



**Некоммерческое
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общество**

**АЛМАТИНСКИЙ
УНИВЕРСИТЕТ
ЭНЕРГЕТИКИ И
СВЯЗИ ИМЕНИ
ГУМАРБЕКА
ДАУКЕЕВА**

Колледж АУЭС

ИНОСТРАННЫЙ ЯЗЫК

Методические указания по выполнению контрольных работ для студентов
всех специальностей колледжа.

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Методические указания к выполнению контрольных работ - для изучения и закрепления соответствующих модулей дисциплины. Контрольные работы соответствуют ТУП по дисциплине Иностранный язык. Представлен, список рекомендуемой литературы для самостоятельной работы.

Рецензет:

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Methodological recommendations

The Progress check is given at the end of each module and reinforces students' understanding of the topic, vocabulary and structures presented in the module. A type of assessment allows students to evaluate their own progress and identify their weaknesses and strengths.

The Progress check includes the following sections:

Exercise 1. Reading. When reading text, use specific reading skills, such as fast reading, scanning, intensive reading for specific purposes, understanding the structure of the text, etc. To complete this task, read the questions and possible answers, then read the text for specific information and choose the correct answer to each question.

Exercise 2. Listening. In Listening tasks you listen to people talking about a topic related to the theme of the module. To complete this task, first read the questions and possible answers, and then listen carefully to the audio and mark the correct answer, fill in the blank, or match the sentences.

Exercise 3. Vocabulary. This task is designed to repeat new words related to the topic of the module. To complete the exercise, fill in the gap using the dictionary provided at the end of the training manual. Page-40

Exercise 4,5,6. Grammar tasks. To complete these tasks, use the grammar reference given at the end of the training manual. Page-32

Exercise 7.8. Writing. This task is based on realistic types and styles of writing such as letters, emails, descriptions and reviews. Write your own version using the suggested sample text.

Progress Check 1

Reading

Exercise 1. Read the questions below and the possible answers. Then read the text for specific information and choose the correct answer for each question (A,B,C or D).

1. Biopsychology

- A. is a recently-developed science
- B. is becoming more popular
- C. was created by Charles Darwin
- D. isn't studied by many people

2. What is true about Phineas Gage?

- A. He proved biology doesn't affect behavior
- B. He was born with a brain disorder
- C. His injury had no effect on his behavior
- D. A brain injury gave him a new personality

3. What is NOT true about the research in Amsterdam?

- A. They located genes for happiness
- B. It took place across several countries
- C. It identified three types of happiness
- D. It explains behavioral differences.

4. Experts in the UK have

- A. Discovered a cure for Parkinson's disease
- B. Found a way to diagnose Parkinson's
- C. Cured a person with Parkinson's
- D. Tested a medicine to prevent Parkinson's

5. The approach is limited because it doesn't

- A. Explain why we behave differently
- B. Have it's basis in psychology
- C. Consider environmental factors
- D. Take genetics into account

5x2=10marks

Text 1. Nature vs Nurture in Human Behavior

Are we a product of our genes or our environment? We can attribute our appearance to a mixture of both genetics and our environment. But what about our behavior? Is it based on the environment or are we biologically hardwired to behave in a certain way?

The Biological Perspective

The biological perspective, or biopsychology, is a rapidly growing branch of psychology that considers the effect of biology on our behavior could be determined by our genes was documented by Charles Darwin in 1859. His theory of natural selection stated that genes that led to survival were passed on to the next generation.

Investigating the biology behind our behavior

Scientists can investigate the biological causes of behavior by carrying out research into the structure and function of the brain. One of the most important cases in this area of psychology is that of Phineas Gage in 1848. Gage was involved in an accident and sustained a major brain injury. Luckily, he survived, but his behavior and personality totally changed as a result.

How does the biological perspective help us?

The biological perspective has contributed to our understanding of human behavior. Research at Vrije University in Amsterdam has identified happiness genes. The huge international study involving 298,000 participants showed that there are three genetic variants for happiness. These variants control the way in which we experience happiness and provide an explanation as to why we don't all respond to it in the same way. Biopsychology can also help those with brain disorders. In fact, researchers at the University of Manchester in the UK have been developing a test for Parkinson's disease before symptoms develop. This would help patients take medicines that delay the onset of the disease.

A limited approach?

Like all approaches in psychology, the biological perspective has its limitations. For example, it doesn't take into account the effects of our environment, upbringing, culture and emotions on our behavior. We all have different behaviors, but is this because we are all genetically unique or because we were raised in different conditions in different countries and have experienced different things? What do you think? I human behavior result of our genetics, our environment or a mixture of the two?

Listening.

Exercise 2. Listen for specific information about a science fair and complete the sentences (gap fill).

Blue Hills Science Fair

Doctor Oldham is travelling from _____. There will be a _____ on winter illnesses. There is a competition to make _____ of the human body. The competition prize is a book token worth _____. Visitors will have the opportunity to see lots of science _____, including examining various kinds of _____ under a microscope. There will be a new food stall selling _____. The event will take place on Saturday _____.

8x2=16 marks

Vocabulary

Exercise 3. Fill in: classify, introduce, clot, clone, determine, clump, conduct, cross-pollinate, contribute, inherit.

1. When you cut yourself, your blood should _____ to help stop the bleeding.
2. Your eye colour is among the traits you _____ genetically.
3. The binomial naming system is used internationally to _____ animals and plants.
4. Aristotle was probably the first person to _____ a system for organizing living things into categories.
5. Receiving an incompatible blood type can cause your blood to _____ .
6. Genetics can _____ variance in plants.
7. Do you need permission to _____ experiments in this laboratory?
8. Her job is to _____ tomato plants to create new varieties.
9. A low white blood cell count can _____ to low immunity.
10. Some people think it is unethical to _____ human cells to make identical ones.

10x2=20 marks

Grammar

Exercise 4. Match the two columns to form complete sentences. To practice adjective complements.

- | | | | |
|---|--|--------------------|--|
| 1 | | We are unsure | a. to write the paper with my supervisor |
| 2 | | Ulan was thrilled | b. to help me revise for my exams. |
| 3 | | I was pleased | c. to discover her research results had been modified |
| 4 | | She was upset | d. how to apply for funding for the project |
| 5 | | It was kind of you | e. when he was invited to speak about the Human Genome Project |

5x2=10 marks

Exercise 5. Underline the pre- and post- modifiers in sentences 1-4. Then match each to the correct type: a relative clause, two nouns together, value, a noun ending in -ing.

1. The research involved in cloning a plant required a ten-thousand-dollar investment.
2. He suffers from a serious clotting disorder.
3. We identified the plants which had rare genetic characteristics.
4. This test will give us information about your blood platelets.

4x2=8 marks

Exercise 6. Rewrite the sentences using:

a) **apposition.**

b)

1. My friend studies immunology. Her name is Anna White
2. Cystic fibrosis is related to the lungs. It is a genetic disorder.

c) **textual referencing.**

d)

3. Receiving hemodialysis is a time-consuming treatment, although receiving hemodialysis is a means of survival for some people.
4. Rosalind Franklin made great discoveries about DNA, but Rosalind Franklin's discoveries didn't win her a Nobel Prize.

4x3=12 marks

Writing

Exercise 7. Read the rubric and write your email. For Example:

Your school is hosting a Biology Day next month. Your teacher has asked you to invite an immunologist/doctor from the local University Hospital to give a talk to students. Write an email to the scientist inviting them to attend the event and give a talk. Give details about when and where the event will take place and say why you chose to ask him/her. Write your email (120-180 words).

Suggested answer

Dear Mrs. Aliyeva.

It is with great pleasure that I write to invite you as a guest speaker to give a talk at a Biology Day to be held at the

20 marks

Total: 100 marks

Progress Check 2

Reading

Exercise 1. Read the questions below and the possible answers. Then read the text for specific information and choose the best answer A,B,C or D.

1. Stuart Cove controls the behavior of sharks

- A. While they are feeding
- B. When they're in a particular state.
- C. By making them angry.
- D. By sending a lot of time with them.

2. Why did he agree to do his first shark scene?

- A. He wanted the challenge.

- B. He thought he would lose his job otherwise.
- C. He was too proud to admit his fear.
- D. He liked what he was offered for it.

3. What advice does Stuart give to Adam

- A. Wave your arms around to deter sharks.
- B. Stay still if a shark attacked
- C. Feed sharks regularly to keep them calm.
- D. Always wear a wetsuit for protection against bites.

