

AL-FARABI KAZAKH NATIONAL UNIVERSITY  
International Relations Department  
Chair of Diplomatic Translation  
**Translation business in the field of international and legal relations**  
**“Foreign Language”**  
2022-2023 academic year spring semester

### **Seminar 11: Survival disaster**

#### **Goals of the seminar**

1. Introduce the topic *The passive – verbs with two objects*
2. Explain how to use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics
3. Explain how to use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics

#### **Aspects of the seminar**

1. Distinguishing between defining and non-defining relative clauses
2. Rewriting the sentences as one sentence using a non-defining relative clause
3. Reading the text and describe the boy in the photo using relative clauses

#### **Assignment form**

Room 302

**Task 1.** Divide the class into two teams. Team A is noughts (0) and Team B is crosses (X). Draw a 3 x 3 grid on the board and write relative pronouns (which, who, that, whose, when, why) in the spaces (some will appear more than once). Add a question mark (?), plus sign (+) or minus sign (-) next to each pronoun depending on whether you want students to form an interrogative (?), affirmative (+) or negative (-) sentence. Teams take it in turns to choose a square and say a correct sentence using the relevant relative pronoun, e.g. which (?): Have you ever been to a cinema which has ten screens? If their sentence is correct, write a 0 or an X in that square. The first team to win three squares in a row (horizontally, vertically or diagonally) wins the game.

If the students are familiar with relative clauses, move through the Grammar guide exercises quickly, eliciting answers from students in open class.

**Task 2.** Students decide if the sentences are correct and rewrite the incorrect sentences. Give them time to compare their answers before you check them in open class.

**Task 3.** Students omit the relative pronouns where possible. Elicit why it is possible and not possible in each case.

**Task 4.** Listening. Play the track for students to listen to the definitions of eight words and write the correct form of the words in exercise 5 that match them.

**Extra reading**

1. Student's Book, English file 4<sup>th</sup> edition Intermediate, Oxford University
2. Student's Book, Workbook, Extra materials – Digital Gateway B2, Macmillan Education
3. [www.bbc.com](http://www.bbc.com)