

INSTRUCTOR'S GUIDE TO
INTERMEDIATE KAZAKH

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<https://languagecanvas.com>

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Introduction to *Intermediate Kazakh*

The Instructor's Guide is aimed to serve as a resource material for teachers, tutors, and instructors who want to use *Intermediate Kazakh* in their intensive Kazakh language courses. For more information about *Intermediate Kazakh*, see <https://languagecanvas.com>

This guide offers 12 lesson plans for the five content-based units: education, government and diplomacy, natural resources, business and agriculture, and culture. The lesson plans can alternatively be used either by altering some activities to better serve the needs of a specific target audience or by enhancing them with other resources.

The guide provides focused classroom activities ranging from the warming up activity at the beginning of the lesson to the home-assignment that concludes each lesson. Each activity is designed to take the learners to the next step, while each unit is built upon one another. Although the activities cover all of the skills, speaking exercises further enhance the writing, reading, and listening activities.

The guide offers ideas for presentations, discussions, reports, role playing, dialogs, and brainstorming sessions as well as vocabulary and grammar exercises. In addition, supplemental grammar material is included in the guide.

Unit 1: Education

Lesson I

Warming up

1. Ask your students what words they already know that are related to education. Have them write on the whiteboard and explain the meaning of the words.
2. Write these words from the unit vocabulary on the whiteboard and discuss their meaning:

факультет	практикадан өту
курс	бітіру
университет	түсу
емтихан	магистратура
сынақ	өсу
емтихан\сынақ тапсыру	

3. Ask students to change the following sentences into negative ones:
 - 1) Емтихан тапсырамын.
 - 2) Қыста практикадан өтеміз.
 - 3) Магистратураға түседі.
 - 4) Көктемде университетті бітіремін.
 - 5) Екінші курс студентімін.
 - 6) Менің досым практикадан өтті.
4. Review Third-Person Possessive suffixes and have your students give you examples.

Focus on Structure

1. Explain the structure and use of the Third-Person Possessive in the Locative Case and have students make up sentences using some of the new vocabulary on the whiteboard. For example:

Математика Физика Заң Журналистика Аризона Қазақ тілі	факультет университет колледж мектеп курс	оқу
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2. Explain the structure and use of the Third-Person Possessive in the Accusative Case and have students make up sentences using some of the new vocabulary on the whiteboard. For example:

Орыс Алматы Заң Журналистика Аризона Қазақ тілі	қала факультет университет колледж мектеп курс штат тіл	сүю бітіру жақсы білу көру оқу жақсы көру үйрету
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Алматы Аризона Қазақстан	қала штат республика	заң журналистика математика физика	университет институт колледж мектеп курс	бітіру оқу көру
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Home-assignment

1. Study grammar notes on the Third-Person Possessive in the Locative and Accusative Cases.
2. Write sentences using these structures.
3. Learn new words by heart.

Lesson II

Warming up

1. Review the Third-Person Possessive in the Locative and Accusative Cases.
2. Ask your students to read the sentences that they were assigned to write.
3. Ask students to change their sentences to: (i) interrogative sentences and (ii) negative sentences.

Focus on Structure

1. Explain the structure and use of the Third-Person Possessive in the Dative Case. Have them make up sentences using some of the new vocabulary and build on the preceding structures:

Алматы Мектеп Журналистика Аризона Қазақ тілі	қала оқушы университет колледж мектеп курс штат студент	сабақ беру көру оқу түсу бару
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Listening for Meaning

1. Ask your students to listen to the video “Dialog 1.”
2. You can ask your students to answer the followings questions about “Dialog 1”:
 - 1) Айгүл қайда оқиды?
 - 2) Айгүл қандай шет тілдерін оқиды?
 - 3) Айгүл орыс мектебін бітірді ме?
 - 4) Айгүл магистратураға түсе ме?
 - 5) Айгүл практикадан өте ме?

Home-assignment

1. Study grammar notes on the Third-Person Possessive in the Dative Case.
2. Write sentences using this structure.
3. Listen to word and sentence recordings in Dialog 1.
4. Complete the pronunciation exercise in Dialog 1.

Lesson III

Warming up

1. Review the Third-Person Possessive in the Dative Case.
2. Ask your students to read their sentences.
3. Ask students to exchange their sentences with their partners and change each another’s sentences to: (i) interrogative sentences and (ii) negative sentences.
4. Review the Past Participles with *-ған, -ген, -қан, and -кен*.