4. “this” (line 30) refers to

- A. The divers’ behavior
- B. The divers’ protective clothing.
- C. The sharks’ preferences.
- D. The way people see sharks.

5. Stuart believes

- A. His job is less dangerous than people think
- B. His experience protects him from injury.
- C. Safety is the most important consideration.
- D. The danger involved in his job is worth it.

5x2=10 marks

Text 2. SHARK WHISPERER

Stuart Cove takes Adam Higginbotham under the waves to meet his killer cast.

Stuart Cove kneels on the sandy seabed. One hand rests on a plastic crate filled with chopped fish. When he opens the crate to spear the first piece, perhaps 20 reef sharks appear in the water around us. Twenty minutes later all the fish have gone and the sharks drift away. Over the past 25 years, Stuart has captured and manipulated sharks into various film scenes. Tiger sharks are big and aggressive frequently responsible for attacking humans, but when captured or placed under stress they struggle and then become calm as if they are half asleep. The sharks can then be released and manipulated for the shot and this is when Stuart steps in.

Cove grew up in the Bahamas. At 19, he was an experienced diver, but he had no idea when he started working on the James Bond film, *For Your Eyes Only*, that he would have to work with tiger sharks. “One day they say to us ‘OK, we are going to release the shark. If the shark comes to you, jump on its back’”. “Then they said: ‘Stuart, you’re one of the guys’”. “And I thought ‘Are you out of your mind?’”. “But then they said: ‘You’ll get \$150. And, well...as a teenager in 1979, that’s a pile of money’”. Today, Cove charges around \$10 000 for two to three days shooting with a tiger shark.

“Honestly, I was scared to death” Cove says. During the first take, the shark escaped- much to Cove’s relief. Pretending to look for the lost animal, he was amazed to find it struggling at the edge of the set, trapped in a net. “So I grabbed it and it tried to bite me, and then it relaxed. I swam it back and suddenly I was the hero who saved

the whole day's shooting". After that, Cove became one of the chief shark handlers. He never told anyone he'd found the shark in the net.

Out at the dive site, I asked him what I should do if I'm actually attached by one of the sharks he's feeding. "Try taking your arms in," he said, "and avoid moving. "But in fact, despite their reputation, many species of shark are very fussy eaters. Cove has seen sharks take bait such as chicken or lobster into their mouths, taste it then spit it out. Same goes for divers: when the sharks accidentally bite the feeders hands, the animals immediately realize their mistake when they taste a wetsuit.

Despite this, Cove himself has been bitten three times by sharks. Once he was bitten on the hand. "It was the worst pain I've ever felt" he says. "The teeth go very deep". Still he insists that each time he has been doing all the things for the camera you shouldn't do waving his hands around in the water unprotected.

For some shoots Cove and his staff have even stimulated shark attacks. They strap food between a chain-mail suit and their clothing and let sharks tear it off them. "That's dangerous because they can actually rip your wetsuit and flesh...yeah, it's not smart. But you know" he says. "for fame and fortune, you don't mind doing anything.

Listening.

Exercise 2. You will hear five short extracts in which people are talking about their ideas to get people interested in wildlife protection. Match the sentences A-F to the speakers 1-5. There is one extra sentence.

We decided a local event would have more impact than an internet campaign.

- A. My website wasn't as popular as I had hoped.
- B. I was surprised to get such a positive reaction from the online community.
- C. We held a contest to get people involved with our cause.
- D. Our merchandise really helped people find out about our cause.
- E. Visiting local schools helped us spread our message.

Speaker 1		Speaker 1	
Speaker 2		Speaker 2	
Speaker 3		Speaker 3	

5x2=10 marks

Vocabulary

Exercise 3. Fill in: *steer, determine, spread, overlap, mate, fertilize, lay, designate, conserve, release.*

1. Urban badgers have small territories that _____ with others nearby.
2. When the chicks are fully-grown, we'll _____ them into the wild.
3. The babies of koala bears are born 35 days after the male and female _____.
4. Dolphins use their tails to _____ them in the right direction.
5. In 1996, the government of Kazakhstan decided to _____ Kokshetau as a national park.

6. The queen bee doesn't _____ all her eggs.
7. Echolocation allows dolphins to _____ where things are even if they can't see them.
8. Eagles _____ energy by rarely beating their wings.
9. Ants _____ seeds by carrying them away from the parent plant.
10. Female emperor penguins _____ only one egg each year.

10x2=20 marks

Grammar

Exercise 4. Rewrite the sentences in the passive.

1. Dr. Green hasn't released the findings yet.

2. The mother hadn't fed her clubs for days when we discovered them.

3. Someone had taken the golden eagle eggs before we arrived.

3x3=9marks

Exercise 5. Rewrite the sentences in reported speech using the verbs in brackets.

1. "I'm studying bats," she said to me. (tell)

2. "When did you see the elk?" he said to Jo. (ask)

3. "Don't disturb the nest," he said to Aizhan. (order)

4. "Let's visit a zoo," Kairat said. (suggest)

4x3=12 marks

Exercise 6. Fill in the gaps with the correct present or past tense.

1. _____ (you /watch) the documentary about tigers yet?
2. The dolphins _____ (already/disappear) by the time we got to the beach.
3. Dr. Mavis _____ (research) how dolphins communicate since 2012.
4. The scientists _____ (monitor)the pair of golden eagles for three years before their first chick hatched.
5. Jane was upset because she _____ (invest) a great deal of time and money in the failed project.

5x2=10marks

Exercise 7. Rewrite the sentences as cleft sentences.

1. We really need more data about steppe eagles.

What _____

2. Madina suggested monitoring the feeding habits of the chicks.

It _____

3. The noise from speedboats confuses whales.

What _____

3x3=9 marks

Exercise 8. Read the rubric and write your essay.

You've had a class discussion on the following topic: **Parents should get their child a pet wherever possible.** Write an essay for your teacher expressing your opinion (120-200 words).

For Ex. Keeping an animal as a pet is very popular. Many people are of the belief that wherever possible, parents should get their child a pet. In my opinion...

PROGRESS CHECK 3

Reading.

Exercise 1. Read and match the sentences (A-G) to the gaps (1-6). One sentence is extra.

- A. Writing strengthens the learning process, so this is two-in-one trick for memorizing information.
- B. As a general rule, basic information needs to be repeated 30 times before it sticks in your memory.
- C. So how do you make sure the knowledge you need is firmly fixed in your brain?
- D. Simply imagine yourself going for a walk or a car journey.
- E. It's adaptable, but less effective for long lists of information.
- F. They don't just learn the words, they feel the emotions of their character and move about the room as they do.
- G. If you create a story around what you want to remember, it can have much the same effect.

6x2=12marks.

Text 3. MIND OVER MEMORY

In the modern corporate world, you need to be able to multitask, think on your feet, and recall data and facts at any any time. All the technology in the world won't help you when a client asks you a crucial question in a face-to-face meeting. 1_____ In this article, memory expert Crystal Denver gives us her top five tips for perfect recall.

Have you ever wondered how actors manage to memorize their lines for a play that lasts hours? Many use a technique called active experiencing. 2_____ The same technique can be applied to practicing presentations or sales pitches. Really feel the emotion behind your words, and act as you will on stage or in the boardroom when you deliver your speech.

Telling a story uses both visualization and emotional memory-just think about how well you recall the fairy tales of your childhood. 3_____ Use scenarios and characters that interest you, and add sounds and smells. This is a great way to remember lists and information in sequence.

The journey method is another visualization technique. The reason this type of technique works so well is that humans are generally visual learners. 4_____ Place the information you need to remember at intervals along your route, linking it to the buildings and landmarks you pass. As you travel along, you'll 'see' the information in your mind's eye.

Making a mind map may remind you of your school day's, but it's actually a great way to make connections between facts. There are various online programs which can help you to construct mind maps, but I usually advise my clients to write their out by hand. 5_____

Good-old-fashioned repetition sounds boring, but it's one of the top ways to remember facts. 6_____ Longer pieces of information, like presentations, or more complicated concepts need even more repetitions, or more complicated concepts need even more repetition to be encoded into our memories.

Cristal's new book *Mind over Memory* is available nationwide from 10th April.

Listening

Exercise 2. Listen for specific information. You will hear an interview with a scientist about the human brain. For questions 1-5, choose the correct answer(A, B or C).

1. Dr. Burns says he'd like to

- A. become a brain cartographer.
- B. discover new brain functions
- C. create detailed maps of the brain.

2. What is NOT true about connectomes?

- A. they help us understand brain diseases.
- B. they are only used by doctors.
- C. they provide information about neural connections.

