species to be revived. The plant the scientists brought back to life is called the Silene stenophylla. It is the oldest plant ever to be regenerated, \_\_\_\_\_\_\_\_\_\_\_\_\_ record for date palm seeds that were stored for 2,000 years in Israel. | C:\Documents and Settings\Zhanel\Рабочий стол\Картинки для АРМов\учен.jpeg |
| The plant had been \_\_\_\_\_\_\_\_\_\_\_\_squirrels during their hibernation 30 millennia ago, during the age of woolly mammoths. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_. The scientists believe that the regeneration of the Silene stenophylla plant means the permafrost is \_\_\_\_\_\_\_\_\_\_\_\_\_ ancient life forms, many of which could be recreated. Lead researcher Svetlana Yashina said: ‘We \_\_\_\_\_\_\_\_\_to continue permafrost studies in search of an \_\_\_\_\_\_\_\_\_\_\_\_\_\_ , that of pre-existing life, which hypothetically has long since vanished from \_\_\_\_\_\_\_\_\_\_\_\_\_.’ Dr Robin Probert, head of conservation and technology at the UK's Millennium Seed Bank, said: ‘There is \_\_\_\_\_\_\_\_\_\_\_resurrect flowering plants that have gone extinct \_\_\_\_\_\_\_\_\_\_\_\_we talk about bringing mammoths back to life, the Jurassic Park kind of idea.’ | | |

***Exercise 8*.** Answer the questions.

* What springs to mind when you hear the word ‘frozen’?
* Why was the project so pioneering?
* What are the benefits of regenerating extinct plant or animal species?
* What other species do you think should be regenerated? Why?

**Check yourself**

1. **1. Choose the right variant: *Why don't you buy her a book \_\_\_\_\_\_\_\_\_\_\_ ?***
2. a) card
3. b) token
4. c) voucher
5. d) bulletin
6. **2. Choose the right variant: *I must fit a burglar \_\_\_\_\_\_\_\_\_\_\_\_ to my house.***
7. a) bulletin
8. b) line
9. c) guide
10. d) alarm
11. **3. Choose the right variant: *Cloning is \_\_\_\_\_\_***
12. a) to remove (a plant) from one place and plant it in another.
13. b) wealth or riches stored or accumulated, especially in the form ofprecious metals, money, jewels, or plate.
14. c) making a copy of a plant or animal by taking a cell from it and developing it artificially
15. d) an aggregate of similar cells and cell products
16. **4. Choose the right variant: *Russian scientists \_\_\_\_\_ a plant from cell tissue that had been frozen for 30,000 years.***
17. a) have checked
18. b) have rebuild
19. c) have renew
20. d) have recreated

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| tissue [ˈtɪʃuː] | материя | материя |
| permafrost [ ˈpəːməfrɒst] | вечная мерзлота | мәңгi тоң |
| to revive [ tə rɪˈvaɪv] | оживлять | жандандыру; тірілту |
| squirrels [ˈskwɪrəl] | белка | тиін |
| hibernation [haɪbəˈneɪʃən] | зимняя спячка | қысқы ұйықы |
| thaw [θɔː] | оттепель | жылымық |
| to regenerate [ tə rɪˈdʒɛnəreɪt] | возрождать | тірілткізу; тірілттіру; тірілту |
| endangered [ɪnˈdeɪndʒəd] | вымирающий | құрып біткен |
| grieving [ˈɡriːvɪŋ] | скорбящие | қайғырған |
| mammoth [ˈmaməθ] | мамонт | мамонт |

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| **Office Hours №10** |

Make up a topic **‘Organ transplants: benefits and risks’** and retell it (p.168). (80 words). Deadline -1 week

|  |  |
| --- | --- |
| **LIW №28** |  |

Read and translate the text **‘The divorced mum’** (p.169). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.

2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Sarah Cunningham, Peter Moor. Cutting Edge Upper-Intermediate level. Student’s book. Pearson Education, Longman, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №20 (110)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Music**  Grammar: **Using either… or/neither…nor** |  |
|  | |

***Exercise 1*.** Read and translate the text.

***Whitney Houston is a pop legend***



Pop superstar Whitney Houston has passed away aged 48. The blues and soul songstress died in a Beverly Hills hotel room on Sunday, just hours before she was to appear at a pre-Grammy Awards party. Ms Houston was expected to receive a lifetime achievement award at the main ceremony. Medics arrived at her room around 3.43 pm and administered CPR. She was pronounced dead 12 minutes later. The cause of her death is not yet known. Her body was quickly removed from the hotel to avoid the chaos of the world’s media, which had congregated to cover the story. A police officer told reporters: ‘She has been positively identified by friends and family…and next of kin have already been notified.’

Whitney Houston was one of the world’s most influential, successful and popular singers. She was born into a musical family. Her mother Cissy was a gospel singer and her aunt was the legendary Dionne Warwick. Houston won six Grammy awards among many other top prizes. She released seven studio albums and sold over 170 million CDs, singles and videos. Her most famous song is her worldwide hit, ‘I Will Always Love You.’ In 1992, she married soul singer Bobby Brown. They had a rocky relationship that was widely covered by the press. Tributes to her have poured in from the world’s music superstars. Rihanna posted on Twitter: ‘No words, just tears.’

***Exercise 2*.** SYNONYM MATCH: Match the following synonyms from the article.

|  |  |
| --- | --- |
| 1 passed away  2 kin  3 influential  4 legendary  5 prizes | a. renowned  b.important  c. accolades  d. died  e. relatives |



**GRAMMAR COMMENT**

**either… or/neither…nor**

|  |  |
| --- | --- |
| Either … or  'Either … or' is used in sentences in a positive sense meaning ‘one or the other, this or that, he or she, etc.’ Verb conjugation depends on the subject (singular or plural) closest to the conjugated verb. | Examples:  Either Peter or the girls need to attend the course. (second subject plural)  Either Jane or Matt is going to visit next weekend. (second subject singular) |
| Neither … nor  'Neither … nor' is used in sentences in a negative sense meaning ‘not this one nor the other, not this nor that, not he nor she, etc.’. Verb conjugation depends on the subject (singular or plural) closest to the conjugated verb. | Examples:  Neither Frank nor Lilly lives in Eugene. (second subject singular)  Neither Axel nor my other friends care about their future. (second subject plural) |

Choose the correct form of the verb.

|  |
| --- |
| *is/are believes/believe live/lives intend/intends want/wants* |

1. Both Tom and Peter \_\_\_\_\_ in a suburb of Chicago.
2. Either he or they \_\_\_\_\_ going to take care of the problem.
3. Neither my aunts nor my grandmother \_\_\_\_\_ to come to the celebration.
4. Both my father and my brother \_\_\_\_\_ to finish the project.
5. Neither Sally nor the other children \_\_\_\_\_ in the tooth fairy.

Choose the correct pair (either / or and neither / nor).

1. In this game, you \_\_ win \_\_ lose. It depends on you.
2. \_\_\_ Sue \_\_\_ Sara will help you with your homework. They are both busy at the moment.
3. This is my offer. You \_\_\_ take it \_\_\_ leave it.
4. When I go to the restaurant, I eat \_\_\_ fish \_\_\_ roast chicken. These are my favourite meals.
5. His father believed \_\_\_ his son \_\_\_ his friend. He thought that both were lying.
6. I need \_\_\_ your help \_\_\_ your compassion. I can perfectly handle my problems all alone.



***Exercise 3.*** In pairs / groups, discuss which of these topics or words from the article are the most interesting and which are the most boring.

|  |
| --- |
| pop superstars / blues and soul / awards / ceremony / chaos / reporters / next of kin / influential /  musical family / legendary / worldwide hit / rocky relationship / tears |

***Exercise 4.*** Answer the questions. Try to use the words/phrases in bold.

* Do you prefer listening to songs in **your own language** or in English? Why?
* What do you think is more important for a pop song to be a **hit**: catchy **tune** or good **lyrics**?
* What’s the best **live performance** you’ve ever been to?
* Are you a big **fan** of any particular pop group or artist?



***Exercise 5.*** Match the given words and write sentences.

|  |  |
| --- | --- |
| call | your hand |
| feel | a dice |
| throw | all my cards |
| play | rules |
| go | sense |
| obey | your name |
| make | sad |
| shake | through (= experience) |

***Exercise 6.*** Imagine you are a journalist preparing an interview with a famous singer. Write 5 questions.

*E.g. Can you remember when you wrote your first song?*

*Can you tell our readers….?*

*What does ABBA mean?*

*What do you know about them?*

*Why do they split up?*

*Do you think it’s a good idea for old groups to make a comeback?*



***Exercise 7.*** [T.20 **]** You are going to hear an interview with a journalist from a music magazine talking about ABBA. Listen and write down 4 questions the interviewer asks.

|  |
| --- |
| 1 |
| 2 |
| 3 |
| 4 |

***Exercise 8.*** Retell the listened text.

**Check yourself**

**1. Choose the right variant: *He doesn't like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one of those bands.***

a) either

b) neither

c) nor

d) either nor

**2. Choose the right variant: *I hate that song, and my sister hates it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .***

a) neither

b) too

c) either

d) or

**3. Choose the right variant: *Neither my brother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my mother knows about this.***

a) nor

b) neither

c) or

d) too

**4. Choose the right variant: *He didn't come to the party, and his brother didn't come \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.***

a) neither

b) nor

c) either

d) so

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| to split up  [tə splɪt ʌp] | расставаться | айырылысу |
| next of kin [nɛkst kin] | близкие родственники | жақын туысқан |
| to pass away [pɑːs əˈweɪ] | исчезать (скончаться) | қайтыс болу |
| renowned [rɪˈnaʊnd] | известный | әйгілі |
| havoc [ˈhævək] | опустошение, разорение | жұрдай болу |
| influential [ˌɪnflʊˈenʃəl] | влиятельный | беделді; ықпалды |
| accolade [ˈækəleɪd] | награда | марапат |
| gospel [ˈɡɒsp(ə)l] | [религиозная музыка в стиле "госпел"](http://www.multitran.ru/c/m.exe?t=5445002_2_1&ifp=1&s1=%ED%E5%E3%F0%E8%F2%FF%ED%F1%EA%E0%FF%20%F0%E5%EB%E8%E3%E8%EE%E7%ED%E0%FF%20%EC%F3%E7%FB%EA%E0%20%E2%20%F1%F2%E8%EB%E5%20%22%E3%EE%F1%EF%E5%EB%22) | "госпел"стиліндегі діни музыка |
| compassion [kəmˈpaʃ(ə)n] | сочувствие | жаны ашу |
| catchy[ˈkatʃi] | запоминающийся | естен кетпес |

|  |
| --- |
| **LIW №29** |

Read and translate the text **‘Soho’** (p.169). Deadline -1 week

|  |
| --- |
| **LIW №30** |

Make a presentation: **‘Modern musical style’** (p.169). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig . New English File. Upper- Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

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1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Teacher’s book. Oxford University Press, 2012.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №21 (111)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Movies**  Grammar: **So … that, Such … that** |  |
|  | |

***Exercise 1.*** Read and translate the text.

[](http://www.google.ru/imgres?imgurl=http://crazywalls.narod.ru/images/movie/titanic_04.jpg&imgrefurl=http://crazywalls.narod.ru/kartinki/20/index.html&h=768&w=1024&sz=527&tbnid=IGAUch2sv9mXZM:&tbnh=90&tbnw=120&prev=/search?q=titanic&tbm=isch&tbo=u&zoom=1&q=titanic&docid=-77AEZRv9bxbfM&hl=ru&sa=X&ei=9WZ5T_6MKqnP4QSj3Zj3Dg&ved=0CHAQ9QEwBQ&dur=1266) [](http://www.google.ru/imgres?imgurl=http://www.titanicuniverse.com/wp-content/uploads/2009/10/Titanic2.jpg&imgrefurl=http://www.titanicuniverse.com/&h=310&w=400&sz=56&tbnid=ulVNRQYPPD_MIM:&tbnh=104&tbnw=134&prev=/search?q=titanic&tbm=isch&tbo=u&zoom=1&q=titanic&docid=omdfe5G9NA1ZrM&hl=ru&sa=X&ei=9WZ5T_6MKqnP4QSj3Zj3Dg&ved=0CG0Q9QEwBA&dur=2016)

**Titanic**

*Titanic* is the biggest film in history--simultaneously the most expensive and the most successful movie ever made, costing $200 million and grossing over $3.7 billion worldwide as of January 1999. Such a successful movie has spawned vocal critics in addition to its legions of fans. The plot has been criticized for being implausible, and the dialogue has been called preposterous. So why is *Titanic* the biggest box office success of all time? Is it because people are indiscriminate sheep, who will flock to see whatever Hollywood tells them to see?