Focus on Structure

1. Explain Adverbial Clauses of Time with Postpositions *соң* and *кейін*.
2. Ask students to compose sentences incorporating the Third-Person Possessive in the Locative and Accusative Cases:

Алматы Аризона Қазақстан Шет	қала ел штат республика	заң журналистика практика математика физика қазақ тілі емтихан	университет институт колледж мектеп курс институт	бітіру тапсыру өту оқу көру бару түсу	<i>соң кейін</i>
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3. Ask students to compose sentences incorporating the Third-Person Possessive in the Dative Case:

Алматы Мектеп Журналистика Аризона	қала оқушы университет колледж	сабақ беру көру оқу түсу	<i>соң кейін</i>
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Қазақ тілі	мектеп курс штат студент	бару	
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Listening for Detail

1. Listen to the video of Dialog 1.
2. Work in pairs. One student should ask questions about Aigul in Dialog 1 and his/her partner should answer them. The goal is to have as many questions as possible and incorporate as many new structures and vocabulary as possible.

Home-assignment

1. Study grammar notes on the Adverbial Clauses of Time with Postpositions *соң* and *кейін*.
2. Write a short paragraph using the Adverbial Clauses of Time.
3. Learn Dialog 1 by heart and be prepared to act it out with your partner.
4. Study the Vocabulary of Reading 1.
5. Complete the flashcards exercise in Dialog 1.

Lesson IV

Warming up

1. Review the Adverbial Clauses of Time with Postpositions *соң* and *кейін*.
2. Ask your students to pair up. One student should read his/her paragraph while the other one summarizes the paragraph.
3. Ask the learners to act out Dialog 1.

Vocabulary Building

1. Distribute the following card to students and ask them to fill it in with words from the Vocabulary of Reading 1. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Have students check their answers against that of their partners and make their tables more complete using each other's answers.

Focus on Structure

Explain the Past Participle in Relative Clauses. Have the students make up sentences incorporating this structure with the Third-Person Possessive in the Locative and Accusative Cases. Use these sentences (first sentence is from Dialog 1) as a model:

Қазақ	бөлімінде	қазақ	мектебін	бітіргендер	оқиды
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Қазақ	бөлімінде	қазақ	мектебін	бітірген	студенттер	оқиды
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Home-assignment

1. Listen to the word and sentence recordings of Reading 1.
2. Do the pronunciation exercise in Reading 1.
3. Find sentences that contain the Past Participle in Relative Clauses from newspapers, books, etc and be prepared to explain their structure in class.

Lesson V

Warming up

Ask your students to read their sentences and explain the structure of the Present Participle in class.

Vocabulary Building

Split the class into two groups. One group should write adjectives from the Vocabulary of Reading 1 on the whiteboard. The second group should write nouns that can take those adjectives.

Focus on Structure

Explain the Present Participle in Relative Clauses and have the students make up sentences using this structure. They should incorporate previous grammatical structures and the Reading 1 Vocabulary. Use this sentence from Dialog 1 that incorporates the Third-Person Possessive in the Accusative Case as a model:

Қалаларда	шет тілдерін немесе физика мен математика пәндерін	тереңдетіп оқытатын	мектептер	бар
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Reading for Meaning

1. Ask your students to take turns reading out loud two or three sentences in “Reading 1”.
2. Ask your students to answer general questions about the text. For example,
 - 1) Балалар мектепке неше жаста барады?
 - 2) Балалар мектепті неше жаста бітіреді?
 - 3) Оқу-тәрбие жұмысы қай тілде жүреді?
 - 4) Қашан колледжге түсуге болады?

5) Қашан университетке түсуге болады?

Home-assignment

1. Write a story using:
 - (i) The Third-Person Possessive in the Locative, Accusative, and Dative Cases;
 - (ii) Adverbial Clauses of Time with Postpositions *соң* and *кейін*;
 - (iii) The Present and Past Participle in Relative Clauses.
2. Complete the flashcards exercise in Reading 1.

Lesson VI

Warming up

Ask students to tell their stories from Lesson V to the class.