3. A new discovery was made by

- A. using a stain to enhance brain imaging.
- B. performing a number of MRI scans.
- C. investigating the brain's magnetic fields.

4. The newly discovered brain region

- A. also appears in other primates
- B. is located at the top of the brain.

C. was found by Dr. Paxinos.

5. Scientists are exploring the brain of a chimpanzee because

A. they are similar to human brains.

B. the zoo will donate them for free.

C. they are not difficult to obtain.

5x2=10 marks.

Vocabulary

Exercise 3. To consolidate vocabulary from the module. Fill in: advocate, regulate, consolidate, stimulate, absorb, fire comprise, encode, generate, enhance.

1. Our brains _____ information even when we are asleep.
2. He worked hard to _____ ten years of research into a single book.
3. The cerebrum, cerebellum and brainstem _____ the human brain.
4. Emotions such as fear will _____ the amygdala.
5. Computer programs are being developed that can _____ speech by interpreting facial movement.
6. Neurons have to _____ in order to transmit signals in the brain.
7. Nutritionists _____ eating a healthy diet to improve brain function.
8. The brain has to _____ facts, emotions and experiences in order to create memories.
9. The ancient Greeks believed rosemary could _____ their memory greatly.
10. The amygdala are very small parts of the brain, but they help to _____ our emotions.

10x2=20 marks.

Grammar

Exercise 4. Practice past modals through sentence transformations. Use the words in bold to complete the sentences so they have a similar meaning to the first sentence.

1. It's a shame Ulan didn't do more research to support his theory. (SHOULD)
Ulan _____ to support his theory.
2. I'm sure Aizhan has finished her experiment by now. (BOUND)
Aizhan _____ her experiment by now.
3. I'm certain that she took the samples to the lab. (HAVE)
She _____ to the lab.
4. I thought Berik checked the data. (SUPPOSED)
Berik _____ the data.
5. They didn't tamper with the experiment because the lab was locked. (HAVE)
They _____ with the experiment because the lab was locked.

6. It's a pity you didn't apply for the position of Dr. White's lab assistant.
(SHOULD)

You _____ for the position of Dr. White's lab assistant.

6x3=18 marks

Exercise 5. Choose the correct item.

1. He is an incredible mathematician and scientist, **yet/despite** he struggles to express his ideas.
2. As a scientist it's important to keep **on/up** with the most recent discoveries.
3. **In/with** respect to the paper you published last week, I have to say I disagree with your methods.
4. We have to perform the surgery **regardless of/however** the risk.
5. They will continue their research **provided that/in case** they receive funding.

5x1=5 marks

Exercise 6. Match the exchanges.

1		Can you show me how to install this program?	a. Next, you tap on Settings.
2		Would you agree that this proves the theory?	b. Well, that's not the way I see it.
3		OK. Got it. Then what?	c. Frankly, I think that it needs further research
4		If you ask me, it's not very ethical.	d. Great idea! My thoughts exactly.
5		I think we should work together.	e. Sure. It's easy.

5x3=15 marks.

Writing

Exercise 7. Read the rubric. Use the prompts below to do the task.

You've got a blog about IT problems. One of your readers has asked how they can optimize the battery life on their smartphone. Write the instructional text for your blog explaining how to do it (120-180 words).

Optimizing the battery life on your smartphone

1. Tap/Phone manager' icon/your home screen
2. Choose/battery option/the menu
3. Scroll down/bottom of the screen/select 'Optimize'
4. Smartphone/close any unnecessary apps/in background /help/prolong/phone's battery life
5. Process/completed/click on 'Finish' button

For ex. Optimizing the battery life on your smartphone

If your phone battery is running low and there is nowhere nearby to charge it you can save you battery by optimizing the battery life.

First, tap the 'Phone Manager' icon on your home screen and choose the 'Battery' option from the menu. Next...

20 marks

Total:100 marks

PROGRESS CHECK 4

Reading

Exercise 1. Read the text and mark the sentences T(true), F(false) or DS (doesn't say).

- 1. In Ancient Rome, the day hours were longer in summer _____
- 2. The Romans didn't use units smaller than an hour. _____
- 3. Horologia were only used to track time during the day. _____
- 4. The romans used a celestial body to tell the time. _____
- 5. The Romans didn't invent any timekeeping devices. _____
- 6. Timekeeping was important for regulating the military in Rome. _____
- 7. Timekeeping devices from the Roman era still survive to the present day. _____
- 8. Some modern timekeeping terminology is based on Roman Language. _____

8x2=16 marks

Text 4. The Dawn of Horology

Horology is the study of how to measure time. The world has Greek roots and this discipline has been practiced for thousands of years.

The Romans divided the day into two equal parts, with 12 day-hours and 12 night-hours. The first day-hour began when the sun rose, the sixth hour was at midday, and the last hour ended at sunset. Therefore, the length of the hours varied with the season, so a day-hour in winter might only last 45 of our modern minutes, while in summer it could be up to 90 minutes long. An hour was the smallest unit of measurement in ancient Rome –the concept of minutes and seconds did not exist.

The passing of these hours was tracked using horologia-timekeeping devices. For daylight hours, they used sundials, and at night they used mechanized water clocks. The measurement of time was key to the success of the highly-organized Roman army: solders followed a strict program for meals and sleeping.

Ancient Rome wasn't the first civilization to measure time. However, it is from the Roman era that we inherited some of the language we use to talk about time. Have you ever told someone that you get up at 6 am? Or that you'll meet them at the cinema at 8 am? These abbreviations –am and pm – are actually from Latin. Meridies meant

‘midday’, and so ante meridiem was ‘before midday’ and post meridiem was ‘after midday’. The Romans may not have developed a sophisticated system to measure time, but they did influence the way we talk about it!

Listening

Exercise 2. You will hear five short extracts in which people are talking about slideshow presentations. Match the sentences A-H to the speakers 1-5. There are three extra sentences.

A. The element of surprise can be useful when making a point.	Speaker 1	
B. Encouraging participation will help the audience to focus.	Speaker 2	
C. Having too much variety is as harmful as having too little.	Speaker 3	
D. Too much information often leaves listeners confused.	Speaker 4	
E. Evoking emotion can confuse those who are listening.	Speaker 5	
F. A disorganized presentation suggests unprofessionalism.		
G. A lack of preparation can lead to a bad experience.		
H. Paying attention to detail can make you forget something big.		

5x2=10 marks

Vocabulary

Exercise 3. Fill in: depict, facilitate, excavate, stimulate, complement, accomplish, navigate, rely, evolve.

- The obvious limitation of sundials is that they _____ on sunlight to work.
- They may discover the remains of ancient timekeeping devices when they _____ the ruins.
- Giving a summary at the end of a presentation can _____ understanding of the topics covered.
- In the past, sailors used the stars to _____ their way across the sea.
- Timekeeping devices have changed so much over time –who knows how they will _____ in the future?
- These beautiful illustrations perfectly _____ the way the ancient Egyptians used the merkhet.
- A timekeeping app can’t plan your every move, but it can _____ an already organized schedule.
- When did the Roman Empire _____ a twelve-month calendar?
- The Egyptians were one of the first civilizations to keep track of time. They were able to _____ this using timekeeping devices.

10. She showed us a short video at the beginning of her presentation to _____ the audience's interest.

10x2=20 marks

Grammar

Exercise 4. Rewrite the following sentences as cleft sentences.

1. Berik has been rehearsing his presentation all day.

All _____

2. We gave the presentation at the Atakent International Exhibition Centre.

The place _____

3. Professor Jameson wanted to explain how the system worked.

The first thing _____

4. Was Ulan's presentation about energy storage?

Was it _____

5. You should use charts and infographics in your presentations.

Charts and infographics _____

6. Aizhan enjoys designing websites most of all.

What _____

6x3=18 marks.

Exercise 5. Put the verbs in brackets into the correct present /past perfect tense.

1. I've got a headache because I _____ (look) at my computer screen all day.

2. The sundial _____ (use) for around, 1,500 years by the time the clepsydra was invented.

3. _____ (you / finish) your project yet?

4. Assel was tired because she _____ (travel) all day.

5. _____ (Michael /train) in public speaking before he gave his presentation?

6. I'm proud to say that the restoration of the astronomical clock, which we _____ (work) on for 7 years, is now complete.

7. How long _____ (you/wait) before the train arrived?

8. The slideshow turned out to be a disaster because the equipment _____ (not/check) for weeks.

8x2=16 marks

Writing

Exercise 6. Read the rubric and do the task.