Much of the criticism of *Titanic* has focused on the unlikely love story. Unless you've been out to sea or living under an iceberg for the past year, you probably know that Leonardo DiCaprio plays Jack Dawson, a penniless young man who finds his way onto the Titanic. Once a board, he falls for upper-class society girl Rose DeWitt Bukater (Kate Winslet), who is reluctantly engaged to marry the odious but rich Caledon Hockley (Billy Zane). Jack wins Rose's heart, which drives Cal to seek vengeance. When the Titanic collides with an iceberg and begins to sink, Jack and Rose must struggle to survive while Cal continues to pursue them.

*Titanic* isn't just the tale of Jack and Rose. It's a story of humanity presuming to tame the forces of nature. Over 1500 of the 2207 passengers died when the ship sank.

***Exercise 2*.** Write a suitable heading to each paragraph.

 **GRAMMAR COMMENT**

**So … that, Such … that** (Abstract nouns)

We use so ... that, such ... that:

|  |  |
| --- | --- |
| **to show a fact (usually with a result or consequence)** | **to show extreme feelings or an opinion about something** |
| a) John's feet are big. (Expresses a fact).  b) John's feet are **so big that** he can't find shoes of his size. (Emphasizes that you feel strongly about the size of his feet). | a) George Bushoff is an intelligent person. (Merely a statement of fact/opinion).  b) George Bushoff is **such an intelligent person that** he knows everything. (Emphasizes the speaker's opinion of the intensity of George Bushoff's intelligency). |
| **SO with adjectives and adverbs** | **SUCH + Nouns** |
| **so + adjective/adverb + that + result**  The teacher speaks so clearly that everyone can understand her.  The sun was so strong that they got burned within 15 minutes. | **such + a + (adjective) + singular noun + that + result** (It is common to put an adjective before the noun)  Christopher is **such a handsome man that** all the ladies adore him.  She had **such a long speech that** everyone stopped paying attention to her. |
| **such + plural/uncountable noun + that + result**  She has **such big feet that** she has to buy special shoes.  Woodward Restaurant has **such good food that** it's always full of people. | **SO / SUCH in exclamations** In exclamations we drop the word 'that' and use:  a) such + noun (singular/plural) b) so + adjective  Celebrities have **such** weird tastes! (noun)  You are **so** stupid! (adjective) |

Fill in the blanks with so or such:

1. The weather was \_\_\_ cold that we cancelled the trip.
2. The book is \_\_\_\_\_ good that I can't put it down.
3. There was \_\_\_\_ a long queue that we couldn't get into the cinema on time.
4. There was \_\_\_\_ heavy traffic that we arrived late.
5. It was \_\_\_\_ a great book that I read it twice.

|  |  |
| --- | --- |
| ***Useful words and phrases*** | ***Types of films*** |
| **The plot is about...This is so..(adj)…..movie.**  **This is a such ….(noun)**  **The movie had good/bad…**  about cowboys  ***Other:***  **to be into**- (slang) to really like or enjoy  **came out**- started or began (this phrasal verb has other meanings, too) | **romance**- movies about love (also *romantic movie*)  **mystery**- a secret, something you don't know.  **comedy**- funny movies  **horror**-scary movies  **documentary**- story of something that really happened  **action and adventure**- movies with a lot of action, for example fighting and so on… |

***Exercise 3.*** Do this vocabulary exercise for ‘Talking about Movies’. In your own words and using the sample, make your own text no more than 10 sentences explaining why certain types of film do you like.

the plot is about...

Plot

a man chasing a killer, the hero and heroine, love, a haunted house , government corruption….

Scenes

it had a good/bad..

the character

he played

was ..a/the

This is so..(adj)…..movie.

This is a such ….(noun)

acting, camera work, too much violence, soundtrack, visual effects, directing..

lead role, hero, heroine, villain, small part, sidekick, supporting character, cool, a killer, a heart throb, evil, the funniest, a thug etc.

opening scene, ending, action scene, romantic scene……..

action, horror, thriller, comedy, romance, fantasy, musical, drama, family, animation

the movie had good/bad

Character

Movies

(styles)

General

Descriptive

Phrases

**Some Vocabulary for Talking about Movies**



***Exercise 4.*** In small groups discuss your movie description.

***Exercise 5.*** You are going to invite your foreign friend to the cinema. Write a letter to your friend describing the film in short.

***Exercise 6.*** Combine the following sentences using so...that and such...that:

*Example: The exam was hard. I'm sure I won't pass. Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpgThe exam was so hard that I'm sure I won't pass.*

1. It was very cold. We had to stop the game. Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpgIt was \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. He is terribly rich. He can afford to buy almost anything. Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpgHe is \_\_\_\_\_\_\_\_\_.
3. The speech was really long. Everybody was bored. Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpgThe speech was \_\_\_\_\_\_\_.

*Example: I'm having a wonderful time. I don't want to leave.* Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpg*I'm having such a wonderful time that I don't want to leave.*

1. Skiing was a good experience. I decided to do it again. Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpgSkiing was \_\_\_\_\_\_.
2. She's got an excellent English accent. Everybody thinks she is British. Описание: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/feb/D7E_arrow.jpgShe's got \_\_\_\_\_.

***Exercise 7.* [**T.21] Listen to the film critic (an extract from the film).

***Exercise 8.*** Answer the questions.

1. What do you think of the soldier`s idea for kings and generals to fight wars themselves in a big field?
2. Why do you think wars start?
3. Can wars be avoided?

**Check yourself**

|  |  |
| --- | --- |
| 1. **Choose the right variant: *I was \_\_\_ tired \_\_\_ I went to bed at 7 o’clock.***  a) such… as  b) so…so  c) so….that  d) as…as  **2. Choose the right word and complete the sentence: *The movie had good \_\_\_\_\_\_.***  a) a heart throb  b) the character  c) haunted house  d) visual effects | **3. Choose the right variant: *The speaker had \_\_\_ a long speech \_\_\_ everyone stopped paying attention to her.***  a) such .. as  b) so …that  c) so… as  d) such .. that  **4. Choose the right variant: *Action and adventure is \_\_\_\_\_\_.***  a) a movie about love  b) a story of something that really happened  c) something you don't know  d) a movie with a lot of fighting and so on |

**Glossary**

|  |  |  |
| --- | --- | --- |
| English | Russian | Kazakh |
| genre ['ʒɑːnr] | жанр, сюжет | жанр, көрініс |
| to capture [tə 'kæptʃə] | захватить, увлеч | қамау, тұтқындау |
| looting ['luːtɪŋ] | добыча, ограбление | олжа, табыс; талау, тонау |
| execution [eksɪ'kjuːʃən] | выполнение | орындау |
| starring [stɑːrɪŋ] | играть главную роль | негізгі ролді ойнаy (сомдау) |
| estimate ['estɪmeɪt] | оценка, смета | баға, есеп |
| ephemera [ɪ'femərə] | эфемера (недолговечный) | эфемера (аз уақыт арасындa) |
| chasing [tʃeɪs] | преследующий | [қудалаушы](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D1%83%D0%B4%D0%B0%D0%BB%D0%B0%D1%83%D1%88%D1%8B/); [қуушы](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D1%83%D1%83%D1%88%D1%8B/) |
| to collide [tə kəˈlʌɪd] | сталкиваться | [қақтығысу](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D0%B0%D2%9B%D1%82%D1%8B%D2%93%D1%8B%D1%81%D1%83/); соқтығып қалу |
| vengeance [ˈvɛn(d)ʒ(ə)ns] | месть, возмездие | [кек](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%BA%D0%B5%D0%BA/); [қысас](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D1%8B%D1%81%D0%B0%D1%81/); [өш](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D3%A9%D1%88/) |

|  |
| --- |
| **Office Hours №11** |

Make up a topic **‘Genres of movies’** and retell it (p. 169). (80 words). Deadline -1 week

|  |
| --- |
| **LIW №31** |

Learn the poem by heart **‘She is far from the land’** (p. 169). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Cristina Latham-Koeing. New English File. Upper-Intermediate. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Cristina Latham-Koeing. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Work book. Oxford University Press, 2010.
3. Michael Harris and David Mower. New Opportunities. Upper-Intermediate level. Student’s book. Longman PEARSONS, 2011.

|  |  |
| --- | --- |
| **HAND OUT №22 (112)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Celebrities of our time**  Grammar: **Modal auxiliary verbs** |  |
|  | |



***Exercise 1.*** Read and translate the text.

**John Christopher ‘Johnny’ Depp II”**

|  |  |
| --- | --- |
| http://upload.wikimedia.org/wikipedia/commons/thumb/9/9a/Johnny_Depp_Walk_of_Fame.jpg/220px-Johnny_Depp_Walk_of_Fame.jpg[http://upload.wikimedia.org/wikipedia/commons/thumb/d/d8/JohnnyDeppApr2011.jpg/220px-JohnnyDeppApr2011.jpg](http://en.wikipedia.org/wiki/File:JohnnyDeppApr2011.jpg) | An American actor, producer and musician John Christopher ‘Johnny’ Depp II was born on 9 June, 1963 in Owensboro, Kentucky. He’s the son of John Christopher Depp, a [civil engineer](http://en.wikipedia.org/wiki/Civil_engineer), and his wife, the former Betty Sue Wells, a [waitress](http://en.wikipedia.org/wiki/Waitress).  He was given a guitar from his father for his twelfth birthday. Depp began playing in various bands. A year after his parents' divorce, Depp dropped out of high school to become a rock musician.  Depp's first major role was in the 1984 classic horror film [A Nightmare on Elm Street](http://en.wikipedia.org/wiki/A_Nightmare_on_Elm_Street).  In 2003 the film “[Pirates of the Caribbean: The Curse of the Black Pearl](http://en.wikipedia.org/wiki/Pirates_of_the_Caribbean:_The_Curse_of_the_Black_Pearl)” was a major success, in which Depp's performance as the suave but shambling pirate Captain [Jack Sparrow](http://en.wikipedia.org/wiki/Jack_Sparrow) was highly praised and became popular with the movie-going public. He returned to the role of Jack Sparrow for the sequel [Pirates of the Caribbean](http://en.wikipedia.org/wiki/Pirates_of_the_Caribbean:_Dead_Man%27s_Chest).  He has won the [Golden Globe Award](http://en.wikipedia.org/wiki/Golden_Globe_Award) and [Screen Actors Guild](http://en.wikipedia.org/wiki/Screen_Actors_Guild) award for Best Actor. He has been nominated for top awards many times.  [‘The Curse of the Black Pearl](http://en.wikipedia.org/wiki/Pirates_of_the_Caribbean:_The_Curse_of_the_Black_Pearl)’ has been listed in the 2012 [Guinness Book of World Records](http://en.wikipedia.org/wiki/Guinness_World_Records) as the highest paid actor with $75 million.  Depp's [Hollywood Walk of Fame](http://en.wikipedia.org/wiki/Hollywood_Walk_of_Fame) star received on November 19, 1999 |

***Exercise 2.*** Make up your own questions according to the text (4 questions).

**GRAMMAR COMMENT**

**Modal auxiliary verbs**

|  |  |
| --- | --- |
| The main modal verbs are *must, can, could, may, might, should, ought to, will* and *would*. All of these can be used to express degrees of certainty or probability. They also have other uses. | |
| |  |  |  | | --- | --- | --- | | **Degrees of certainty about the present** | | | | Certainty | She will  She must |  | | Possibility | She could  She may  She might | be at home  have a high salary in that job.  be earning a lot of money (continuous infinitive). | | Certainty | She should  She can’t  he won’t |  | | |  |  |  | | --- | --- | --- | | **Degrees of certainty about the past** | | | | Certainty | She will  She must |  | | Possibility | She could  She may  He might  ( | (perfect infinitive)  **have had** a high salary in that job.  **have been earning** a lot of money continuous infinitive) | | Certainty | She should  he can’t  he won’t |  | |

Choose the right modal verb.