Focus on Structure

1. Explain the Subordinate Clauses with *-ын*, *-ін*, and *-н* in a Complex Sentence.
NOTE: This is material additional to those covered in the textbook. Grammar notes on Complex Sentences can be found in the supplemental material.
2. Have students combine several sentences into one meaningful complex sentence with subordinate clause(s). For example,

Қазақ тілін тереңдетіп оқытатын мектепті бітірдім. Қазақ тілі факультетіне түстім. Қазақ тілі мұғалімі болдым.	Қазақ тілін тереңдетіп оқытатын мектепті бітіріп, қазақ тілі факультетіне түсіп, қазақ тілі мұғалімі болдым.
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Reading for Detail

You can ask your students to reread Reading 1 for the answers to the following questions:

- 1) Балалар қашан мектепке барып, оны қашан бітіреді?
- 2) Қалаларда қандай мектептер бар?
- 3) Бастауыш мектепте қанша жыл оқиды?
- 4) Тоғызыншы сыныпты бітіргеннен кейін не істеуге болады?
- 5) Жалпы орта мектепте он бір жыл оқыған оқушылар колледжде қанша жыл оқиды?
- 6) Орта білім туралы аттестат алған соң не істеуге болады?
- 7) Қандай студенттер шәкіртақы алады?

Role-play

Distribute the following roles to your students to work in pairs. Have them take turn role-playing each role.

ROLE A1: Tell your friend about your high school/secondary school in your home country.

ROLE A2: You are a Kazakh high school student. You would like to know what the secondary school system is like in your classmate's home country.

Home-assignment

Complete fill-in, multiple, and dictation in Dialog 1.

Lesson VII

Review

The Subordinate Clauses with *-ын, -ін, and -н* in a Complex Sentence

Focus on Structure

1. Explain the structure and use of Expressions.
2. Have your students find the expressions in Dialog 1 and Reading 1.
3. Have students rewrite (combine, if possible) sentences retaining their original meaning.

For example,

Мен физика мектебіне барамын. Сондай-ақ, музыка мектебінде оқимын.	Мен физика мектебімен қатар музыка мектебіне барамын.
Қазақ, қырғыз, қарақалпақ тілдерін түсінемін.	Қазақ, қырғыз, қарақалпақ сияқты тілдерді түсінемін.
Математика сабағын көргеннен кейін музыка сабағын көріңіз.	Математика сабағын көргеннен кейін музыка сабағын көруіңізге болады.

Q&A

Ask students to look at the Reading 1 and answer the following questions:

- 1) Белгілі бір пәнді тереңдетіп оқытатын мектептермен қатар басқа қандай мектептер бар?
- 2) Балалар орта мектепте біліммен қатар қандай тәрбие алады?
- 3) Жалпы орта мектептермен қатар басқа қандай оқу орындары бар?
- 4) Колледждерде орта біліммен қатар не алуға болады?

Discussion

Have your students fill in the following table in pairs and prepare to discuss the differences in a large group.

Compare the secondary and higher educational systems in 2001 as described in Reading 1 with those of current times	
2001	Currently

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Home-assignment

1. Complete fill-in, multiple choice and dictation in Reading 1.
2. Study the footnotes in the Expressions and write sentences using them.
3. Listen to word and sentence recordings of Dialog 2.
4. Complete the flashcards and pronunciation exercises in Dialog 2.

Lesson VIII

Warming up

1. Review the Expressions.
2. Ask your students to read the sentences that they were assigned to write.
3. Ask students to change their sentences to: (i) interrogative sentences and (ii) negative sentences.

Focus on Structure

1. Explain the Present Continuous Tense with *-да* and *-де*.
2. Ask students to read Dialog 1 and find the sentences containing this structure.
3. Ask students to work in pairs and have them ask and answer questions using the following examples from Dialog 1:

Әсел апай: Қандай шет тілдерін оқып жатырсың?
Айгүл: Ағылшын тілі мен испан тілін оқудамын.

Әсел апай: Магистратурада оқу міндетті ме?
Айгүл: Жоқ, бірақ оның маңызы күннен-күнге өсуде.

Listening for Meaning

1. Ask students to listen to the video of Dialog 2 and write down any key words while listening to the video.
2. Ask students to write their key words on the whiteboard. Have them try to construct what the text is about using those key words.

Listening for Detail

1. Have your students listen to Dialog 2 again.
2. Ask students to correct any mistakes that they made in construction of the meaning of Dialog 2.
3. Ask students to summarize the Dialog 2.

Home-assignment

Complete the fill-in, multiple choice and dictation on Dialog 2.

Lesson IX

Warming up

1. Ask students to identify the structures in the following sentences from Dialog 2:
«Химия пәнін оқытамын.»
«Химиямен қатар биологияны да тереңдетіп оқиды.»
«Тоғызыншы сыныпты бітіргеннен кейін барлық оқушылар жоғары оныншы - он бірінші сыныптарда оқуды жалғастыра ма?»
«Үздік аттестат алатын оқушыларым көп.»
2. Ask students to rephrase the sentences above.