You have had a class discussion about using slides in presentations. Now your teacher has asked you to write an essay discussing the advantages and disadvantages of using them. Write your essay, justifying your arguments (140-190 words).

For example:

We live in an increasingly visual world, and it is estimated that 65% of people are visual learners. Without a doubt, slides are a popular tool for presentations, but do they add or detract from the overall effect?

There are a number of benefits to using slides in presentations. To begin with...

20 marks

Total: 100 marks

PROGRESS CHECK 5

Reading

Exercise 1. Read the text and choose from the sentences A-F the one which best fits each gap(1-5). There is one extra sentence.

- A. On her final dive, Jill and her partner became trapped by strong currents, only managing to pull themselves out using small handholds in the ice wall.
- B. One of the reasons that Jill is brave enough to face such dangerous expeditions is her confidence in technology.
- C. She has had her stunning photos published worldwide and won awards for her documentaries, but she's also a record breaker.
- D. One day NASA hopes to send this to the to the underwater caves of Europa, one of the moons of Jupiter, Jill says.
- E. To her, it's an important part of life.
- F. If that wasn't a big enough leap of faith, the iceberg had just broken away from the Ross Ice Shelf and was moving at the time.

5x3=15 marks

TEXT 5. INTO THE UNKNOWN

Jill Heinerth grew up watching the Apollo space missions on TV, dreaming of becoming an astronaut. Life, though, took her in the opposite direction. Whereas astronaut rocket into space, Jill plunges into the ocean depths as one of the world's top cave divers. 1_____. She spent 21 hours underwater to get the world record for distance travelled underground, became the first woman to cave dive in the Antarctic.

It was that expedition to the Antarctic in 2000 that really made Jill's name. She was heading to B-15, the largest iceberg on the planet (about half the size of Jamaica) to explore the caves in it, despite not knowing if there actually were any! 2_____. During the dive any disturbance, even a few air bubbles, could cause the cave to collapse, so the threat of disaster was always there.

At the point, Jill felt a movement in the ice that felt like an earthquake. She later found out that a piece of ice had crashed into the cave's entrance, and would have killed her had she been near. 3_____. Just two hours later, the iceberg shattered completely.

These kinds of incidents would put most divers off for life, but Jill freely embraces her fear. 4_____. As she puts it, "If you don't chase fear, you'll be running away from it your whole life".

Although she hasn't made it into space yet, her work may affect future space missions. "I was experimenting with a 3D mapping device that cost almost 470

Million. 5_____. It seems the girl who dreamt of the stars and wound up in the depths may have found the best of both worlds.

Listening.

Exercise 2. You will hear part of an interview in which a student called Katerina Phillips is discussing her work experience. For questions 1-5, choose the answer (A,B or C).

- 1. How did Katy learn about the position?**
 - A. From her professors
 - B. While visiting the farm
 - C. While working for another ice cream company
- 2. What was Katy's main reason for choosing the job?**
 - A. To take a break
 - B. To make connections in the industry
 - C. To expand her knowledge
- 3. When asked about her role on the farm, Katy**
 - A. admits that she had a lot to learn.
 - B. Explains the benefits of her assortment of tasks.
 - C. Emphasizes her impact on the company.
- 4. Regarding the effect of her experience, Katy says she**
 - A. Found it less important than her classes.
 - B. Realized that it's important to study theory.
 - C. Gained an insight into what employers want.
- 5. Katy advises other students looking for work experience to**
 - A. Ensure that they have a good time.
 - B. Decide how little they are willing to work for.
 - C. Consider working for free.

5x3=15 marks

Vocabulary

Exercise 3. Fill in: decoded, obscured, sanitized, achieved, imported, tailored, sought, invested, embodied, bent

1. Before Joseph Lister raised awareness about bacteria, medical equipment wasn't _____.
2. I _____ my CV to fit the job description by removing irrelevant details.
3. Saniya _____ ten years of work experience into starting her own web design company.
4. They _____ secret messages using a special program.
5. They invent telescopes, scientists used lenses that _____ light.
6. Have you _____ investment from local businesses for your project?
7. His business model _____ his values and ideas.
8. We couldn't see the mountains because the fog _____ our vision.

9. Tim Berners-Lee _____ excellence in the field of computer science when he invented the World Wide Web.
10. A lot of electronics are _____ into Kazakhstan every year.

10x2=20 marks

Grammar

Exercise 4.

a) Match the columns to form sentences.

1		Could you speak	a	weather his choice was his right one
2		He insisted	b	to see their results
3		They are anxious	c	telling her about my research
4		Rustem is unsure	d	louder, please?
5		I regret	e	that I apply for the job

5x2=10 marks

b) Match the sentences (1-5) in Ex.4a to the type of complementation they show.

A		Verb complement (verb +clause)
B		Adjective complement(adj.+infinitive)
C		Verb complement (verb+ -ing phrase)
D		Verb complement (verb + adverb)
E		Adjective complement (adj.+noun clause)

5x2=10 marks

Exercise 5. Read the text and underline three pre-modifying and three post-modifying noun structures.

Hi Ben,

Sorry I haven't been in touch lately. I'm having a five-minute break now, but things have been crazy in the university lab! We've had so much equipment delivered in the last few days, including new benches and an NIR spectrometer which is linked to a tablet. Unfortunately, I've been given a tablet with the software. It's lucky that I took that programming course with you last summer! Hope everything is going well for you.

Call you soon,

Rishat.

x2=10 marks

Writing

Exercise 6. Read the rubric and write your letter. You read this extract from an article in the careers section of a news website.

Are conventional job interviews outdated? Some experts have claimed that they in decline. With the rise of communication technology and the Internet, it seems likely that face-to-face interviews will soon be a thing of the past.

You disagree with the negative opinions expressed by the journalist and decide to write a letter to the editor. Explain your views on the points raised in the article and give reasons for your opinions. Write your letter (150-200 words).

For Ex. *Dear Sir/Madam*

I am writing in response to the article about face-to-face job interviews you recently published on your news website. I am totally apposed to the main points raised in the article. Firstly, ...

20 marks

Total 100 marks

PROGRESS CHECK 6

Reading

Exercise 1. Read the text and decide if sentences 1-5 are T (true), F(false) or DS (doesn't say).

1. Storing thermal energy proved challenging for Grossman
2. Thermal energy is mostly produced by mechanical processes
3. According to the author, phase-change materials have a wide variety of practical applications
4. Photo switches are most effective at lower temperatures
5. Grossman intends to develop his idea further

5x2=10 marks

TEXT 6. THERMAL ENERGY STORAGE

At any given time, there are millions of mechanical and chemical processes taking place across the globe. In industrial processes, for example, we use machines which require huge amounts of energy to power them. Yet, over 50% of the energy used in these processes is simply expelled as heat. Thankfully, Jeffrey Grossman, a professor of materials science and engineering, has created an elegant and innovative solution to the problem of thermal energy storage.

Grossman's solution revolves around the use of phase-change materials, or PCMs. A phase-change material is one that absorbs energy as it changes state and releases that energy when it reverts to its original state. A common example is wax, which absorbs thermal energy as it melts and releases this energy, known as latent heat, as it solidifies. While PCMs already have a handful of useful applications, such as in heating systems, their usefulness is restricted by a major flaw; they are dependent on the temperature of their environment, so it isn't possible to control the release of energy using only PCMs. In order to efficiently utilize stored thermal energy, Grossman knew that he needed to create mechanism which could trigger the release of latent heat on demand. He began looking back at old research, particularly his work on photo switches.

Photoswitches are molecules that react to light. Their shape changes when they are exposed to very specific wavelengths of light, and reverts when exposed to others. Although they couldn't store heat themselves, Grossman realised that by melting them together with PCMs, he could prevent the PCMs from solidifying at low temperatures, effectively trapping the energy inside. Then, by simply shining a special type of light on the material, he could cause the photoswitches to shift their orientation, allowing the PCM to solidify and therefore releasing the thermal energy it had absorbed. Grossman admits that there is still a long way to go in terms of creating practical applications for his idea, but so far it has shown a lot of promise.

Listening

Exercise 2. You will hear people talking in five different situations. For each question 1-5, choose the best answer (A,B or C).