1. It's a hospital. You \_\_\_\_\_\_\_\_\_\_ smoke.
2. He had been working for more than 11 hours. He \_\_\_\_\_\_\_be tired after such hard work. He \_\_\_\_\_prefer to get some rest.
3. I \_\_\_\_\_\_ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot\_\_\_\_\_\_ almost everything I knew as a child. Now, I\_\_\_\_\_\_\_\_ just say a few things in the language.
4. If you want to learn to speak English fluently, you\_\_\_\_\_\_\_\_ to work hard.
5. You\_\_\_\_\_\_\_\_ leave small objects lying around. Such objects\_\_\_\_\_\_\_ be swallowed by children.

*Success doesn't come to you…you go to it.*

Marva Collins

***Exercise 3.*** Look at the photos. Do you recognize these people? Do you want to have such kind of life? What do you think are the advantages and disadvantages of being famous?

|  |
| --- |
| C:\Documents and Settings\Admin.COMPUTER-AE820B\Рабочий стол\paltrow_2334820k.jpgC:\Documents and Settings\Admin.COMPUTER-AE820B\Рабочий стол\gillain_2334940k.jpgC:\Documents and Settings\Admin.COMPUTER-AE820B\Рабочий стол\tori_2334828k.jpgC:\Documents and Settings\Admin.COMPUTER-AE820B\Рабочий стол\madonna_2334838k.jpg |

***Exercise 4*.** Celebrities seem to lead a ‘charmed’ life. They are rich, famous and so popular. Discuss celebrities in English, starting with the questions below.

1. Have you ever seen or met a famous person? What did you do or say?
2. Who are some of the most famous people in the world right now?
3. Are there any famous people you would like to meet? Who?
4. What are the pros and cons of being a celebrity?
5. Do you think people who are rich and famous are better than the average person?

***Exercise 5.*** Fill in the blanks with appropriate auxiliary verbs. Choose answers from the options given in the brackets.

1. Behave towards others as you \_\_\_\_\_\_\_\_\_\_\_\_\_like them to behave towards you. (would / will / could).
2. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_take one of those books if you like. (can / must / should).
3. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rather read a book than watch that ridiculous movie. (would / should / must).
4. If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interrupt you for a moment, Sir, how is this new scheme going to improve the situation? (would / should / might).
5. Farmers use fertilizers so that they \_\_\_\_\_\_\_\_\_\_\_\_\_have a rich harvest. (may / should / would).

***Exercise 6.*** Write a magazine article about celebrity. Include an imaginary interview with her/him. Write about what she/he does every day and what she/he thinks about.

***Exercise 7.*** Listen to text [T.112] and fill in the gaps.

* + 1. I acted mainly in \_\_\_\_\_\_\_\_\_\_\_\_ and that is I \_\_\_\_\_\_\_\_\_ for commercials and basically in Los Angeles.
    2. There are two types of actors in Los Angeles. There's [union actors and](http://www.elllo.org/NotesAudio0701/745-5-unoin.mp3) *\_\_\_\_\_\_\_\_\_\_.*
    3. There isn't really a lot of work in theater so I didn't have a \_\_\_\_\_\_\_\_\_\_\_\_.
    4. I was doing a lot of \_\_\_\_\_\_\_\_\_\_ work on television and movies.
    5. They liked my \_\_\_\_\_\_\_ and they needed an extra \_\_\_\_\_\_\_ in the scene.



***Exercise 8.*** Match the appropriate definition of phrases or idioms.

|  |  |
| --- | --- |
| 1. [get a gig](http://www.elllo.org/NotesAudio0701/745-4-get-a-gig.mp3) 2. a big break / a lucky break 3. union actors 4. auditioned 5. royalty checks | 1. to get a short-term job 2. to achieve significant good fortune or opportunity 3. the person who takes getting a speaking part in films or doing commercial work 4. perform an audition 5. type of payment made to a person who has invented or created something (like a song, a movie, a book, an invention) |

**Check yourself**

|  |  |
| --- | --- |
| 1. **Choose the right variant: *They \_\_\_\_\_\_\_\_\_ already. It’s only 10.30.***  a) should have left  b) can’t has left  c) must have left  d) can’t have left  **2. Choose the right variant: They \_\_\_\_\_\_\_\_ freezing. It was a really cold night.**  a) could have been  b) can’t have been  c) must’t have been  d) must have been | 1. **Choose the right variant: *Who was John Christopher ‘Johnny’ Depp II?*** 2. an American actor, producer and musician 3. an American music star, band singer 4. an American actor, artist and musician 5. film director, dancer 6. **Choose the right variant: *What is the definition of the word ‘celebrity’.*** 7. without a name; anonymous 8. one who is widely known and of great popular interest. 9. not identified, ascertained, or established 10. direct observation of or participation in events as a basis of knowledge |

**Glossary**

|  |  |  |
| --- | --- | --- |
| English | Russian | Kazakh |
| performance [pəˈfɔːməns] | исполнение | орындау |
| suave [swɑːv] | обходительный, вежливый | әдепті, сыпайы |
| sequel [ˈsiːkwəl] | сериал | сериал *(теледидарда)* |
| movie stardom [ˈmuːvɪ ˈstɑːdəm] | звезда экрана | кино өнер жұлдызы |
| to nominate [tə ˈnɑməˌneɪt] | [номинировать](http://www.multitran.ru/c/m.exe?t=4192206_2_1&s1=nominate), представить на номинацию | [номинация](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%BD%D0%BE%D0%BC%D0%B8%D0%BD%D0%B0%D1%86%D0%B8%D1%8F/)ға ұсыну |
| audition [ɔːˈdɪʃən] | кастинг, слушание | кастинг,тыңдалым |
| royalty checks [ˈrɔɪəltɪ tʃɛks] | гонорар | авторлық қаламақы |
| fertilizer [ˈfəːtɪlʌɪzə] | удобрение | [тыңайтқыш](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%82%D1%8B%D2%A3%D0%B0%D0%B9%D1%82%D2%9B%D1%8B%D1%88/) |
| shambling[ˈʃæmblɪŋ] | неуклюжий | ебедейсіз |
| сelebrity[sɪˈlɛbrɪti] | знаменитость | атақты адам |

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| **LIW №32** |

Make a presentation **‘My favourite celebrity’** (p. 170). Deadline -1 week

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| --- |
| **LIW №33** |

Read and translate the text **‘Sightseeing Tours'** (p. 170). Deadline -1 week

|  |  |  |
| --- | --- | --- |
|  |  |  |

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford, University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Brian Abbs and Ingrid Freebairn. Blueprint. Upper-Intermediate level. Longman, 2012.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

|  |  |
| --- | --- |
| **HAND OUT №23 (113)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Books and literature**  Grammar: **Narrative tenses** |  |
|  | |

***Genius is born-not paid.***

**Oscar Wilde**



***Exercise 1.*** Read an extract from the novel of M. Auezov *Abai* and translate it.

***Abai Kunanbaev*** *was the great poet and thinker of the Kazakh nation, the founder of the Kazakh literary language. His poetry, translations of works of Russian and West European authors, and philosophical reflections (words of edification) in their spirit, form and content marked a new stage in the history of Kazakh literature. Abai's name was included by the UNESCO Council in the list of outstanding people whose anniversary was celebrated by the world community in 1995.*

**Before crossing**

He passed a sleepless night. It was only at dawn that Abai lay down, but feel­ing wide awake he soon returned to his desk, which was heaped with open books. Volumes in old Uzbek, a language he could freely read, jostled with others in Persian and Arabic, more difficult, and still others in Russian—even harder.

These polyglot friends had not got together on his table fortuitously. Life itself demanded of him the knowl­edge secreted in these folios. For several days Abai had been poring over them by day and night like an obsessed scholar or a devout recluse. Glancing up from the pages from time to time, he would look about, momentarily awaking to reality.

***Exercise 2.*** Write a suitable heading to each paragraph.

**GRAMMAR COMMENT**

**Narrative tenses**

|  |
| --- |
| Use **the past simple** to talk about consecutive actions in the past. We use the past simple for the main events in a story.  Use **the past continuous** to describe a longer, continuous past action. This is often an action which was in progress when another action happened.  Use **the past perfect** to talk about an action which happened before the specific time in the past when the main events of the story happened.  Use **the past perfect continuous** to talk about a longer continuous action that was going on before the specific time in the past when the main events of the story happened. |

* **Underline the correct verb form.**

Meg and Liam McGowan ***got/ were getting*** a nasty surprise when they ***had checked in/were checking*** *in* at Heathrow airport yesterday with their baby Shaun. They ***had won/won*** three free plane tickets to Rome in a competition and they were looking forward to their trip for months. But, unfortunately, they ***had been forgetting/ had forgotten*** to get a passport for their son and so Shaun couldn’t fly. Luckily they ***had arrived/were arriving*** very early for their flight so they still had time to do something about it. They ***had run/ run*** to the police station in the airport to apply for an emergency passport. Meg ***was going/went*** with Shaun to the photo machine while Liam ***had filled in/was filling in*** the forms. The passport was ready in an hour, so they ***hurried/were hurrying*** back to check-in and finally ***caught/had caught*** their flight.



***Exercise 3.*** Work in pairs, make a dialogue about the book which you have recently read. Use the following tips:

* Focus on how the different tenses are used in the story.
* Focus on the regular and irregular verbs. Check you know how to pronounce them. Try to say them correctly when you retell the story.
* Remember to contract *had* to*‘d* when you use the past perfect (simple or continuous).

***Exercise 4.*** From the list below, choose two true stories you could tell about yourself or someone else. Think about details.

|  |
| --- |
| a disastrous experience at a party a funny experience involving a pet/animal  missing an important occasion because seeing/taking part in a memorable sporting occasion  of oversleeping/traffic problems  meeting a partner/ a friend in unusual being particularly lucky/unlucky recently  circumstances |

***Exercise 5.*** Write a story which begins ‘When Chris saw the letter he knew immediately what was in it…’. Plan your story, list the main events, and decide how many paragraphs to use. Decide on an ending. Remember to use phrases to make the story more vivid.

|  |
| --- |
| USEFUL PHRASES  at that moment desperately especially fortunately in a panic  quickly straight suddenly |

***Exercise 6.*** Put the verb in brackets in the past perfect simple (had done) or continuous (had been doing).

If you think both are possible, use the past perfect continuous form.

*His English was very good. He’d been learning it for five years. (learn)*

1. My feet were aching. We \_\_\_\_\_\_for hours. (queue)
2. She went to the police, because someone \_\_\_\_\_her bag. (steal)
3. She got to work late because she \_\_\_\_\_\_an accident on the way. (have)
4. I almost didn’t recognize him. He \_\_\_\_\_a lot since I last saw him. (change)
5. The streets were wet. It\_\_\_\_\_all morning. (rain)

***Exercise 7.* [**T.23] Listen to the dialogue, complete the table below. Write no more than three words or a number for each answer.

|  |  |  |  |
| --- | --- | --- | --- |
| **Author** | **Title** | **Publisher** | **Year of Publication** |
| 1\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ‘Sample Surveys in Social Science Research’ |  |  |
| Bell | 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Wilson | ‘Interviews that work’ | Oxford University Press | 4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

***Exercise 8.*** Answer the questions:

1. What is the name of the article?
2. Who is the author of the mentioned article?
3. Which book of Bell was recommended to students?