Grammar Review: Examples of Grammar and Expressions

1. Ask students to listen to sentence recordings of the examples and read them.
2. Ask students to take turns making up a sentence using this structure and expression.

Role-play

Distribute the following roles to your students to work in pairs. Have them take one of the two roles in a role-play.

ROLE A1: You are about to do an internship at a secondary school by co-teaching a 6th grade class. Talk about your academic background to a teacher of the grade and explain your internship goals. Ask the teacher about the grade and classes she teaches.

ROLE A2: You are a 6th grade teacher. Tell an intern about your class.

ROLE B1: You plan to do your graduate internship and teach Kazakh at the 11th grade of a local secondary school. Tell your professor about your plan.

ROLE B2: You are a professor at a graduate degree program. One of your students wants to do an internship at a local school. Find out about the school, the grade your student wants to teach and his/her goals in order to determine if it fits with your program goals.

Home-assignment

1. Study the Vocabulary of Reading 2.
2. Complete fill-in on the Examples of Grammar and Expressions.
3. Listen to word and sentence recordings of the Examples.
4. Complete the pronunciation and flashcards exercises on the Examples.

Lesson X

Warming up

Review the unit vocabulary by asking the students to give you the words that they have learned so far.

Vocabulary Building

1. Distribute the following card to students and ask them to fill it in with words from the Vocabulary of Reading 2. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Have students check their tables with their partners.

Reading for Meaning

1. Ask students to listen to the video of Reading 2 and write down any key words while listening to the video.
2. Ask students to write their key words on the whiteboard. Have them try to construct what the text is about using those key words.

Reading for Detail

1. Have your students listen to Reading 2 again.
2. Ask students to correct any mistakes that they made in their construction of the meaning of Reading 2.
3. Ask students to summarize Reading 2.

Home-assignment

1. Prepare a report about a university or college in your native country.
2. Listen to the word and sentence recordings of Reading 2.
3. Do the pronunciation and flashcard exercises in Reading 2.

Lesson XI

Vocabulary Building

Split the class into two groups. One group should write nouns from the Vocabulary of Reading 2 on the whiteboard. The second group should write verbs that make sense with these nouns.

Report

The students should make reports about a university or college in their native country. Encourage them to ask questions about each other's report by giving extra points for asking questions.

Home-assignment

Complete fill-in, multiple choice, and dictation in Reading 2.

Lesson XII

Translation

Ask your students to translate the examples of grammar and expressions into English.

Listening Comprehension Test

Have your students listen to the text and answer the questions. You can use the listening comprehension test as a unit test and collect student answers for grading. Alternatively, you can have students listen to the text one more time and go over the questions together.

Discussion

You are in a leadership role at the university. Discuss with your colleagues what restructuring and curriculum changes could possibly be made at your university.

Home-assignment

Study the Vocabulary in Dialog 1 of Unit 2.

Unit 2: Government and Diplomacy

Lesson I

Warming up

1. Ask students what words they know and what words they studied in the Vocabulary of Dialog 1 that are related to government and diplomacy. Have them write on the whiteboard and explain their meaning. Make sure that these words are discussed:

саясат	құрылу
саясаттанушы	елші
саяси	егемендік
қатынас	тәуелсіз
байланыс	келіссөз жүргізу

NOTE: Currently, *құқық* has become more widely used than *құқ*. The Russian borrowing *дипломатия* has been translated as *мәмлекерлік* since the publication of the textbook. *Дипломат* is *мәмлекер*. There is an expression *мәмлеге келу* that means to reach an agreement.

2. Ask students to compose sentences using the following phrases:

- 1) Қарым-қатынас\байланыс\бейбітшілік\ынтымақтастық\достық\ мемлекет\хандық *орнату*;
- 2) Бейбітшілік\ынтымақтастық\достық *нығайту*;
- 3) Саясат\сабақ\келіссөз *жүргізу*;
- 4) Қайшылық\мәселе\проблема *шешу*;
- 5) Қауіпсіздік\тұрақтылық\ *қамтамасыз ету*
- 6) Мемлекет\хандық *құру*;

Focus on Structure

Explain the structure and use of the Auxiliary Verbs *бер* and *баста*.