1. You overhear someone leaving a voicemail message. What is he doing?

- A. Inviting someone to an event
- B. Asking to borrow their car
- C. Telling someone about his weekend plans

2. You hear two friends talking about their science projects. What do they agree about?

- A. How difficult it is to find information
- B. How much time it is taking to do
- C. How interesting the topic is

3. You hear a person giving a speech. Why is she talking to them?

- A. To explain the benefits of renewable energy
- B. To inform them about a new project
- C. To explain how wind turbines work

4. You hear two colleagues talking at work. What does the man think about lithium-ion batteries?

- A. They are too expensive
- B. They are a good investment
- C. They are not efficient

5. You hear an expert being interviewed. What does she say about energy targets?

- A. They are not currently being met
- B. They are totally unrealistic
- C. They need to be reviewed

5x2=10 marks

Vocabulary

Exercise 3. Fill in: integrate, eliminate, fluctuate, outweigh, generate, pump, compress, utilize, expand, store.

1. The environmental benefits of renewable energy _____ the financial cost.

2. Is there a better way to _____ energy than inside batteries?
3. They use wind power to _____ electricity.
4. If you _____ the air, you can fit more inside the chamber.
5. We're trying to _____ the problems in the system.
6. We _____ the water to a higher point and collect the energy as it turns back down again.
7. The amount of energy our solar panels produce can _____ by as much as 90% depending on the weather.
8. You need to _____ all the data available to you to come to an informed conclusion.
9. The air will _____ as you heat it because the molecular vibrate faster.
10. The new smart technology helps us _____ lots of different energy sources into one grid.

5x2= 10 marks

Grammar

Exercise 4. Put the verbs in brackets into the correct present or past tense.

1. I _____ (not/study) engineering for very long, but I already love it.
2. _____ (you/ever/hear) of an energy storage tower before yesterday's conference?
3. Jon's dad _____ (not/work) for an energy storage company. He's a Physics teacher.
4. She had a headache because she _____ (look) at her computer screen all day.
5. What _____ (you/do) at 5pm yesterday?

5x2=10 marks

Exercise 5. Look at the underlined words/phrases. Identify the type of verbs complementation.

1. Anna wants to borrow my notes.
2. The new manager arrived yesterday.
3. I enjoy learning scientific words.
4. He showed them the energy storage tower.
5. The kettle has broken.

5x2=10 marks

Exercise 6. Put he verbs in brackets into the correct future tense.

1. _____ (you/take) your final exams this summer?
2. Don't worry! Berik _____ (not/give) his presentation by the time we arrive at the conference.

3. By the end of this month, Gulnara _____(study) engineering for two years.
4. I think I _____ (get) a good job in the STEM sector.
5. _____ (they/ organize) the data by Friday?

5x2=10 marks

Exercise 7. Complete the sentences with a word formed from the word in capitals.

1. I know the plural of “bacterium” is _____, but I can’t remember exactly what it is. (**REGULAR**)
2. They’re trying to reproduce the chemical _____ in the lab. (**ACTION**)
3. Basic knowledge of STEM subject is desirable for this job, but it’s _____ for candidates to have many years of work experience. (**NECESSARY**)
4. The panel decided to give the first _____ the position because she impressed them so much. (**INTERVIEW**)
5. How did Sholpan _____ her fear of public speaking? (**COME**)

5x2=10 marks

Writing

Exercise 8. Imagine you work for a renewable energy company. Give a speech to a large company about compressed air energy storage. (CAES) – how it works and why it is a good solution for the company (200-250 words).

For ex. *Good morning, and thank you for joining me. Before we begin, I want you to imagine the future, ten years from now. How do you foresee your company operating? As a forward-thinking company, I expect ...*

20marks

Total:100 marks.

PROGRESS CHECK 7

Reading

Exercise 1. Read the text. For questions 1-6, choose from the technological advances (A-E).

Which technological advance ...

- | | |
|---|-------|
| 1. Takes climatic conditions into account? | |
| 2. Simulates a social interaction in a realistic way? | |
| 3. Allows us to control our environment? | |
| 4. Is difficult to put into practice? | |
| 5. Can help with interior design? | |
| 6. Will be used by both consumers and companies? | |

TEXT 7. THE TECH OF TOMORROW

Technology moves at a blistering pace. Staying up to data can be tough, so here are five cutting-edge technological advances that everyone should keep an eye on.

A. Autonomous Vehicles

Automotive companies are already producing self-driving vehicles, with some using lasers, cameras, radar and sonar to create an internal map of their immediate environment. They're an exciting prospect at the moment for several reasons. Not only will it make travelling easier for the everyday user, but their ability to drive nonstop will prove incredibly useful in global delivery services.

B. Smart cities

Smart cities are hyper-efficient communities which can track and communicate air quality, pollution levels, temperature, rainfall, traffic flow and much more. Interestingly, the technology for this idea already exists; the challenge lies in implementation. Creating an infrastructure for citywide wireless communication means putting processors in streetlights, mailboxes and more. There is still a long way to go, but experts believe they can change our perceptions of what a city should be.

C. Augmented Reality

Augmented reality is unique in that it changes how we view, and interact with, the world that we inhabit. The technology is extremely impressive, and there are already apps which provide users with background information on their environment as they walk, or allow them to simulate how pieces of furniture might look in their homes. There is virtually no end to the possible applications of augmented reality.

D. Internet of Things

The internet of things is a communication network between machines. By connecting a variety of devices, appliances and even vehicles through Wi-Fi, users are given complete command of their surroundings. Take smart homes for instance, where you can turn off your lights by voice command, or lock your doors remotely. Simply put, the internet of Things is the way of the future.

E. Chatbots

Chatbots are software applications which can imitate human speech and written communications. They are capable of engaging in conversations with real people, and it's become common practice to use them in customer service. They are currently on the rise, and their ability to store feedback and quickly retrieve relevant information means that they will only become more valuable over time.

6x3=18 marks

Listening

Exercise 2. Listen to an interview with a member of Generation C. For questions (1-5), choose the correct answer (A,B or C)

1. What determines whether a person is part of Generation C?

- A. Writing their own online content
- B. Having an active social media account

C. Understanding and spending time in the online world

2. What does Alice think about the Internet?

- A. It has changed global culture.
- B. It makes people antisocial.
- C. There's too much information available.

3. What motivates Alice to follow another person on social media?

- A. The quality of the products she buys from them
- B. The size of their existing community
- C. The value she gets from their free content

4. What are companies doing more often these days?

- A. Sharing personal stories
- B. Hiring influencers
- C. Tailoring their products to suit Gen C

5. What is popular career for members of Generation C?

- A. Working for social media companies
- B. Working for entrepreneurs
- C. Creating their own businesses

5x2=10 marks

Vocabulary

Exercise 3. Fill in: process, integrate, reference, detract, respond, attract, expand, recruit, customize, adapt.

1. Cryptocurrencies are controversial, so they tend to _____ a lot of media attention.
2. Although social media is at times misused, that doesn't _____ from its usefulness.
3. In order to stay relevant, companies must _____ their practices and keep up with modern tech.
4. These days, employers usually _____ staff through online advertisements.
5. Computers in the future will be able to _____ data at an incredible rate.
6. With the right apps, it's possible to _____ every aspect of your phone.
7. Digital filing systems make it easy to find and _____ important information.
8. Schools around the world have begun to _____ technology into their teaching methods.
9. The internet is a great source of information that will allow you to _____ your knowledge base.
10. Studies show that students _____ well to the use of technology in the classroom.

10x2=20 marks

Grammar

Exercise 4. Turn the sentences into reported speech.

1. "I designed this app," Sue said. Sue claimed
2. "I will drop by the university library later today," Ben told Ann. Ben said
3. "Are you going to spend your holidays with your cousins in Almaty next summer?" Kanat asked Aizhan. Kanat asked
4. "How have all these icons appeared on my desktop?" Sue asked herself. Sue wondered
5. "Don't touch the screen," the sales assistant said to us. The sales assistant warned us
6. "Let's visit Nur-Sultan today," said Berik. Berik suggested
7. "I broke your keyboard," Ulan said to me. Ulan admitted

7x3=21 marks

Exercise 5. Match the phrases to form sentences. Then identify the type of verb complementation.

1		Jon insisted	a. You the link yesterday morning
2		You should stop	b. That they visit the museum
3		His ideas on online education sound	c. interesting
4		I sent	d. downloading apps from unreliable sources.

4x2=8marks

Exercise 6. Choose the correct item.

1. I created the app in/with collaboration with my IT teacher.
2. He said he posted the photo for/by accident, but I don't believe him.
3. You have to write your emails in/at accordance with company guidelines.
4. My father is away with/on business in the USA.
5. I'm tired of/with watching TV shows – they don't interest me anymore.