4 Where was published the book ‘Survey Research’?

5 Which book is very helpful for the interviews?

**Check yourself**

1. **Choose the right variant: *While I\_\_\_\_\_\_\_football I \_\_\_\_\_\_\_\_my leg.***

a) play/hurt

b) played/ hurted

c) played/ was hurting

d) was playing/hurt

**2. Choose the right variant: *Until I ­­\_\_\_\_\_\_ a doctor I \_\_\_\_\_\_\_\_ that I \_\_\_\_\_\_\_ my leg.***

a) saw/ doesn't realize/ had broken

b) had seen/ didn't realize/ broke

c) saw/ didn't realize/ had broken

d) seen/ didn't realize/ had broken

**3. Choose the right variant: *Abai Kunanbaev was the great \_\_\_\_ and \_\_\_\_\_\_of the Kazakh nation.***

a) publisher\journalist

b) teacher\artist

c) poet\thinker

d) actor\politician

**4. Choose the right variant: *Which word goes with the word ‘book’?***

a) title

b) nick name

c) theme

d) pseudonim

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| to glance up [tə gla:ns ʌp] | глянуть | қарай қою, қарап қалу |
| mischievous ['mistʃivəs] | озорной | [содырлы](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%81%D0%BE%D0%B4%D1%8B%D1%80%D0%BB%D1%8B/), [сотқар](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%81%D0%BE%D1%82%D2%9B%D0%B0%D1%80/), [тентек](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%82%D0%B5%D0%BD%D1%82%D0%B5%D0%BA/) |
| to jostle [tə 'dʒɔsl] | теснить(ся), толкать(ся) | [сығу](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%81%D1%8B%D2%93%D1%83/); [сығыстыру](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%81%D1%8B%D2%93%D1%8B%D1%81%D1%82%D1%8B%D1%80%D1%83/) |
| to unfold [tə ʌn ' fəuld] | раскрывать(ся) | [ашу](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B0%D1%88%D1%83/), ашып жіберу |
| addled ['ædld] | запутанный | шиеленісіп кеткен, шатысып қалған |
| to conjure up [tə ' kʌndʒəʌp] | вызывать в воображении | оймен көз алдына елестету |
| eloquence ['eləkwəns] | красноречие | [ділмарлық](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B4%D1%96%D0%BB%D0%BC%D0%B0%D1%80%D0%BB%D1%8B%D2%9B/), [сөзшеңдік](http://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%81%D3%A9%D0%B7%D1%88%D0%B5%D2%A3%D0%B4%D1%96%D0%BA/) |
| desperately [ˈdɛsp(ə)rətli] | отчаянно | [аянбай](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B0%D1%8F%D0%BD%D0%B1%D0%B0%D0%B9/); [өжет](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D3%A9%D0%B6%D0%B5%D1%82/); өршелене |
| heap [hiːp] | нагромождать, складывать | қаттап салу |
| fortuitously [fɔːˈtʃuːɪtəsli] | случайно | [кездейсоқ](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%BA%D0%B5%D0%B7%D0%B4%D0%B5%D0%B9%D1%81%D0%BE%D2%9B/) |

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| **Office Hours №12** |

Make up a topic **‘The role of books’** (p. 170). (80 words). Deadline -1 week

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| **LIW №34** |

Write a letter of congratulation on Christmas holiday using a model (p.177). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. M. Auezov *Abai*, Book 2, p. 9-11, Foreign languages publishing house, Moscow.
2. Cambridge ESOL, IELTS4 Cambridge University Press, 2005**.**
3. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.

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| **HAND OUT №24 (114)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Art and artist**  Grammar: **Future forms** |  |
|  | |



***Exercise 1.*** Read and translate the article.

**Abylkhan Kasteev**

Abylkhan Kasteev (1904-1973), National Artist of Kazakh SSR was born in Taldy-Kurgan region in a family of poor nomad. He studied in the art studio named after N.G.Khludova in Almaty, in the art studio in the House of National Work named by N.K.Krupskaya in Moscow.

Abylkhan Kasteev was the first honored the title of National Artist of Kazakhstan. Kasteev’s art work embodies transfer from the element of a national applied art of the early 20th century to the new. His works are stored in the State Tretyakov Gallery, in the State Museum of East Nations Art and in the museums of our country.

The history of the State Art Museum begins since 1935 when Kazakh National art gallery was founded. In 1976 was opened the museum of arts on the basis of gallery and National Republican museum of applied art, which existed from 1970. In 1984 the museum was renamed in honor of Abylkhan Kasteev. Nowadays the State Art Museum named after Kasteev is the largest art museum in Kazakhstan and a well known regional center for research and education in the field of art history. Its collection has more than 22 000 first-class exhibits that make up the country's national heritage.In the museum we can see works of ancient and contemporary Kazakhstan art, works of the Soviet period (1920s-1990s).

***Exercise 2.*** Make a plan of the text.

**GRAMMAR COMMENT**

**Revision of Future forms**

|  |
| --- |
| **What’s the difference between these sentences?**  ***a) I’m waiting*** *for my exam results.*  *We****’re*** *all* ***moving*** *to Canada.*  ***b)****What* ***do you do*** *at weekends?*  *What* ***are you doing*** *this weekend?*  ***c)*** *Give me your books.* ***I’ll help*** *you to carry them.*  *This summer* ***we’re going*** *to stay at a campsite near a lake.*  ***d) I’ll write*** *an essay tonight.*  ***I’ll have written*** *an essay by tonight.*  ***e)*** *The train* ***leaves*** *at 10.20.*  *We* ***move*** *every couple of years.* |

Complete the sentence with either the future perfect or the future perfect continuous for each situation.

*E.g: Simon started to learn Spanish when he was 25. He is still learning Spanish.*

*When he’s 40 he will have been learning Spanish for 15 years.*

1 Every day, Peter eats three bars of chocolate on the way home from school.

Before he gets home from school tonight Peter…

2 So many people enter the New York Marathon that the last runners start several minutes after the ones at the front.

By the time the last runners start, the ones at the front…

3 I started writing this book 3 years ago next month.

By the next month I…

4 The company is spending $ 5 million on developing the software before it goes on sale.

By the time the software goes on sale, the company …

5 I’m going to paint the front door today. I’ll finish it before you get back.

When you get back, I…

 ***Exercise 3.*** Look at the pictures. Describe one of them to a partner using the words and phrases from the box below.

|  |
| --- |
| USEFUL PHRASES  The picture shows  In the foreground/background you can see  It seems as if  The atmosphere is  I like the picture because  It makes me think of |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A.Kasteev The Medeo Mountain Skating Ring - 1955 | G. Ismailova  Portrait of Kulyash Baiseitova in the Role of Kyz-Zhibek - 1962 | A. Cherkassky ‘Dina Nurpeisova and Zhambyl Zhabaev’ - 1946 |

***Exercise 4.*** Work in pairs. Make a small dialogue and use these questions:

1. Who is your favorite painter?
2. Can you describe one of his/her paintings?
3. Why do you like it?
4. Do you have some paintings at your home? If so, what are their names and who are the authors?



***Exercise 5.*** Put the verb in brackets in the right future form (will/shall + infinitive, going to or present continuous). Sometimes more than one form is possible.

1 **A** It’s freezing in here!

**B** \_\_\_\_\_I\_\_\_\_\_the window? (close)

2 The sky is really clear! I’m sure it \_\_\_\_\_a lovely day tomorrow. (be)

3 **A** Do you think\_\_\_\_ while we’re in London? (rain)

**B** I don’t know, but I \_\_\_\_my umbrella just in case. I’ve already put it in my case. (take)

4 **A** \_\_\_\_\_we\_\_\_\_\_lunch in the garden? (have)

**B** I’m not sure if it’s warm enough. What do you think?

**A** I think it’s fine. I\_\_\_\_the table outside. (lay)

5 **A** What time\_\_\_\_\_you\_\_\_\_? (leave)

**B** Soon, in about ten minutes. It’s very foggy, but don’t worry. I\_\_\_\_(drive) really slowly, I promise. And I’m sure there \_\_\_\_too much traffic. (not be)

***Exercise 6.*** Imagine that you are going to organize an art exhibition, write an invitation letter to your friend.



***Exercise 7.*** [T.24].You are going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true), F (false).

1. His office wasn’t at risk, but his flat was.
2. He took his wife and child to his parent’s house.
3. He went back to the flat because he was excited by the situation.
4. Martin went to a place near his flat to watch the water level rising.
5. He returned to his flat because of looters.

 ***Exercise 8.*** Answer the questions:

* Where was he when there was the news on TV?
* What is the name of the river which was flooding?
* What kind of advice was given to people?
* Where were his office and flat situated?
* What did he decide to do with his family?

**Check yourself**

**1. Choose the correct variant: *Say goodbye to Ann. By the time you return, she \_\_\_\_\_\_\_\_\_\_\_\_ for New York.***

1. will leave
2. will have left
3. will be leaving
4. will have been leaving

**2. Choose the correct variant: I *\_\_\_\_\_\_\_\_\_\_at 11:30 tomorrow.***

1. will be working
2. will work
3. will have worked
4. will have been working

**3. Choose the correct variant: ‘*Mona Lisa’ is considered to be … .***

1. a masterpiece
2. a waterscape
3. a natural scene
4. a poster

**4. Choose the correct variant: *Abylkhan Kasteev was the first honored the title of \_\_\_\_\_\_\_\_\_\_\_\_\_ of Kazakhstan.***

1. National archeologist
2. National Artist
3. National anthopologist
4. National architect

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| to embody [ tə im’bɔdi] | воплощать | іске асыру |
| to trace [ tə treis] | проследить | бақылап отыру; қарап қою |
| applied art [ə’plaid a:t] | прикладное искусство | қолданбалы өнер |
| to mirror [ tə ‘mirə] | отражать | қамтып көрсету |
| embroidery [im’brɔidəri] | вышивка | кесте |
| panel[‘pænl] | комиссия | комиссия |
| watercolours [‘wɔ:tə kʌlə] | акварель | [акварель](http://sozdik.kz/ru/dictionary/translate/kk/ru/акварель/) |
| contemporary [kənˈtɛmp(ə)r(ər)i] | современный | заманауи |
| applied [əˈplʌɪd] | прикладная | қолданбалы |
| heritage[ˈhɛrɪtɪdʒ] | наследие | атамұра |

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| **LIW №35** |

Make up a topic **‘Music and theatre’** and retell it (p. 170). (80 words). Deadline -1 week

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| **LIW №36** |

Read and translate the text **‘Extended Family’** (p. 170). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. John and Liz Soars, New Headway. Student’s book. Oxford University Press, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №25 (115)** | |
| Discipline: **English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Kazakhstan’s landmarks** |  |
| Grammar: **I’d rather…, I’d prefer… to** |  |
|  | |

***Exercise 1.***  Read the text and match the paragraphs with photos. Translate the text.

|  |  |  |
| --- | --- | --- |
| http://www.kazakhstandiscovery.com/images/Khan_Tengri_Peak_360.jpg | [File:Markakol 1.jpg](http://upload.wikimedia.org/wikipedia/commons/e/e7/Markakol_1.jpg) | Singing Sands |

**Kazakhstan’s famous landmarks**

One of the highest Kazakhstan’s landmarks that you can't miss when arrive in Kazakhstan is Khan Tengri. It's a marble rock, shaped like a pyramid. It’s correct geometrical shape beautifully reflects the sun in different colors depending on the time of the day.

Another landmark is the Charyn Canyon. Some call it as the ‘Grand Canyon’ of Kazakhstan or the ‘little Kazakh brother of the Grand Canyon’. The Charyn Canyon is situated about 200 km east of Almaty. It stretches 154 km alongside the Charyn River.

Have you ever been to Singing Sand Dunes?Well, if you are in Almaty then you are only 182 km away from this beauty. They are also called Singing Barkhan, Singing Sand, Singing Dunes. Why singing? When there is a slightest impact on the sand from the outside, the sand produces weird whistling, booming, roaring squeaking, humming and vibrating sounds. Some say it sounds like siren of riverboats, some say like jet planes. Marco Polo wrote on his Gobi Desert travel notes that it sounds like ‘*all kinds of musical instruments, and also of drums and the clash of arms’.*

Surrounded by mountains and close to the China border in East Kazakhstan is an astonishingly beautiful mountain lake, situated 1,485 meters above sea level, Markakol. It is 38km long, up to 19km wide and reaches 30 meters deep in some places, and is full of fish, including the *uskutsh*.