Speaking

Have students make up sentences using these tables and some of the new vocabulary:

алып\ала жазып\жаза қойып\қоя шешіп\шеше қол қойып\қол қоя	бер
--	-----

ала жаза қоя шеше қол қоя орната құра бара дами	баста
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Home-assignment

1. Study grammar notes on the Auxiliary Verbs *бер* and *баста*.
2. Write sentences using these Auxiliary Verbs.
3. Learn the new words in Vocabulary of the Dialog 1 by heart.
4. Listen to the word and sentence recordings in the Vocabulary.

Lesson II

Warming up

1. Review the Auxiliary Verbs *бер* and *баста*.
2. Ask your students to read the sentences that they were assigned to write.
3. Ask students to change their sentences to: (i) interrogative sentences and (ii) negative sentences.

Focus on Structure

1. Explain the structure and use of the expression *have/have no right to do something*.
2. Ask students to change the sentences that they have written as part of the homework to reflect this structure.

Vocabulary Building

1. Distribute the following card to students and ask them to fill in with the words from the Vocabulary of Dialog 1. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to check their answers against that of their partners and complete their tables with words that they missed.

Listening for Meaning

1. Ask your students to listen to the video of Dialog 1.

2. Ask your students to answer the followings questions in Dialog 1:
 - 1) Әлияның мамандығы не?
 - 2) Қазақстанның басқа елдермен дипломатиялық қарым-қатынасы болды ма?
 - 3) Қазақ жерінде елшілер жұмыс істеді ме?
 - 4) Қазіргі Қазақстанның сыртқы саясаты қандай?

Home-assignment

1. Study the footnote on the expression *have/have no right to do something* in Dialog 1 and write sentences on it.
2. Listen to word and sentence recordings of Dialog 1.
3. Complete the pronunciation exercise in Dialog 1.

Lesson III

Warming up

1. Review the expression *have/have no right to do something*.
2. Ask students to read the sentences that they were assigned to write.
3. Ask students to change their sentences to interrogative sentences.

Focus on Structure

Explain the structure and use of Passive Voice.

Vocabulary Building

Split the class into two groups. One group should write verbs from the Vocabulary of Dialog 1 on the whiteboard. The second group should come up with their Passive Voice forms.

Listening for Detail

1. Listen to the video of Dialog 1.
2. Have students write answers to the following questions:
 - 1) Қазақ хандығы қашан құрылды?
 - 2) Ресеймен қашан дипломатиялық қатынас орнатылды?
 - 3) Түркістанда қай елдердің елшілері жұмыс істеді?
 - 4) Қашан Қазақстанның сыртқы саясат жүргізуге құқығы болмады?
 - 5) Неге Қазақстанның сыртқы саясат жүргізуге құқығы болмады?

Discussion

Have students use their writing to discuss answers with their partners.

Home-assignment

1. Write sentences using the Passive Voice.
2. Complete the multiple choice test in Dialog 1.
3. Complete the flashcards exercise in Dialog 1.

Lesson IV

Warming up

1. Review the Passive Voice by asking students to recall all the new verbs that they learned in Unit 1. Then have students write the verbs on the whiteboard and try to write their passive forms.
2. Ask your students to read their sentences.
3. Ask students to change their sentences to: (i) interrogative sentences and (ii) negative sentences.

Focus on Structure

1. Explain the structure that expresses necessity.
2. Ask students to compose sentences with the necessity structure using the following phrases:
 - 1) Қарым-қатынас\байланыс\бейбітшілік\ынтымақтастық\достық *орнату*;
 - 2) Бейбітшілік\ынтымақтастық\достық *нығайту*;
 - 3) Саясат\сабақ\келіссөз *жүргізу*;
 - 4) Қайшылық\мәселе\проблема *шешу*;
 - 5) Қауіпсіздік\тұрақтылық\ *қамтамасыз ету*.

Listening for Meaning

1. Ask students to listen to the video of Dialog 2 and write down any key words that they hear while listening to the video.
2. Ask students to write their key words on the whiteboard. Have them try to construct what the text is about using those key words.

Home-assignment

1. Think of a goal that you would like to pursue and write a short paragraph about what you need to do to achieve it.
2. Listen to word and sentence recordings of Dialog 2.
3. Complete the pronunciation exercise in Dialog 2.

Lesson V

Warming up

1. Review the structure that expresses necessity.
2. Ask students to read the paragraphs that they were assigned to write. Encourage them to ask questions about each other's paragraph.