5x1=5 marks

Writing

Exercise 7. Read the rubric and write your information leaflet.

You work as a teacher at a school in London. The school is organizing a visit to your town. You have been asked to write an information leaflet for the students who will participate in the visit, giving information to make their stay comfortable (150-200 words).

Сіз Лондондағы мектепте мұғалім болып жұмыс жасайсыз. Мектеп сіздің қалаңызға баруды ұйымдастыруда. Сізден турға қатысатын студенттерге арналған ақпараттық брошюраны жазуды сұрады. (150-200 сөз).

Вы работаете учителем в школе в Лондоне. Школа организует посещение вашего города. Вас попросили написать информационную брошюру для студентов, которые будут участвовать в туре. (150-200 слов).

For ex. *Good morning. I'm Damir Ospanov. With Generation C's desire for connectivity, the number of jobs in the tech industry is constantly growing. But what types of jobs are suitable for these digital natives? Well, of course, computer programmers are ...*

18 marks

Total: 100 marks.

PROGRESS CHECK 8

Reading.

Exercise 1. Read the text and choose the correct answer. (A, B, C or D) for questions 1-5.

1. What is the purpose of the text?

- A. To highlight the strengths and qualities of synthetic fabrics.
- B. To draw attention to the disadvantages of wearing polyester.
- C. To compare positive and negative aspects of using polyester.
- D. To analyze processes involved in polyester manufacturing.

2. According to paragraph 2, which of the following is NOT true?

- A. Polyester is typically washed and dried before being sold.
- B. Polyester clothes tend to become loose and baggy.
- C. Clothes made from polyester do not soak up water easily.
- D. Polyester is an extremely adaptable material.

3. In paragraph 3, the writer says that ...

- A. Industrial alcohol is the main component of polyester.
- B. Manufacturing polyester produces large amounts of emissions.
- C. Polyester manufacturing uses less water than other fabrics.
- D. A significant amount of time is needed to make one tonne of polyester.

4. What does the writer mean by the term 'double-ended sword'?

- A. Something that can have both positive and negative effects.
- B. Something that can withstand great amounts of pressure.
- C. Something that can complete a wide variety of tasks.
- D. Something that can be viewed in two very different ways.

5. What is the writer's overall attitude at the end of the text?

- A. The negative aspects of polyester have been exaggerated.
- B. The current polyester production methods should be banned.
- C. The textile industry ought to modernize its practices.
- D. The people buying polyester must change their perspective.

5x2=10marks

TEXT 8. SYNTHETIC FIBRES AND THE FABRIC OF SOCIETY

The polyester is one of the most commonly used fabrics in the world today. It is used in almost everything, from clothing to furnishings and even home insulation.

Yet there are still mixed feelings about whether or not we should be using it, with some claiming that the benefits are outweighed by the drawbacks.

Polyester is a synthetic material, so of course it has a number of advantages over traditional textiles. It is wrinkle-resistant and is normally pre-shrunk, so it will hold its shape even after being washed at home. Most important, however, is its absorbency. Although it is a hydrophobic textile, polyester does in fact absorb oil, which means that a special finish can be applied to give it properties such as fire resistance. The versatility of polyester means applications for the fabric.

That said, the production of polyester has a considerable impact on the planet. It is created through a chemical reaction that takes place between an acid and an industrial alcohol, and is derived from both coal and petroleum among other materials. The use of fossil fuels means that the production process carries with it a sizeable carbon footprint. What's more, it's a notably water-intensive process, using as much as 71, 000m³ of water in the time it takes to make just one tonne of fibres!

Depending on your point of view, polyester can be seen either as a solution of problem. It is extremely durable, long-lasting and warm, and can be specially treated to serve of wide variety of purposes. However, as with all synthetics, it isn't very breathable, which is something of a double-edged sword, as it can take as long as 200 years to decompose! While the utility of polyester is beyond question, it seems clear that further developments are the way to bring the fabric into the 21 century.

Listening

Exercise 2. Listen to an interview about making wood wearable. For questions (1-8), complete the sentences.

1. The host says that one drawback of polyester is the fact that it causes damage to the _____ .
2. The cellulose-based fibres Robert works with come from _____ .
3. Robert says the environmental impact of regenerated fibres is _____ than synthetic ones.
4. The use of regenerated fibres in the clothing industry is quite _____ .
5. In order to break down wood, it's necessary to use _____ .
6. A spinneret forms long standards of material from a _____ solution.
7. Closed-loop systems aim to reduce the environmental _____ .
8. Robert's company has a website and is active on _____ .

8x2=16 marks

Vocabulary

Exercise 3. Fill in: repel, convert, employ, pioneer, withstand, engineer, infuse, soar, compile, promote.

1. In order to conserve the planet, governments must _____ the use of eco-friendly dyes.
2. Manufacturers can now _____ fabrics for use in specific situations.

3. It is hoped that we can _____ all of our clothing with tech in the near future.
4. Strong fibres can _____ being bent and creased.
5. We used a variety of sources to _____ our report.
6. Each year, designers _____ new techniques which change the fashion industry.
7. While some fabrics are designed to soak up water, others _____ it.
8. The number of clothing manufacturers in Kazakhstan is expected to _____ in near future.
9. Through the use of colour, we can _____ psychological principles to evoke an emotional reaction.
10. There are now clothes which can _____ and store kinetic energy.

10x2=20 marks

Grammar

Exercise 4 Match the phrases to form sentences.

1		I was so excited	a. Whether this design will be popular.
2		It's doubtful	b. When I realized my terrible mistake.
3		We were shocked	c. How successful her first business was.
4		I felt awful	d. To hear your wonderful news!
5		It's unbelievable	e. To read about the accident.

5x2=10 marks

Exercise 5 Put the adverbs/adverbial phrases in brackets in the correct order in the sentences.

For ex. She's studying fashion. (in Paris, currently, at university).

She is currently studying fashion at university in Paris. / She is currently in Paris studying fashion at university / She is currently studying fashion in Paris at university.

1. Waistcoats are known as vests. (in the USA, commonly, apparently)
2. His business collapsed. (last spring, in London, unexpectedly)
3. We will present our new line of clothing. (next year, at Fashion Week, probably)

4x3=12 marks

Exercise 6. Rewrite the sentences using:

a) Apposition

1. Gulnara also designs jewellery. She is the owner of the fashion boutique.
2. Clothing is nevertheless very personal. It is a necessity.

b) Textual referencing

3. Anna is hard to work with, but Anna's designs are inspiring.
4. Her designs were featured on TV, and her designs being featured on TV was one of her greatest ambitions.

4x3=12 marks

Writing

Exercise 7. Read the rubric and write your report.

You work for an international company. You have been asked by a textile manufacturer to write a report about the environmental impact of the fashion industry. Your report should briefly describe the current situation in the industry and possible solutions and make recommendations. Write your report (150-200 words).

Сіз халықаралық компанияда жұмыс істейтіндігіңізді елестетіп көріңіз. Тоқыма өндірушісі сізден сән индустриясының қоршаған ортаға әсері туралы есеп жазуды сұрады. Сіздің есебіңіз саланың қазіргі жағдайын және мүмкін болатын шешімдерді қысқаша сипаттап, ұсыныстар беруіңіз керек.

Представьте что вы работаете в международной компании. Производитель текстиля попросил вас написать отчет о воздействии индустрии моды на окружающую среду. Ваш отчет должен кратко описать текущую ситуацию в отрасли и возможные решения, а также дать рекомендации.

For ex. Purpose. The aim of this report is to assess the current environmental impact of the fashion industry and possible solution.

Background. The fashion industry is the second-most polluting industry in the world after the oil industry. It contributes to air and water pollution.

Current situation. At present, an estimated 20% of industrial water pollution comes from treating and dyeing textiles.

20 marks

Total: 100 marks.

GRAMMAR REFERENCE

Adjective complements

An adjective complement is a phrase that gives extra information about an adjective. It can be an infinitive phrase or a noun clause.