***Exercise 2*.** Write a suitable heading to each paragraph.

**GRAMMAR COMMENT**

**I’d rather…, I’d prefer… to**

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| **I’d rather…, I’d prefer… to:** these phrases can be followed by a past tense or an infinitive.  **I’d rather …** *I’d rather +* clause  *I’d rather you* ***didn’t tell*** *him – he’d be upset.* (referring to future time)  *I’d rather you* ***hadn’t told*** *him – he was upset.* (referring to past time)  *I’d rather* + infinitive (without *to*)  *I’d rather* ***tell*** *him myself.* (referring to future time)  *I’d rather* ***be*** *anywhere than here!*   (referring to present time)  *I didn’t enjoy the holiday at all – I’d rather* ***have stayed*** *at home.* (referring to past time)  ***Note:*** *The infinitive is only possible if both parts of the sentence are about the same person.*  **I’d prefer to …** *I’d prefer it + if-*clause  ***I’d prefer it*** *if they* ***were*** *left on their own.* (future time)  ***I’d have preferred it*** *if* ***I could have studied*** *maths.* (past time)  *I’d prefer* + infinitive (present or perfect)  *I’d prefer* ***to be*** *left on my own.* |

Complete these sentences using ‘I’d prefer to… *or* I’d rather…’.

1. He’d like to go to Canada whereas he … go to Mexico.
2. Her husband … rent a house.
3. Mrs. Martin… to stay in a hotel.
4. My sister would like to have a fun on Bondi Beach but I would … to go on a cruise.

***Exercise 3.*** Discuss the following questions about travelling.

1. Do you prefer to travel by plane, train or coach?
2. What is the most recent holiday you had?
3. People say: ‘Travel broadens the mind’. What do you think about it?

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***Exercise 4.*** It’s said that English old buildings have ghosts. Discuss the given questions.

1. Do you know anyone who has seen, or think he/she has seen, a ghost? If yes, please explain.
2. What would you do if you saw a ghost?
3. Do you believe in the paranormal? Why/not?
4. How much do you think TV and movies affect your opinions and beliefs? Please explain.
5. What are some of your favourite ghost and/or horror movies from Hollywood? Why do you like them?

***Exercise 5*.** There are so many beautiful places to see in the world. However, just a few are iconic. Whether it is a natural wonder or an architectural site, these famous landmarks are definitely among the most recognizable in the world. Write about three recognizable landmarks in the world and describe them.

***Exercise 6.*** You were asked by travel company to write a report about your holiday. Write: about travel arrangements, hotel.

**Hotel**

I thought the hotel was very comfortable…,it wasa pity we.…

**Travel arrangements**

….. The coach which was supposed to take us to airport waslate…,

*Example:*

***Exercise 7*.** Listen [T.25] to a travel writer, Sebastian Hope talking about London and fill in the test.

1 We must take some time to get to know the …you are in.

a) city b) village с) town d) landmark

2 Sebastian’s favorite landmark is ….

1. the London Eye b) the London Museum c) the British Museum d) Hyde Park

3 Hyde Park always reminds him his ….

1. childhood b) brotherhood c) neighborhood d) life

4 The most … place is Kensington.

1. beautiful b) ugly c) romantic d) tremendous

***Exercise 8.*** Retell the listened text.



**Check yourself**

**1. Choose the correct variant: *I'd prefer \_\_\_\_\_ rather than see films.***

1. get a taxi
2. read books
3. go alone
4. go for a swim
5. **Choose the correct variant*: I'd rather \_\_\_\_\_ my own business than work for somebody else.***
6. start
7. to start
8. starting
9. started

**3. Choose the correct variant: ‘*a famous building or object that you can see and recognize easily’ means:***

a) landscape

b) landmark

c) landslip

d) landmine

**4. Find the meaning of the underlined word: *You know, they have free guided tours of the area-a nice way to get an introduction to a place. Then you can stay and do some browsing on your own afterwards.***

a) confined, looked up

b) looking around without a specific purpose, for enjoyment

c) haphazard, careless

d) to go across of land instead of going around the edge of it

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| landmark ['lændma:k] | ориентир, достопримечательность | белгі, көрнекті жерлер |
| a marble rock ['m a:bl rɔk] | мраморная скала | мәрмәр жартасы |
| to reflect [tə ri'flekt ] | отражать | шағылысу |
| to remind [tə ri'maind] | напоминать | еске салу |
| valley of Castles ['væli ɔv ' k a:sls] | долина замков | қорғандар алқабы |
| masterpiece ['m a:st əpi:s] | шедевр | біртума, үлгі |
| sand dunes [sænd dju:ns] | [песчаная дюна](http://lingvopro.abbyyonline.com/ru/Search/GlossaryItemExtraInfo?text=sand%20dune&translation=%d0%bf%d0%b5%d1%81%d1%87%d0%b0%d0%bd%d0%b0%d1%8f%20%d0%b4%d1%8e%d0%bd%d0%b0&srcLang=en&destLang=ru), бархан | құмтөбе |
| pristine ['pristi:n] | древний | ежелгі |
| astonishingly[əˈstɒnɪʃɪŋlɪ] | удивительный | [таңғажайып](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%82%D0%B0%D2%A3%D2%93%D0%B0%D0%B6%D0%B0%D0%B9%D1%8B%D0%BF/); [таңғаларлық](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%82%D0%B0%D2%A3%D2%93%D0%B0%D0%BB%D0%B0%D1%80%D0%BB%D1%8B%D2%9B/) |
| tremendous[trɪˈmɛndəs] | очень, чрезвычайно | [аса](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B0%D1%81%D0%B0/); [өте](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D3%A9%D1%82%D0%B5/); |

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| **Office Hours №13** |

Make up a topic **‘Beautiful landmarks of Kazakhstan’** and retell it (p.171). (80 words). Deadline -1 week

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| **LIW №37** |

Learn the poem by heart **‘The Himalayas’** (p.171). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
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**Additional literature:**

1. Brian Abbs & Ingrid Freebairn. Blueprint. Upper-Intermediate. Student’s book. Longman, 2009.
2. John and Liz Soars. New Headway. Upper- Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper- Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №26 (116)** | |
| Discipline: **English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Ancient historical monuments of Kazakhstan** |  |
| Grammar: **Compound adjectives** |  |
|  | |

***Exercise 1.*** Read and translate the text.

**Khodja Akhmed Yasaui Mausoleum**

Turkistan is a sacred place of worship and pilgrimage for Muslims. It is situated 160 km (100 miles) north-west of Chimkent. The site of ancient settlement Turkistan is an important archeological monument of the urban culture of South Kazakhstan.

It was the center of the economic and political development, a trade and cultural centre on the junction of vast steppes and ancient agricultural areas.

A huge amount of ancient monuments, more than 800, remained there. Turkistan used to be one of the most significant trade and political centers of the whole Central Asian region for many centuries. Until the 18th century, Turkistan, or Yasi, as it used to be called, was the capital of the Kazakh Khanate formed in the 15th century. Persian master builders set to work, but upon Tamerlane’s death in 1405 the building was halted with the mausoleum unfinished. However, the main arched entrance and two minarets were completed in the 16th century.

This monument is a masterpiece of medieval architecture, mausoleum, consisting of a complex of palaces and temples. Fine furnishings and interior decorations of walls will impress anyone. The mausoleum is a major pilgrimage site within the Islamic world.

***Exercise 2.*** Write a suitable heading to each paragraph.

**GRAMMAR COMMENT**

**Compound adjectives**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Adjective / adverb + past participle**  Adjective or adverb plus past participle is one of the most common patterns for forming compound adjectives. Some common examples would include:   |  |  |  |  | | --- | --- | --- | --- | | cold-blooded | kind-hearted | old-fashioned | open-minded | | bow-legged | cross-eyed | red-haired | snub-nosed |   *E.g. Most animals are warm-blooded but reptiles are cold-blooded.*  *He was an old-fashined man, but was kind-hearted and open-minded.*  *He was a cold- blooded murder and showed no emotion of any kind.*  There are sometimes many possible combinations, e.g. *broad-minded, narrow-minded, absent-minded, strong-minded,* as well as *open-minded*. It is partly a matter of knowing which adjectives or adverbs go with which participles and nouns. We have *brightly-lit streets*, but also *brightly-colored dresses*.  Compound adjectives are regarded as productive features of English which means that use is not so restricted as it is in many categories of grammar. New combinations are always possible. |

Complete the sentences with appropriate compound adjectives: four-foot, open-minded, brightly-lit, green-eyed, all-too-common, part-time, cold-blooded, well-behaved.

1. This is a … table.
2. Daniella is a… worker.
3. This is an … error.
4. Beware of the … monster.
5. He is a … man.
6. I love this … room!
7. Danny’s dog is ….
8. You have to be … about things.



***Exercise 3.*** Take part in a discussion on the theme ‘Why is archeological digging important for every country?’Answer these questions.

1In which sites is the archeological digging being carried out in our country at the moment?

2 What is the best season for archeological digging in our country?

3 Why are the historical monuments important for every country?

 ***Exercise 4.*** Talking about an impressive historical monuments you’ve seen: place of location, some interesting facts, special features.

***Exercise 5.*** Write down some information about these famous structures.

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| --- | --- | --- | --- |
| The Eiffel Tower  [http://upload.wikimedia.org/wikipedia/commons/thumb/a/a8/Tour_Eiffel_Wikimedia_Commons.jpg/220px-Tour_Eiffel_Wikimedia_Commons.jpg](http://en.wikipedia.org/wiki/File:Tour_Eiffel_Wikimedia_Commons.jpg)  designer: Gustav Eiffel  date: 1889 | The Pyramids  [http://upload.wikimedia.org/wikipedia/commons/thumb/a/af/All_Gizah_Pyramids.jpg/300px-All_Gizah_Pyramids.jpg](http://en.wikipedia.org/wiki/File:All_Gizah_Pyramids.jpg)  builders: ancient Egyptians  date: about 2500 B.C. | Big Ben  [http://upload.wikimedia.org/wikipedia/commons/thumb/b/b2/Clock_Tower_-_Palace_of_Westminster%2C_London_-_September_2006-2.jpg/220px-Clock_Tower_-_Palace_of_Westminster%2C_London_-_September_2006-2.jpg](http://en.wikipedia.org/wiki/File:Clock_Tower_-_Palace_of_Westminster,_London_-_September_2006-2.jpg)  designer:  Sir Benjamin Hall  date: 1859 | The Sydney Opera House  [sydney-opera-house](http://entertainmentdesigner.com/wp-content/uploads/2010/11/sydney-opera-house.jpg)  designer: Jorn Utzon  data: 1973 |

***Exercise 6.*** Match the words with their definition.

|  |  |
| --- | --- |
| 1. mosaics | 1. [structure](http://www.macmillandictionary.com/dictionary/british/structure_1) [built](http://www.macmillandictionary.com/dictionary/british/built_1) in a [public](http://www.macmillandictionary.com/dictionary/british/public_1) [place](http://www.macmillandictionary.com/dictionary/british/place_1) to [celebrate](http://www.macmillandictionary.com/dictionary/british/celebrate) an [important](http://www.macmillandictionary.com/dictionary/british/important) [person](http://www.macmillandictionary.com/dictionary/british/person) or [event](http://www.macmillandictionary.com/dictionary/british/event) |
| 1. historical monument | 1. a pattern or picture made of many small coloured pieces of stone, glass etc. |
| 1. heritage | 1. to cause a particular situation to exist again, especially a positive one |
| 1. preserve | 1. the inner roof of an apartment |
| 1. restore | 1. the art, buildings, traditions and beliefs that a society considers important to its history and culture |
| 1. ceiling | 1. to take care of a place or building in order to prevent it from being harmed or destroyed |

***Exercise 7.* [**T.26] Listen to a historian who has written a book about captain Scott. Underline the things he mentions.