Focus on Structure

1. Explain the structure and use of the Auxiliary Verbs *де* and *кем*.

2. Have students make up sentences using some of the new vocabulary:

де	ойла сен есепте сана жаз оқы айт есті
----	--

деп бара\барып келіп айта\айтып жаза\жазып қоя\қойып оқи\оқып ести\естіп орнатып кұра\кұрып	кет
--	-----

Speaking

Ask students to change the sentences in Dialog 1 to have the structure “*de + ойла/есепте/сана/есті/оқы.*” For example,

Қазақ хандығы он бесінші ғасырда құрылды.

Қазақ хандығы он бесінші ғасырда құрылды деп ойлаймын/ойлайсыз ба?

Home-assignment

1. Complete the flashcards exercise in Dialog 2.
2. Write a short story using the auxiliary verbs.

Lesson VI

Warming up

Ask students to tell the short stories that they were assigned to write.

Focus on Structure

1. Explain the structure of the expression “... *aim or duty is to ...*”
2. Explain the structure that expresses obligation.
3. Ask students to compose sentences with the two structures using the following phrases:
 - 1) Қарым-қатынас\байланыс\бейбітшілік\ынтымақтастық\достық *орнату*;
 - 2) Бейбітшілік\ынтымақтастық\достық *нығайту*;

- 3) Саясат\сабақ\келіссөз жүргізу;
- 4) Қайшылық\мәселе\проблема шешу;
- 5) Қауіпсіздік\тұрақтылық\ қамтамасыз ету.

Listening for Detail

1. Write the following on the whiteboard:

Саяси партиялар	Олардың мақсат-мүдделері

2. Ask students to look for the above information and complete the table while listening to the video of Dialog 2.
3. Complete the table in a large group.

Home-assignment

1. Study the footnote on the expression “... aim or duty is to ...” in Dialog 2.
2. Have students prepare a report about political parties of their home country.
3. Complete the fill-in and multiple choice tests on Dialog 1.
4. Have students learn Dialog 2 by heart and be prepared to act it out with fellow students.

Lesson VII

Warming up

Have students act out Dialog 2 with their partners.

Report

Ask students to make a report about political parties of their home countries. When one student is making a report, others should listen and complete the following table:

Ел	Саяси партия	Мақсат-мүдделері

Focus on Structure

1. Explain the expression “... as ...”

2. Ask students to compose sentences using the expression.

Listening for Meaning

1. Ask students to listen to the video of Dialog 3 and write down any key words while listening to the video.
2. Ask students to write their key words on the whiteboard. Have them try to construct what the text is about using these key words.

Home-assignment

1. Prepare a presentation about an issue in education or politics. The presentation should discuss what must be done to address that issue.
2. Listen to word and sentence recordings of Dialog 3.
3. Complete the pronunciation exercise in Dialog 3.

Lesson VIII

Presentation

The students should make their presentations about an issue in education or politics in front of the class. Encourage them to ask questions about each other's presentation by giving extra points for asking questions.

Focus on Structure

1. Explain the Noun Suffixes.
2. Have students write the nouns that have the noun suffixes.

Listening for Detail

1. Have your students listen to Dialog 3.
2. Ask students to answer the following questions about "Dialog 3":
 - 1) Әңгіме қай елдер туралы?
 - 2) Қазақстан мен Қырғызстан арасында байланыс орнатылған ба?
 - 3) Қазақстан мен Қырғызстан арасында қарым-қатынас қашан орнатылды?
 - 4) Қазақстан мен Қырғызстан арасында қандай байланыс орнатылған?
 - 5) Қандай салаларда ынтымақтастық бар?

Home-assignment

1. Complete the flashcards exercise in Dialog 3.
2. Complete fill-in and multiple choice tests as well as dictation in Dialog 3.

Lesson IX

Grammar Review: Examples of Grammar and Expressions

1. Ask students to listen to sentence recordings of the examples and read them.
2. Ask students to make up sentences based on examples while keeping their structure.

Role-play

Distribute the following roles to students to work in pairs; have them take one of the two roles in a role-play.

ROLE A1: You are an ambassador of your home country to Kazakhstan. Give an interview for a local newspaper. Tell about your country’s foreign policy.

ROLE A2: You are a journalist for a Kazakh newspaper. Interview a foreign country’s ambassador and ask about his/her country’s foreign policy.

ROLE B1: You are the leader of a political party. Talk to a journalist about your party.

ROLE B2: You are a journalist. Interview the leader of a political party and find out about the goals and activities of his/her party.