Types of adjective complements

- **Infinitive phrases** consists of **to** + the base form of the verb and any modifiers or objects that relate to the verb. *I am very pleased **to meet you**. You were interested **to learn about heredity**.*
- **Noun clauses** function as nouns. They have a subject and a verb but they aren't complete sentences. A noun clause starts with: **that, how, if, what, when, why, whether**, etc. *I am disappointed **that I failed the test**. He was upset **when his laptop broke down**.*

Pre- and post- modifying noun structures

Nouns can have a variety of **pre- modifiers**:

- one or more nouns together
*a **journal** article, the **University Sports** Centre*
- a noun to describe what material something is made of

a metal instrument

- a noun ending in -ing

a funding problem

- a measurement of weight, distance, age, duration or value

a two-kilogram box, a ten-thousand-pound grant

Nouns can also have **post-modifiers**:

- a prepositional phrase: *a system with seven categories*
- a relative clause: *an animal which gives birth to live young*

Apposition

Apposition is when we use two nouns or noun phrases in the same sentence to refer to the same person or thing. *Dr Jones, the new cardiologist, is very kind* (The noun phrase '*Dr Jones*' and '*the new cardiologist*' are the same person).

We can use **commas** to separate the two noun phrases depending on what kind of information we want to convey.

[commas] *My brother, Philip, works at the hospital* (extra \ not necessary information-The speaker probably only has one brother)

[no commas] *My brother Mark is a doctor* (necessary information-The speaker has more than one brother)

Textual referencing

We can use demonstratives, pronouns, possessive adjectives, phrases, etc. to avoid repetition and make ideas in a piece of writing easier to follow. By using this cohesion technique to connect sentences and paragraphs, we make our piece of writing flow well.

*Many scientists didn't receive credit for **their** discoveries in **their** lifetimes.*

The Passive

Form

We form the passive with the verb to be in the appropriate tense and the past participle of the main verb.

	Active	Passive
Present Simple	<i>Anna writes a story</i>	<i>A story is written by Anna</i>
Present Continuous	<i>Anna is writing a story</i>	<i>A story is being written by Anna</i>
Past Simple	<i>Anna wrote a story</i>	<i>A story was written by Anna</i>
Past Continuous	<i>Anna was writing a story</i>	<i>A story was being written by Anna</i>
Present Perfect Simple	<i>Anna has written a story</i>	<i>A story has been written by Anna</i>
Past Perfect Simple	<i>Anna had written a story</i>	<i>A story had been written by Anna</i>
Future Simple	<i>Anna will write a story</i>	<i>A story will be written by Anna</i>
Infinitive	<i>Anna has to write a story</i>	<i>A story has to be written by Anna</i>
Modal Verbs	<i>Anna might write a story</i>	<i>A story might be written by Anna</i>

We use the passive

- When the person /people doing the action is/are **unknown, unimportant or obvious** from the context. *Their new album **was released** last week.* (We don't know who released it)
- When the **action** itself is **more important** than the person/people doing it, as in **news headlines, newspaper articles, advertisements, instructions, formal notices, processes, etc.** *The film **will be shown** at 8 pm.*
- When we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we don't want to say who or what is to blame. *Several people **were injured**.*
- **To emphasise** the agent. *The film **was introduced** by the director.*
- To make statements **more formal or polite**. *My magazine **has been taken**.* (More polite than saying "You took my magazine").

Reported speech

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (say, tell, suggest, etc).

Expressions used with **say, tell, ask.**

SAY	hello, good morning/afternoon etc., smth., nothing, so, a prayer, a few words, no more, for certain/sure, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, someone's fortune.
ASK	a question, a favour, the price, after somebody, the time, around, for smth/someone.

The sequence of tenses.

Прямая речь (Direct Speech)	Косвенная речь (Indirect Speech)
<p>Present Simple He said, «I go to bed». – Он говорит: «Я иду спать».</p>	<p>Past Simple He said (that) he went to bed. – Он сказал, что идёт спать.</p>
<p>Present Continuous Mark said, «I am doing my homework». – Марк говорит: «Я делаю мою домашнюю работу».</p>	<p>Past Continuous Mark said (that) he was doing his homework. – Марк сказал, что делает свою домашнюю работу.</p>
<p>Past Simple She said, «I made a cake». – Она сказала: «Я приготовила торт».</p>	<p>Past Perfect She said (that) she had made a cake. – Она сказала, что приготовила торт.</p>
<p>Present Perfect Alex said, «I have been to London». – Алекс сказал: «Я был в Лондоне».</p>	<p>Past Perfect Alex said (that) he had been to London. – Алекс сказал, что он был в Лондоне.</p>
<p>Past Continuous They said, «We were playing football». – Они сказали: «Мы играли в футбол».</p>	<p>Past Perfect Continuous They said (that) they had been playing football. – Они сказали, что играли в футбол.</p>
<p>Present Perfect Continuous She said, «I have been watching this film for 2 hours». – Она сказала: «Я смотрела этот фильм на протяжении двух часов».</p>	<p>Past Perfect Continuous She said (that) she had been watching that film for 2 hours. – Она сказала, что смотрела тот фильм на протяжении двух часов.</p>
<p>Future Simple He said, «I will buy a car». – Он сказал: «Я куплю машину».</p>	<p>Future Simple in the Past He said (that) he would buy a car. – Он сказал, что купит машину.</p>
<p>Past Perfect James said, «I had built my house». – Джеймс сказал: «Я построил дом».</p>	<p>Past Perfect James said (that) he had built his house. – Джеймс сказал, что построил дом.</p>
<p>Past Perfect Continuous She said, «I had been reading for 3 hours». – Она сказала: «Я читала на протяжении трёх часов».</p>	<p>НЕ ИЗМЕНЯЕТСЯ She said (that) she had been reading for 3 hours. – Она сказала, что читала на протяжении трёх часов.</p>

Demonstrative pronouns and adverbs of time and place

Прямая речь (Direct Speech)	Косвенная речь (Indirect Speech)
this (этот)	that (тот, этот) (speech)
these (эти)	those (те, эти)
now (теперь)	then (тогда)
here (здесь)	there (там)
today (сегодня)	that day (в тот день)
tomorrow (завтра)	the next day (на следующий день)
the day after tomorrow (послезавтра)	two days later (через два дня)
yesterday (вчера)	the day before (накануне)
the day before yesterday (позавчера)	two days before (двумя днями раньше)
ago (тому назад)	before (раньше)
next year (в будущем году)	the next year, the following year (в следующем году)
last night (вчера вечером)	the previous night (прошлой ночью)

Present perfect

Form: have/has+ past participle

Use

- for actions which **started in the past** and continue up to the **present** especially with stative verbs such as **be, have, like, know**, etc. *Frank **has been** a secretary for seventeen years* (=He started working as a secretary seventeen years ago and he's still doing it);
- to talk about a **past action** which has a **visible result** in the present. *Susan **has bought** a new suit for work. She looks very smart*;
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *They **have written** the report.* (When? We don't know, it's not important);
- with **today, this morning, so far** when these periods of time are not finished at the time of speaking. *She **has applied** for two jobs this week.* (The time period -this week- is not over yet. She may apply for another job);
- for **recently completed actions**. *They've just **finished** their meeting.* (The action is complete. The meeting is now over)
- for **personal experiences/changes** which have happened. *It's the first time he **has attended** an interview.*

Time expressions used with the present perfect:

- ✓ **already** (normally in affirmative sentences);
- ✓ **yet** (normally in interrogative or negative sentences);
- ✓ **just** (normally in affirmative sentences to show that an action finished a few minutes earlier);
- ✓ **ever** (normally in affirmative and interrogative sentences);
- ✓ **never** (negative meaning);
- ✓ **for** (over a period of time);
- ✓ **since** (from a starting point in the past);
- ✓ **recently** (normally in affirmative or interrogative sentences);

✓ *so far* (normally in affirmative sentences).

Past Perfect

Form: subject+ had+ past participle

Use

- for an action which finished before another past action or before a stated time in the past. *The shops had closed by 6.00.* (before a stated time in the past);
- for an action which finished in the past and whose result was visible at a later point in the past. *Cathy was happy because she had won the race.*

Note: The **past perfect** is the past equivalent of the **present perfect**. *The hotel lobby was empty -everyone had gone to bed.* (present perfect: The hotel lobby is empty-everyone **has gone** to bed).

Time expressions used with the past perfect: *before, after, already, for, since, till/until, by, never, etc.*

Present Perfect (действие завершилось к определенному моменту в настоящем)	Past Perfect (действие завершилось к определенному моменту в прошлом)
He has already left, but you can call him and ask to wait for you. — Он уже ушел, но ты можешь ему позвонить и попросить подождать тебя.	When I called the police, the thief had already gone. — Когда я позвонил в полицию, вор уже убежал.
I haven't finished cooking yet. Can you, please, wait a bit? — Я еще не закончила готовить ужин. Можешь, пожалуйста, немного подождать?	He came home very early yesterday. I hadn't finished cooking dinner yet so he ate a sandwich. — Он пришел домой очень рано вчера. Я еще не закончила готовить ужин, поэтому он съел сэндвич.
We have been married for 20 years, and now he wants to get divorced. — Мы женаты 20 лет, и теперь он хочет развестись.	We had been married for 20 years and got divorced in 2018. — Мы были женаты 20 лет и развелись в 2018.