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| *preparation planning animals arguments diaries geography*  *accident food money time of year clothes transport weather Scott’s personality* |

***Exercise 8.*** Answer the questions.

* 1. When did Captain Scott reach the South Pole?
  2. Why did Amundsen arrive to the South Pole first?
  3. Why does the historian think Captian Scott’s personality was partly to blame for the tragedy?
  4. Should Scott be criticized rather than glorified?

**Check yourself**

1. **Choose the correct variant:** ***Match the compound adjective: thick-.***
2. humored
3. skinned
4. famous
5. made

**2. Choose the correct variant: *Match the definition of the compound adjective: relaxed and casual in style or manner.***

a) absent-minded

b) cold-blooded

c) well-known

d) easy-going

**3. Choose the correct variant:** ***When Brian got his promotion, he bought a \_\_\_\_\_car.***

1. deeply-rooted
2. brand-new
3. well-mannered
4. short sighted

**4. Choose the correct variant: *She lived in \_\_\_\_\_ house.***

a) kind-hearted

b) an old-fashioned

c) open-minded

d) short-sighted

**Glossary**

|  |  |  |
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| **English** | **Russian** | **Kazakh** |
| sacred ['seikrid] | [священный](http://lingvopro.abbyyonline.com/ru/Search/GlossaryItemExtraInfo?text=sacred&translation=%d1%81%d0%b2%d1%8f%d1%89%d0%b5%d0%bd%d0%bd%d1%8b%d0%b9&srcLang=en&destLang=ru); [святой](http://lingvopro.abbyyonline.com/ru/Search/GlossaryItemExtraInfo?text=sacred&translation=%d1%81%d0%b2%d1%8f%d1%82%d0%be%d0%b9&srcLang=en&destLang=ru) | киелі |
| junction ['dʒʌ ŋk ʃ(ə)n] | [связывание](http://lingvopro.abbyyonline.com/ru/Search/GlossaryItemExtraInfo?text=junction&translation=%d1%81%d0%b2%d1%8f%d0%b7%d1%8b%d0%b2%d0%b0%d0%bd%d0%b8%d0%b5&srcLang=en&destLang=ru), [соединение](http://lingvopro.abbyyonline.com/ru/Search/GlossaryItemExtraInfo?text=junction&translation=%d1%81%d0%be%d0%b5%d0%b4%d0%b8%d0%bd%d0%b5%d0%bd%d0%b8%d0%b5&srcLang=en&destLang=ru) | бірігу, қосылу |
| pilgrimage site ['pilgrimi dʒ sait] | место поломничество | сыйынатын орын |
| to halt [tə hɔ:lt] | останавливать | тоқтату |
| brightly-lit [ˈbraɪtlɪ lɪt] | ярко освещенный | жарқыраған |
| to glorify [tə ’glɔ:rə‚faɪ] | прославлять | атын шығару |
| worship[' wɔ:ʃip] | поклонение | табыну, тәжім ету |
| arched [ɑːtʃt] | арочный | аркалы |
| to blame [tə bleɪm] | обвинять | [жазғыру](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B6%D0%B0%D0%B7%D2%93%D1%8B%D1%80%D1%83/); [кінәлау](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%BA%D1%96%D0%BD%D3%99%D0%BB%D0%B0%D1%83/) |
| digging [ˈdɪɡɪŋ] | раскопки | қазу жұмыстары |

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| **LIW №38** |

Prepare a report **‘Kazakhstan’s historical monuments’** (p.171). Deadline -1 week

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| **LIW №39** |

Learn the poem by heart **‘The ivy green’** (p.171). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Brian Abbs & Ingrid Freebairn. Blueprint. Upper-Intermediate level. Student’s book. Longman, 2009.
2. John and Liz Soars. New Headway. Upper- Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper- Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №27 (117)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **The call of the wild**  Grammar: **Passive construction with say, believe** |  |
|  | |



***Exercise 1*.** Read and translate the text.

**Hunters in the sky**

[](http://www.google.kz/imgres?imgurl=http://visitkazakhstan.kz/uploads/img/picturecontent-pid-10a9b(3).jpg&imgrefurl=http://visitkazakhstan.kz/kk/guide/information/8/0/200/&h=637&w=900&sz=211&tbnid=4k4d31paTZTpXM:&tbnh=90&tbnw=127&prev=/search?q=%D0%B1%D2%AF%D1%80%D0%BA%D1%96%D1%82&tbm=isch&tbo=u&zoom=1&q=%D0%B1%D2%AF%D1%80%D0%BA%D1%96%D1%82&docid=8YyJzmMfwurYtM&hl=ru&sa=X&ei=2epnT5zYBMzxsgaeyKjtBw&sqi=2&ved=0CEkQ9QEwBQ&dur=2453)In the vast grasslands of Kazakhstan in Central Asia, nomadic huntsmen (‘burkutchi’) still follow their passion for hunting with golden eagles. For many centuries, these huge birds of prey have been trained to protect sheep from wolves and foxes. It is said that a trained eagle is worth twelve horses.

The fifty pure-bred eagles which remain in Kazakhstan have been trained to hunt by the skilled ‘burkutchi’. Female eagles are both larger and stronger than the male and can have a wingspan of up to two meters. A young female is taken from the nest just after it has learnt to fly. The bird is hooded to keep it calm and is kept on a lead which is gradually lengthened. It is taught to feed from the huntsman’s gloved hand. The eagle must be taught to hunt only the prey which has been identified by its master and to return to his cry ‘Kel! Kel!’.

Hunting is done from horseback with the hooded eagle riding on the burkutchi’s right forearm. When the burkutchi sights the prey, for instance a fox, the bird is unhooded and immediately takes off in pursuit. The fox is grabbed by the bird’s claws and held until the burkutchi catches up, leaps off his horse and kills the prey.

A good hunting -eagle can catch up to fifty foxes in one season. A twelve-year-old bird is believed to have captured fourteen wolves in a single day many years ago.

***Exercise 2.*** Make a plan of the text.



**GRAMMAR COMMENT**

**Passive construction with say, believe**

Sentence in the pattern of:

‘People say/think/consider/believe/know(that)…’ = have 2 passive forms.’

Example:  
\* **People say (that) Messi is a good soccer player.**  
\* **Passive Voice:** ‘*It* ***is said*** *(by people) (that) Messi is a good soccer player.’* **OR** ‘*Messi* ***is said*** *(by people)* ***to be*** *a good soccer player.’*

\* **People say (that) Maradona was a good soccer player.**  
\* **Passive Voice:** ‘*It* ***is said*** *(by people) (that) Maradona was a good soccer player.’* **OR** ‘*Maradona* ***is said*** *(by people)* ***to have been*** *a good soccer player.’*  
\* **People said (that) Maradona was a good soccer player.**  
\* **Passive Voice:** ‘*It* ***was said*** *(by people) (that) Maradona was a good soccer player.’* **OR** ‘*Maradona* ***was said*** *(by people)* ***to be*** *a good soccer player.’*

What’s the difference in the meanings?

1 A twelve-year old bird captured fourteen wolves in a single day.

2 A twelve-year old bird is believed to have captured fourteen wolves in a single day.

If you are not sure of the truth of a statement, one of these passive constructions with *say, think, believe, suppose* or *consider* can be used.

• It + passive + that clause

**It is said that** a trained eagle is worth twelve horses.

**•** a subject + passive + infinitive with to

The American condor (a type of vulture) **is believed to be** almost extinct.

**A twelve-year old bird is believed to have captured fourteen wolves in a single day.**

Rephrase the sentences below with an appropriate passive construction.

1. People say that one elephant is killed every minute of the day. (It is …)
2. The common belief is that the rhinoceros will be extinct in fifty years’ time. (It …)
3. Many people think that bears are gentle animals but they can be quite aggressive. (Bears…)
4. From what I hear, people say Nepal is a very beautiful country. (Nepal …)
5. A lot of people nowadays consider fox-hunting to be very cruel. (Fox- hunting nowadays…)

***Exercise 3.*** Look at these expressions and idioms connected with some of the animals and birds. Try to give their explanations. Give their equivalents in your language.

1. Matthew may look innocent but in reality he’s **a sly** **old fox.**
2. I’m afraid my Uncle Bruno was always getting into trouble. He was **the** **black sheep** of the family.
3. You can **lead a horse** to water but you can’t make it drink.

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***Exercise 4.*** Answer the questions.



1 Why are birds of prey, particularly eagles, often used as symbols of trademarks?

2 Do you think that the hunting of wild animals can be justified in any way?

***Exercise 5.*** This is an extract from a letter you have received from your pen friend. Read it. Following the rules for an informal letter and using information about Australia write an informal letter to your pen friend.

….We’re doing a project at university about different Sydney Parks, Australia’s natural diversity, its birds and animals. Could you write me a short report about Australian wildlife to include in the project? Write as soon as you can.  
I wish you luck in your exams.

Best wishes

Andy

Australia’s plants and animals are special. Most of them occur nowhere else and our networks of protected areas are crucial for their long-term survival. Some protected areas can cope fairly easily with different types of human activities. However, the environments of others are more fragile, and their plant and animal populations can take a long time to recover even from the smallest amount of human interference. National parks are relatively large areas protected for their unspoiled landscapes and their native plants and animals. They are set aside for public education and recreation, and usually offer visitor facilities. Situated near large population centers, they offer open space and recreational and cultural opportunities for urban residents. Marine parks are unique and outstanding marine areas set aside to conserve aquatic plants and animals. Historic sites can include buildings, objects, monuments or landscapes. They have national cultural importance, and are generally open to visitors.

***Exercise 6.*** Writing for-and-against sentences ‘Keeping animals in zoo’. What are the advantages and disadvantages of keeping animals in zoo?

***Exercise 7.*** Listen [T. 27] to two people debating the following topic: ‘We worry about protecting wild animals and not enough about protecting people’. Decide if the sentences are T (true) or F (false).

The wildlife journalist …

1. [](http://kartinki-risunki.ru/sites/kartinki-risunki.ru/files/images/48/pingviny.jpg)says 3:28 PM documentaries don’t influence people at all.
2. thinks these documentaries don’t tell the whole story.
3. says that Gorillas in the Mist is about a woman who was killed by gorillas.
4. says that the woman conservationist was helping the animals and the people.
5. thinks we must solve local people’s problems first.

The biologist …

1. says an ecosystem only involves the relationship between animals and plants.
2. gives two reasons for the destruction of our ecosystem.
3. doesn’t think it is a serious problem when a species becomes extinct.
4. says that animals becoming extinct will cause world starvation.
5. agrees with the journalist about how to save the environment.

***Exercise 8.*** Retell the listened text.

Описание: C:\Documents and Settings\Admin\Рабочий стол\АЛАКАЙ 2013\знаки для лк 2013\знаки для лк 2014 - новый+ 08.PNG **Check yourself**

1. **Choose the right passive construction with ‘*say*’:** ***It \_\_\_\_\_ that a trained eagle is worth twelve horses (say).***
2. are said
3. is said
4. is saying
5. were said
6. **Choose the right passive construction with ‘*believe*’:** ***People say that one elephant is killed every minute of the day.***

a) It is believed …

b) It was believed…

c) It had been believed ….

d) Its should believed …

1. **Choose the right passive form:** ***A lot of people nowadays consider fox-hunting to be very cruel.***
2. Fox –hunting nowadays is consider …
3. Fox –hunting nowadays is believed…
4. Fox –hunting nowadays is said …
5. Fox –hunting nowadays is considered…
6. **Choose the correct variant:** ***The drill sergeant \_\_\_\_\_ the orders.***

a) barked down

b) barked out

c) barked up

d) barked off

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| to consider [tə kən'sidə] | рассматривать, обсуждать | қарастыру |
| birds of prey [bə: ds ov prei] | хищная птица | жыртқыш құс |
| starvation [stɑːˈveɪʃn] | голод | ашаршылық |
| extinct [ik'stiŋkt] | исчезнувший, вымерший | жоғалған, жойылған |
| delicacies ['delikəsi] | изысканность, тонкость, утонченность | әсемдiк, жұқалық, нәзiктiк |
| bird’s claws [bə:dz klɔ:z] | когти птиц | құстың тырнақтары |
| to be captured [tə bi: 'kæptʃəd] | быть захваченным | ұсталу, тұзаққа түсу |
| unspoiled [ˌʌnˈspɔɪld] | нетронутая | қол тимеген қалпында |
| crucial [ˈkruːʃ(ə)l] | решающий | шешуші |
| pure-bred [ˈpjʊəbrɛd] | чистокровный | асыл тұқымды |

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| **Office Hours №14** |

Make up a topic **‘Hunting (deer, birds) is necessary in some cases’** and retell it (p.172). (80 words). Deadline -1 week

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| **LIW №40** |

Read and translate the text **‘Paintings’** (p.172). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Brian Abbs & Ingrid Freebairn. Blueprint. Upper-Intermediate level. Student’s book. Longman, 2009.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №28 (118)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Kazakh culture events**  Grammar: **Phrasal verbs: Separable and non-separable** |  |



***Exercise 1.*** Read and translate the text.

**Kazakh cultural events**

The Kazakh people have a long tradition of peace, tolerance and co-existence. Children learn hospitality and respect from a very young age, and this is reflected in the wonderful hospitality offered to all guests and travelers. If you visit a Kazakh household - you will be seated on the tor - the special guest seat and offered a cup of either *kumiss* or tea. It is considered extremely poor manners to disturb the weary or hungry guest, so the host often remains silent until you are refreshed!