Home-assignment

1. Study the Vocabulary of Reading. Listen to word and sentence recordings in the Vocabulary.
2. Have students make a report about Kazakhstan’s embassy and foreign policy in their home country or the country of their choice.
3. Complete the fill-in test in the Examples of Grammar and Expressions.

Lesson X

Report

The students should have written a report about Kazakhstan’s embassy and foreign policy in their home country or the country of their choice. Have students share highlights of their report to the rest of the class.

Vocabulary Building

1. Distribute the following card to students and ask them to fill in with the words from the Vocabulary of Reading. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to check their tables with their partners.

Reading for Meaning

1. Have students read the Reading.
2. Ask students to analyze the structures that are used in the text:
 - (i) The Past Participle in Relative Clauses;
 - (ii) The Passive Voice;
 - (iii) The Subordinate Clause with *-bin*, *-in*, and *-n* in a Complex Sentence.

Home-assignment

1. Find out the titles of government official positions. Use the internet, if possible. Be prepared to explain them.
2. Listen to word and sentence recordings of the Reading.
3. Complete the pronunciation exercise in the Reading.

Lesson XI

Warming up

Have students go over the titles of government positions which they researched about. Have students write them on the whiteboard and explain their role.

Vocabulary Building

Split the class into two groups. One group should write verbs from the Vocabulary of Reading on the whiteboard. The second group should come up with nouns that make meaningful phrases with those verbs.

Reading for Detail

1. Have your students read the Reading.
2. Ask them to work in pairs in which partners ask each other a question about the text.

Pair Work

Have students choose a country and political system that they are familiar with and report this to the class.

Home-assignment

1. Complete the flashcards exercise in the Reading.
2. Complete fill-in and multiple choice tests as well as dictation in the Reading.

Lesson XII

Translation

Ask students to translate the examples of grammar and expressions into English.

Listening Comprehension Test

Have students listen to the text and answer the questions. You can use the listening comprehension test as a unit test and collect student answers for grading. Alternatively, you can have students listen to the text one more time and go over the questions together.

Home-assignment

Write down any new words from Dialog 1, Unit 3 and study them.

Unit 3: Natural Resources

Lesson I

Warming up

1. Ask students to write new words from this unit's Dialog 1 on the whiteboard under groups of nouns, adjectives, verbs, etc. Have them explain the meaning of the words.
2. Review the Third-Person Possessive suffixes and have the students give examples.

Focus on Structure

1. Explain the structure and use of the Third-Person Possessive in the Genitive Case and have students compose sentences using the following table:

Математика	факультет	президент
Қазақстан	республика	оқытушы
Заң	өндіріс	көлем
Мұнай	мектеп	тұрғын
Аризона	штат	қор
Қазақ тілі	мұнай	студент
Ел	қор	аспирант
		пайда

2. Explain the structure and use of the Third-Person Possessive in the Instrumental Case and have students compose sentences using the following table:

Мектеп	үкімет	байланыс орнату
Журналистика	оқушы	оқу
Аризона	университет	бару
Қазақ тілі	колледж	қарым-қатынас жасау
АҚШ	штат	сөйлесу
Шетел	студент	келіссөз жүргізу
	компания	

Speaking

Ask students to prepare a short dialog using the above-mentioned structures and present it to the class.

Home-assignment

1. Study grammar notes on the Third-Person Possessive in the Genitive and Instrumental Cases.
2. Write sentences using these structures. Combine the structures with others from the previous two units.

Lesson II

Warming up

1. Review the Third-Person Possessive in the Genitive and Instrumental Cases.
2. Ask students to read the sentences that they were assigned to write.
3. Ask students to change their sentences to: (i) interrogative sentences and (ii) negative sentences.

Focus on Structure

Explain the structure and use of the Third-Person Possessive in the Ablative Case and have students compose a short dialog with their partners using this table:

Алматы	қала	келу
Қазақ тілі	ғимарат	бару
Аризона	кітап	көшу
Атырау	мұғалім	шығу
Университет	штат	оқу
Дос	облыс	үйрену

Reading for Meaning

1. Ask students to go over the words from Dialog 1 that they practiced in Lesson I.
2. Read Dialog 1.
3. Ask students to find the Third-Person Possessive in the Genitive and Instrumental Cases.
4. Ask them to write those sentences on the whiteboard and translate them into English explaining the structure of the sentences.

Home-assignment

1. Study the grammar notes on the Third-Person Possessive in the Ablative Case.
2. Have students write a paragraph on a topic of their choice using the Third-Person Possessive in the Ablative Case.
3. Listen to the word and sentence recordings of Dialog 1.
4. Complete the pronunciation exercise in Dialog 1.