Cleft sentences

Cleft sentences can be used to put emphasis on what we are saying

It-cleft sentences

It-clauses are the most common type of cleft clause. The information that comes after it is emphasized for the listener. The clause which follows the it-clause is connected using *that* and it contains information that is already understood. We often omit *that* in informal situations when it is the object of the verb:

A: Sharon's car got broken into yesterday, did it?

B: No. It was Nina's car that got broken into!

Wh-cleft sentences

Wh-cleft sentences are most often introduced by what, but we can also use why, where, how, etc. The information in the wh-clause is typically old or understood information, while the information in the following clause is new and in focus:

A: *I don't know what to cook for them? I don't know what they like.*

B: *What they like is smoked salmon.*

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take –s, -ing, -ed suffixes;
- are followed by the **bare infinitive** (without to);
- come **before the subject** in questions and are followed by not in negations;
- don't have tenses in the normal sense. When followed by a **present bare infinitive**, they refer to an incomplete action or state.(i.e. present or future) *You should tell them the truth.* When followed by a **perfect bare infinitive**, they refer to a complete action or state. *You should have told them the truth.*

Obligation/Duty/Necessity(must, have to, should/ought to)

- ✓ **Must** expresses **duty/strong obligation to do smth.**, and shows that smth. is essential. We generally use must when the speaker has decided that smth. is necessary. *If you witness an accident, you must report it to the police. You must apologize to her for being so rude. (It is your duty / You are obliged to do smth.)*
- ✓ **Have to** expresses **strong necessity/obligation**. We usually use have to when somebody other than the speaker has decided that smth. is necessary. *Mum says that we have to walk the dog every day. (It's necessary)*
- ✓ **Had to** is the past form of both **must** and **have to**
- ✓ **Should/ought to** express **duty, weak obligation**. *You should help your little brother with his homework. (It's your duty –less emphatic than must)*

Absence of necessity (don't have to/don't need to, needn't)

- ✓ **Don't have to/Don't need to/Needn't:** It isn't necessary to do smth in the present/future. *You don't have to work late today. She doesn't need to dress formally for the party. Needn't water the garden today*
- ✓ **Didn't need to/Didn't have to:** It wasn't necessary to do smth. *We don't know if it was done or not. They didn't have to confirm their reservation.*

Permission/Prohibition (can, may, mustn't, can't)

- ✓ **Can/May** are used to ask for/give permission. May is more formal than can. *Can/May I ask you something? Yes, you can/may.*

Possibility (can/could)

- ✓ **Can+ present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Our teacher can be quite strict.*
- ✓ **Could/may/might+ present infinitive:** Possibility in a specific situation. *We might go out in the afternoon, so come in the morning. (It is possible/It is likely/Perhaps)*

Probability (will, should/ought to)

- ✓ **Will:** *He will get a promotion (100% certain)*

- ✓ **Should/ought to:** *They should/ought to replace your faulty MP3 player (90% certain).*

Verb Complementation

Verb complements follow the verb in a sentence and give necessary information about the verb. There is a variety of structures that can follow various verbs.

- **Transitive verbs (+indirect object)+direct object (noun/noun phrase/pronoun)** *Ben bought a car (direct object) (What did Ben buy? A car)*
- **Intransitive verbs (no object)** *The era of the electric car has finally arrived.*
- **Verbs that are both transitive and intransitive.** *The Students close their books. Shops close at 9 pm.*

Pre- and post- modifying noun structures

Nouns can have a variety of pre-modifiers:

- one or more nouns together: *a **biology** professor, a **University science** Course;*
- a noun to show what material something is made of: *a **stone** building;*
- a noun ending in *-ing*: *my **reading** glasses;*
- a measurement of weight, distance, age duration or value: *a **ten-kilogram** piece of equipment, a **five-kilometre** race, a **six-month-old** baby, a **fifty-minute** interview, a **hundred-euro** pay rise.*

Nouns can also have post- modifiers:

- a prepositional phrase: *the CV **with two pages**;*
- a relative clause: *the meeting room **which has an interactive whiteboard**.*

Past simple

Use

- Actions which happened **at a specific time** (started, implied or already known) **in the past.** *They **went** to Australia last year. They **had** a wonderful time;*
- **Past habits.** *She **spent** every holiday in Wales as a child;*
- Past actions which happened **one immediately after the other.** *Carl **packed** his suitcase, **grabbed** his passport and **drove** to the airport;*
- Past actions which **won't take place again:** *Edmund Hillary and Norgai Tenzing **climbed** Mount Everest in 1953.*

The expressions used with the past simple: yesterday, yesterday morning/evening etc., last night/week etc., two weeks ago, in 2010, etc.

Future Simple

Form: subject+ will+ main verb

Use

- *For **on-the-spot decisions:** It's cold I'll turn on the heating;*
- *For **future predictions** based on what we believe or imagine will happen (usually with the verbs: hope, think, believe, expect, imagine etc.; with the expressions: I'm sure, I'm afraid, etc., with the adverbs: probably, perhaps, etc.)*

- For **promises** (usually with the verbs: *promise, swear, etc.*) *I promise we will go on holiday next year*; **threats**: *if you're late for work again, I'll tell your manager*; **warnings**: *You should finish that report today or the boss will be angry*; **hopes**: *He hopes his manager will approve his leave*; **offers**: *We'll give you a pay rise*;
- For actions/events/situations which will definitely happen in the future and which we cannot control: *She will be twenty next month.*

The expressions used with the future simple: *tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.*

Adverbs

- ✓ **Adverbs** describe verbs, past participles, adjectives or other adverbs. *Susan was extremely pleased with her exam results.*
- ✓ **An adverb** can be one word. (*She described the process explicitly*), two words (an adverbial phrase) (*She described the process this morning*) or a prepositional phrase which function as an adverb in a sentence (*She described the process at the meeting*). Adverbs can express manner (how), place (where), time (when), frequency (how often), degree (to what extent)
- ✓ **Adverbs** can also function as linking words, especially at the beginning of sentences e.g. *firstly, secondly, moreover, etc.*

WORD LIST

English	Kazakh	Russian
classify	жіктеу	классифицировать
clot	қоюлану	сгущаться
clone	клондау	клон, клонировать
clump	топтап отырғызу	сажать группами
inheritance	тұқым қуалаушылық/ мұрагерлік	наследственность
steer	басқару	управлять
fertilize	тыңайту	удобрять
determine	анықтау	определять
regulate	жөнге салу, реттеп отыру	регулировать
consolidate	нығайту	консолидировать
stimulate	ынталандыру	стимулировать
absorb information	Ақпаратты меңгеру	усвоить информацию
encode	шифрлау	шифровать
generate	түрлендіру	генерировать
enhance	еселеу, күшейту	усилить, повышать
depict	бейнелеу	изображать
facilitate	жеңілдету	облегчить
excavate	жер жұмыстарын жүргізу, қазу	производить земляные работы, копать
accomplish	орындау, жету	выполнять, достигать
decoded	кодталған	расшифрованный
sanitized	тазартылған	продезинфицированный
obscured	көмескі	затемненный
bent	иілген	согнутый
integrate	біріктіру	интегрировать
eliminate	алып тастау	устранить
fluctuate	ауытқу	колебаться
outweigh	басым	перевешивать
generate	генерациялау	генерировать
pump	сорғы	насос
compress	сығу	компресс
utilize	пайдалану	использовать
expand	кеңейту	расширять
store	сақтау	хранить
detract	алаңдату	отвлекать
respond	реакция	ответчик
attract	тарту	привлекать
recruit	біріктіру	принимать на работу
customize	баптау	адаптировать
adaptor	жалғастырғыш тетік	переходник
repel	итеру	отталкивать
pioneer	жүргізу, бастамашылық	вести, иницировать
withstand	шыдау, төзу	выдерживать
engineer	жобалау	проектировать
infuse	құю, араластыру	вливать, смешать
soar	булау	парить
compile	құрастыру, құрау, мәлімет жинау	составлять, собирать материал

LIST OF LITERATURE

Base literature:

1. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Student`s book. -Express publishing, 2019
2. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Workbook & Grammar book. -Express publishing, 2019
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ИНОСТРАННЫЙ ЯЗЫК

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всех специальностей колледжа

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