The first day of spring begins the Muslim New Year. In Kazakhstan, this holiday is known as *Nauryz*. It’s a time to visit and congratulate friends and neighbours, and also a time to forgive each other. Guests are met in beautifully decorated yurts where they enjoy a traditional dish *Nauryz koshe*, which is made with seven different grains.

Many Kazakh national games feature horse racing or other games that are played on horseback. One endurance race features as many as two hundred participants, other games include Kokpar - a type of polo and Kumis Alu, where riders attempt to pick a handkerchief off the ground while galloping at full speed, or KyzKuu – ‘catch the girl’, where the boys try to catch the girls in a race.

***Exercise 2.*** Answer the questions:

1 What is the main idea of the text?

2 What kind of traditional Kazakh dishes do you know?

3 How do people celebrate Nauryz?

4 What is the peculiarity of Kazakh national games?

5 What was Kazakh cuisine mostly based on?



**GRAMMAR COMMENT**

**Phrasal verbs: Separable and non-separable**

|  |  |
| --- | --- |
| **Use:** A **phrasal verb** is a verb + a particle (preposition or adverb). The meaning can be literal (*stand up*) or idiomatic (*give up smoking*). Phrasal verbs are often used in conversation. There are four types of phrasal verbs: | |
| **Type Examples Notes/ Problems**  1 Phrasal verbs **without an object** *The meeting* ***went on*** *for hours.* The verb and particle can’t be separated. | |
| 2 Phrasal verbs that **can be separated**  **by an object *Take off*** *your shoes.*  ***Take*** *your shoes* ***off.***  ***Take them off.*** | If the object is a noun, it can go either after both parts of the phrasal verb or between them  If the object is a pronoun it must go between the two parts. Not ~~Take off them.~~  Not ~~I looked the magazine through.~~ |
| 3 Phrasal verbs that **can’t be** *I* ***looked through*** *the magazine*  **separated by an object** *when I was at the hairdresser’s.* | The three words can’t be separated. Not ~~We’ve run out petrol off.~~ |
| 4 Phrasal verbs with **two prepositions/ adverbs** *We’ve* ***run out off*** *petrol.* | |

Use your instinct. Cross out the wrong sentence. Sometimes both are possible.

a Could you*look after the baby / look the baby after?*

b *Take off your coat!/ Take your coat off***!**

c I’m*looking forward to* the holidays */ looking forward* the holiday to

d Shall we*go* this evening*out* **/** *go out*this evening**?**

Write a sentence with a separable phrasal verb + pronoun (it/ him, etc.) to follow on from sentences 1-5. Use a verb from the first list box and a word from the second.

|  |  |
| --- | --- |
| *take(x2) put wake ~~turn~~ pick* | *away up(x2) off (x2) ~~down~~* |

*E.g. The TV is too loud. It’s 11.30. Turn it down!*

1. It’s bad luck to wear a hat in the house. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!
2. Don’t drop paper in the street. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !
3. Don’t leave your books on the bed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !
4. Those shoes are too old to wear now. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!
5. Your brother’s still in bed and it’s 10.00. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!



***Exercise 3.*** Discussion:

1. Children don’t learn hospitality and respect from a very young age, and this is reflected in the wonderful hospitality offered to all guests and travelers.
2. Today Kazakh people don’t use yurts.
3. The first day of spring begins with the Muslim New Year. It’s a time to visit and congratulate friends and neighbours, and also a time to forgive each other.

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| **USEFULL PHRASES**  ***horse racing national games riders open air*** |

***Exercise 4*.** Look at the pictures and describe them.

|  |  |
| --- | --- |
| http://www.orexca.com/images/fotogallery/img_full/1272877572_7116.jpg | http://www.advantour.com/img/kazakhstan/culture/kokpar.jpg |

***Exercise 5.*** Unscramle the words.

I’m really ertseentdi in the culture of other countries. I don’t know why, but I always think other cultures are more nitesgeintr than my own culture. Every time I travel, I learn dunlrewof, strange, amnigaz and interesting things about other cultures. Understanding the culture of other people is very otnratimp. It helps us all to get along. If everyone leayrl tried to learn about other cultures, the world would be a more pfealceu place. The world is becoming emsrlla, so I think this is happening.

***Exercise 6.*** Write five questions about culture. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

***Exercise 7.* [**T. 28] Listen to John explaining how music can affect the way we feel.

***Exercise 8.*** Complete the notes below according to the listened text. Then compare with a partner and try to remember what he said.

|  |  |
| --- | --- |
| ***How does music affect our emotions?***  ***Three important human emotions***  *1 happiness*  *2*  *3* | ***How we feel affects the way we speak, e.g.***  *1 happy – speak faster / higher*  *2*  *3* |
| ***Music copies this, e.g.***  *1 fast / high music sounds happy*  *2*  *3* | ***Examples***  *Music that sounds*  *1 happy, e.g.*  *2 angry, e.g.*  *3 sad, e.g.*  *This is especially exploited in…* |

**Check yourself**

**1. Choose the right variant: *My passport \_\_\_\_\_ next month - I must get it renewed.***

1. runs out
2. breaks the ice
3. carried away
4. puts up with

**2. Choose the right variant: *Your website has helped me a lot to \_\_\_\_\_ \_\_\_\_\_ the good work.***

1. put away
2. keep up
3. made up
4. do without

**3. Choose the right variant: *Kazakh \_\_\_\_\_\_ was based mostly on meat and milk products.***

a) kitchen

b) table

c) cuisine

d) café

**4. Choose the right variant: *Solemn ceremony of meeting the bride in the groom’s house is called \_\_\_\_\_\_\_\_ .***

a) Bastangy

b) Betashar

c) kelіn tusіru

d) Shіldehana

**Glossary**

|  |  |  |
| --- | --- | --- |
| **English** | **Russian** | **Kazakh** |
| tolerance ['tɔl(ə)r(ə)n(t)s] | толерантность | толеранттылық |
| hospitality [hɔspι'tælətι] | гостеприимство | қонақжайлылық |
| embroidery [ιm'brɔιd(ə)rι] | вышивание | кестелеу |
| to feature [tə 'fi:tʃ(ə)] | изображать | бейнелеу |
| endurance [ιn'djuər(ə)n(t)s] | терпение | сабырлық |
| solemn [ˈsɑːləm] | торжественный | салтанатты |
| cuisine [kw ι'zi:n] | кухня | ас, тағам |
| weary [ˈwɪəri] | усталый, утомлённый | [қажыған](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D0%B0%D0%B6%D1%8B%D2%93%D0%B0%D0%BD/); [шаршаған](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D1%88%D0%B0%D1%80%D1%88%D0%B0%D2%93%D0%B0%D0%BD/) |
| to affect [əˈfɛkt] | влиять | әсер ету |
| peculiarity [pɪˌkjuːlɪˈarɪti] | особенность | өзгешелік |

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| **LIW №41** |

Read and translate the text **‘A Comic Genius’** (p.172). Deadline -1 week

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| **LIW №42** |

Make a presentation **‘Kazakh customs and traditions’** (p.173). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Students Book. Oxford University Press, 2012.
2. Clive Oxenden, Christina Latham-Koenig. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Essential Grammar in Use by Raymond Murphy. Third edition.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
3. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.

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| **HAND OUT №29 (119)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Family matters**  Grammar: **Idioms** |  |
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*It is easy to govern a kingdom but difficult to rule one's family.*

***Exercise 1.*** Read and translate the text.

**Family**

Family is also very important to how a person develops because even within culture, a family forms it’s own unique culture. The nature of the family varies widely from culture to culture. In some societies, family members tend to stay in close proximity to their kin, never moving more than a few miles away from the ancestral home. In other places, while the members of one generation may all live near one another, their descendants in the next generation scatter widely. In such a case, it’s difficult to maintain the same family cohesion enjoyed by those who live close together.

Sometimes marriage can govern family structure; for example, there may be strict traditions requiring a new bride to leave her paternal home and siblings to move in with her new husband’s family. Such traditions are followed, even by young couples who don’t like them, because going against them is likely to result in the loss of inheritance. Whatever one’s own sentiments about family structure, it is important to recognize that one culture’s family system is as legitimate as another’s.

***Exercise 2.*** Retell the text.

**GRAMMAR COMMENT**

**Idioms**

|  |  |  |  |  |  |  |  |  |  |  |
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| An **idiom** ([Latin](http://en.wikipedia.org/wiki/Latin_language): *idioma*, ‘special property’, is an expression, [word](http://en.wikipedia.org/wiki/Word), or [phrase](http://en.wikipedia.org/wiki/Phrase) that has a [figurative](http://en.wikipedia.org/wiki/Figurative_language) [meaning](http://en.wikipedia.org/wiki/Meaning_(linguistic)) that is comprehended in regard to a common use of that expression that is separate from the [literal](http://en.wikipedia.org/wiki/Literal_and_figurative_language) meaning or [definition](http://en.wikipedia.org/wiki/Definition) of the words of which it is made.  **Examples:**   |  |  | | --- | --- | | **Idiom** | **Meaning (definition)** | | black sheep of the family | the worst member of the family | | a family man | a man who likes to spend a lot of time with his wife and children | | like one of the family | as if someone (or a pet) were a member of one's family | | run in the family | [for a characteristic] to appear in many (or all) members of a family | |

Look at the highlighted idioms and try to guess their meaning.

1. He finally passed his driving test! He is **over the moon**.
2. When I saw her **I couldn`t believe my eyes**. She looked ten years younger.
3. That sounds like a difficult situation. I wouldn`t like to be **in your shoes**.
4. She`s **as hard as nails**. She doesn`t care who she hurts.
5. You look a bit **down in the dumps**. Has life been treating you badly?
6. I`m **sick and tired** of telling you to do your homework. Get on with it!

Choose the meanings of the idioms.

1. exhausted
2. very happy
3. sad, depressed
4. be very surprised
5. in your place
6. shows no sympathy or fear

 ***Exercise 3.*** Discuss these questions in small groups.

1 What is your position in the family?

2 Are you the oldest (youngest, middle) child, or an only child?

3 Describe your father`s (mother`s, sister`s, brother`s or grandparent`s) personality.



***Exercise 4.*** Prepare your speech on the topic: ‘The typical family in my country’.

 ***Exercise 5.*** Your friend is going to marry, write a congratulation to your friend.

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| **USEFUL PHRASES**  much love  health and happiness  happy occasions, to find true love  to share one dream is a blessing  many happy years together  special day  happiness and love |

***Exercise 6.*** Write a short description of your friend`s personality who is going to rent a flat in the USA. Use the paragraph summaries below.

**Paragraph 1** age, family, work/study

**Paragraph 2** personality (good side)

**Paragraph 3** any negative things



***Exercise 7.*** [ T.29] Listen to a radio programme about speed dating. A man and a woman who have both tried it talk about their experiences. How successful was it for them?

Answer the questions with E (Emily), A (Alex).

Who …?

* 1. preferred to ask normal questions
  2. was asked an unusual questions
  3. got the fewest matches
  4. was asked a question ‘If you were an animal, what would you be?’



***Exercise 8.*** Answer the questions according to the listened text.

1 Do you know what ‘speed dating‘ is?

2 Was Emily asked anything unusual?

3 How many matches did Alex get?

4 If you were looking for a partner, would you try it?



**Check yourself**

**1. Choose the right meaning of the following idiom ‘*over the moon’.***

a) healthy

b) very kind and generous

c) unfriendly

d) to be absolutely happy

**2. Choose the right meaning of the following idiom ‘*down in the dumps’:***

a) unhappy

b) happy

c) angry

d) surprised

**3. Choose the right meaning of the following idiom ‘*as hard as nails’:***

a) act without thinking

b) shows no sympathy or fear

c) great sense of humor

d) talkative

**4. Choose the right meaning of the following idiom ‘*pain in the neck’:***

a) supporting his friend

b) distant, unfriendly

c) annoying, difficult

d) behave like an old man

**Glossary**

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| **English** | **Russian** | **Kazakh** |
| * + - 1. proximity [prɒk'sɪmɪtɪ] | близость (близкое родство) | жақындық, туысқан |
| descendant [dɪ'sendənt] | потомок | әулет, ұрпақ |
| cohesion [kəʊ'hiːʒən] | связь | байланыс |
| paternal [pə'tɜːnəl] | родственный по отцу, отцовский | әке жақтан туыстық |
| siblings ['sɪblɪŋs] | дети одних родителей | бір ата-ананың балалары |
| sentiment ['sentɪmənt] | отношение | қарым-қатынас |
| legitimate [lɪ'dʒɪtɪmɪt] | законорожденный | заңды бала |
| [literal](http://en.wikipedia.org/wiki/Literal_and_figurative_language) ['lɪtərəl] | буквенный, дословный | сөзбе-сөз |
| inheritance [ɪn'herɪtəns] | наследование, наследство | мұра қалдыру, мұра |
| to maintain [tə  meɪnˈteɪn] | поддерживать, сохранять | қолдау, сақтау |

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| **Office Hours**  **№15** |

Make up a topic **‘The impact of divorce’** and retell it (p.173). (80 words). Deadline -1 week

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| **LIW №43** |

Write a congratulation on New Year using a model (p.177). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Cristina Latham-Koeing. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Cristina Latham-Koeing. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. John and Liz Soars. New Headway. Upper-Intermediate level. Student’s book. Oxford University Press, 2010.
2. John and Liz Soars. New Headway. Upper-Intermediate level. Workbook. Oxford University Press, 2010.
3. Nick Ceramella, Elizabeth Lee. Cambridge English for media. Cambridge University Press, 2012.

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| **HAND OUT №30 (120)** | |
| Discipline**: English as a foreign language** | Credits - **2** |
| **Upper-Intermediate** level | Practical lesson |
| Lexical theme: **Kazakh national holidays**  Grammar: **Proverbs** |  |
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***Exercise 1.*** Read the following events which are celebrated in Kazakhstan.

**Kazakh national holidays**

In Kazakhstan, like in many other countries of the world, people celebrate such traditional holidays as, for example, New Year and the 8th of March. However, there are several special holidays in Kazakhstan related to the history of the country.

National holidays are the holidays established in the Republic of Kazakhstan in honour of the events, which have special historical significance and which had essential impact on the development of Kazakh sovereignty. Celebration of national holidays is accompanied by the official arrangements in the central and local state agencies.

The national holiday in the Republic of Kazakhstan is the Independence Day, which is celebrated on the 16th of December. After the collapse of the USSR in 1991, the Republic of Kazakhstan declared its sovereignty and since then the 16th December is celebrated every year as the Independence Day.

Public holidays are the holidays devoted to the events, which have public and political significance, and the holidays traditionally celebrated by the citizens of the Republic of Kazakhstan. Celebration of the state holidays can be accompanied by official arrangements. Public holidays in the Republic of Kazakhstan are : New Year, International Women’s Day, Nauryz, Victory Day and Constitution Day of the Republic of Kazakhstan and etc.

***Exercise 2.*** Work in groups of three and make up 5 questions to the text.

**GRAMMAR COMMENT**

**Proverbs**

A **proverb** (from [Latin](http://en.wikipedia.org/wiki/Latin_language): *proverbium*) is a simple and concrete [saying](http://en.wikipedia.org/wiki/Saying) popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity. They are often [metaphorical](http://en.wikipedia.org/wiki/Metaphorical). A proverb that describes a basic rule of conduct may also be known as a [maxim](http://en.wikipedia.org/wiki/Maxim_(philosophy)).

If a proverb is distinguished by particularly good phrasing, it may be known as an [aphorism](http://en.wikipedia.org/wiki/Aphorism).

*E.g. ‘The wise woman builds her house, but the foolish tears it down with her own hands.’*

*‘A wise man is strong, and a man of knowledge increases power.’*

Give the Kazakh or Russian equivalents of these proverbs.

1. When in Rome, do as the Romans do.
2. A dog shows affection even to a poor family.
3. Govern a family as you would cook a small fish - very gently.
4. It is easy to govern a kingdom but difficult to rule one's family.
5. Man is the head of the family, woman the neck that turns the head.

6 It is no use crying over spilt milk.

***Exercise 3.*** The five events which are illustrated on the pictures take place in Kazakhstan. Answer the questions.

[](http://www.google.ru/imgres?imgurl=http://www.coastalcottages.co.uk/graphics/new-years-eve.jpg&imgrefurl=http://www.coastalcottages.co.uk/New-Years-Eve-Breaks-Wales.asp&h=428&w=600&sz=55&tbnid=Msool89ue0-vfM:&tbnh=93&tbnw=130&prev=/search?q=New+year&tbm=isch&tbo=u&zoom=1&q=New+year&docid=BZ0aXXRqiT_jlM&hl=ru&sa=X&ei=Q2d5T_nqOoGp4gSHkp2bDw&ved=0CGEQ9QEwBA&dur=2375) [](http://www.google.ru/imgres?imgurl=http://www.graphics18.com/wp-content/uploads/2010/03/womenday.gif&imgrefurl=http://www.graphics18.com/g18/occasional/womens-day-8-march/&h=278&w=388&sz=33&tbnid=gX6LdQxUq3KsLM:&tbnh=98&tbnw=137&prev=/search?q=8th+of+march&tbm=isch&tbo=u&zoom=1&q=8th+of+march&docid=zGFZ0RzO2C9QUM&hl=ru&sa=X&ei=8md5T5DqB9HR4QShoOCzAQ&ved=0CG0Q9QEwBw&dur=4015) [](http://www.google.ru/imgres?imgurl=http://img.timeinc.net/time/photoessays/2008/russia_v_day/russia_01.jpg&imgrefurl=http://www.time.com/time/photogallery/0,29307,1738768,00.html&h=404&w=611&sz=86&tbnid=CWCxQuC73_mGYM:&tbnh=90&tbnw=136&prev=/search?q=Victory+day&tbm=isch&tbo=u&zoom=1&q=Victory+day&docid=lYzznMEHHEe6UM&hl=ru&sa=X&ei=bWd5T4neJeiB4ATz2d3YDg&ved=0CGwQ9QEwBg&dur=1313) [](http://ru.wikipedia.org/wiki/%D0%A4%D0%B0%D0%B9%D0%BB:Gertvoprinachenie_2.jpg) [](http://www.kazakhstan.orexca.com/kazakhstan_president.shtml)

**1. \_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_**

Which of them do you know? What time of the year do any of them take place? Are any of them celebrated or observed in the UK or USA? What kind of food might you have? What do people wear?

 ***Exercise 4.*** Discuss one of the best celebrated holidays in Kazakhstan.

***Exercise 5.*** Choose the right word and complete the proverbs.

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| *customs, a friend, longest , early, end, head, speak , poor* ***,*** *dog, smoke, health, laughs, silver,*  *lion, tongue, tools, ending, dog, well, two* |

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| C:\Documents and Settings\Admin\Рабочий стол\АЛАКАЙ 2013\знаки для лк 2013\знаки для лк 2014 - новый+ 01.PNGA bad beginning makes a bad … .  A bad workman quarrels with his … Better be the head of a dog than the tail of a …  Better … than late.  Better lose a jest than … .  Better the foot slip than the … .  Better to do well than to say … .  Every … is a lion at home.  Fish begins to stink at the … .  Four eyes see more (better) than .. . | In every beginning think of the … .  Love me, love my … .  One law for the rich, and another for the … .  So many countries, so many … .  The … day has an end.  There is no fire without … .  Think today and tomorrow … .  Wealth is nothing without … .  Не laughs best who last …  То be born with a … spoon in one's mouth. |

1. ***Exercise 6.*** Imagine that you are an organizer of Nauryz. Write down an invitation letter to all the guests (5-6 sentences).

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| **USEFUL PHRASES**  renewed life  to have spare time  to have fun  to enjoy  to entertain yourself  holiday activities  Nauryz kozhe |

***Exercise 7.* [**T.30] Listen to two people talking about music festivals then do the task.

**Which speaker …..?**

1 went to a festival with friends

2 doesn`t know the name of the festival

3 can remember being taken back to sleep in smb`s tent

4 went to a Bath Music Blues festival

***Exercise 8*.** Retell the listened text.

1. **Check yourself**
2. **1. Choose the right word to complete the proverb: *Don't \_\_\_\_\_\_ your chickens before they are hatched.***
3. a) make
4. b) bring
5. c) call
6. d) count
7. **2. Choose the right word to complete the proverb: *A dog shows \_\_\_\_\_\_\_ even to a poor family.***
8. a) friendship
9. b) affection
10. c) tongue
11. d) passion
12. **3. Choose the right word to complete the proverb: *Better be born \_\_\_\_\_\_ than rich.***
13. a) lucky
14. b) happy
15. c) poor
16. d) poverty
17. **4. Choose the right word to complete the proverb: *A \_\_\_\_\_\_ in the hand is worth two in the bush.***
18. a) bag
19. b) friend
20. c) bird
21. d) baby
22. **Glossary**

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| **English** | **Russian** | **Kazakh** |
| sacrifice ['sækrɪfaɪs] | жертва, жертваприношение | құрбан ету |
| believer [bɪliːvə] | верующий | сенуші |
| to distinguish [tə  dɪˈstɪŋɡwɪʃ] | различать | айыру; ажырату |
| prosperity [prɒ’sperətɪ] | процветание | [гүлдену](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D0%B3%D2%AF%D0%BB%D0%B4%D0%B5%D0%BD%D1%83/); [өркендеу](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D3%A9%D1%80%D0%BA%D0%B5%D0%BD%D0%B4%D0%B5%D1%83/) |
| spirit ['spɪrɪt] | дух, душа | жан |
| hatch ['hatʃ] | вылупливаться, выводиться | балапан басып шығару; жұмыртқаны жару |
| jest [ʤest] | шутка | әзіл |
| to stink [tə stɪŋk] | вонять | сасық иіс шығу |
| holy [ˈhəʊli] | святой | [қасиетті](https://sozdik.kz/ru/dictionary/translate/kk/ru/%D2%9B%D0%B0%D1%81%D0%B8%D0%B5%D1%82%D1%82%D1%96/) |
| ram [ræm] | баран | қой |

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| **LIW №44** |

Make a presentation **‘Nauryz’** (p.173). Deadline -1 week

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| **LIW №45** |

Read and translate the text **‘Home is where the school is’** (p.173). Deadline -1 week

**References**

**Main literature:**

1. Clive Oxenden, Cristina Latham-Koeing. New English File. Upper-Intermediate level. Student’s book. Oxford University Press, 2012.
2. Clive Oxenden, Cristina Latham-Koeing. New English File. Upper-Intermediate level. Workbook. Oxford University Press, 2012.

**Additional literature:**

1. Nick Ceramella, Elizabeth Lee. Cambridge English for media. Cambridge University Press, 2012.
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