Lesson III

Warming up

1. Review the Third-Person Possessive in the Ablative Case.
2. Ask students to read the paragraphs that they were assigned to write.

Focus on Structure

1. Explain the structure and use of the Infinitive in the Accusative Case.
2. Ask students to find the Infinitive in the Accusative Case in Dialog 1.

3. Ask students to compose sentences using the sentence with the Infinitive in the Accusative Case from Dialog 1 as an example.

Listening for Detail

1. Listen to the video of Dialog 1.
2. Have students fill in the missing words in the transcript (prepared beforehand). The missing words are:
 - 1) орындарын
 - 2) жөнінде
 - 3) компанияларымен
 - 4) өсуде
 - 5) өндірісінің
 - 6) жылы
 - 7) деп
 - 8) кенішін
 - 9) кенішінде
 - 10) Қорды

Speaking

Have students use their transcript and discuss their answers with partners.

Home-assignment

1. Study the Vocabulary in Dialog 2.
2. Complete the flashcards exercise in Dialog 1.
3. Learn Dialog 1 by heart and be prepared to present it with your partner in class.

Lesson IV

Warming up

1. Review the Infinitive in the Accusative Case.
2. Act out Dialog 1 with your partner.

Vocabulary Building

1. Distribute the following card to students and ask them to fill in with the words from the Vocabulary of Dialog 2. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to compare their tables with that of their partners.

Focus on Structure

1. Explain the structure and use of the Infinitive in the Dative Case.
2. Ask students to find the Infinitive in the Dative Case in Dialog 1.
3. Ask students to compose sentences using the sentence from Dialog 1 with the Infinitive in the Dative Case as an example and new words from the Vocabulary of Dialog 2.

Home-assignment

1. Study the grammar notes on the Infinitive in the Dative Case.
2. Listen to word and sentence recordings of Dialog 2.
3. Complete the pronunciation exercise in Dialog 2.

Lesson V

Warming up

Review the Infinitive in the Dative Case.

Focus on Structure

1. Explain the structure and use of the Infinitive in the Locative Case.
2. Ask students to find the Infinitive in the Locative Case in Dialog 1.
3. Ask students to compose sentences using the sentence from Dialog 1 with the Infinitive in the Locative Case as an example and new words from the Vocabulary of Dialog 2.

Vocabulary Building

Split the class into two groups. One group should write verbs from the Vocabulary of Dialog 2 on the whiteboard. The second group should come up with nouns that make meaningful phrases with those verbs.

Listening for Meaning

1. Listen to the video of Dialog 2.
2. Ask students to write the key words on the whiteboard. Have them try to construct what the text is about using those key words.

Home-assignment

1. Study the grammar notes on the Infinitive in the Locative Case.
2. Complete fill-in and multiple choice tests as well as dictation in Dialog 1.

Lesson VI

Warming up

Review the Infinitive in the Locative Case.

Focus on Structure

1. Explain the structure and use of the Conditional Sentences.
2. Explain the structure and use of the Conditional Clauses as Requests.
3. Ask students to have a short dialog with their partners using these structures.

Listening for Detail

1. Ask students to read the following questions and look for answers while listening:
 - 1) Теңіз мұнай кеніші қай жылы табылды?
 - 2) Теңіз мұнай қоры Каспий теңізінің қай жағалауында жатыр?
 - 3) Теңіз мұнай кенішінде табиғи газ бар ма?
 - 4) Қандай компаниялар кенішті игеруде?
 - 5) Егер кеніш толық игерілсе не болады?
 - 6) Каспий теңізіндегі барлау жұмыстары туралы айтыңыз.
 - 7) Тасымал мәселесі туралы айтыңыз.
2. Listen to the video of Dialog 2.
3. Ask students to work in pairs and have them ask and answer questions about the text.

Home-assignment

1. Complete the flashcards exercise in Dialog 2.
2. Learn Dialog 2 by heart and be prepared to act it out with your partner.
3. Write a story using:
 - (i) The Third-Person Possessive in the Genitive, Instrumental and Ablative Cases;
 - (ii) The Infinitive in the Accusative, Dative and Locative Cases;
 - (iii) Conditional Sentences;
 - (iv) The Conditional Clause as a Request.

Lesson VII

Warming up

1. Review the Conditional Sentences and Conditional Clauses as Requests.
2. Ask students to act out Dialog 2 with their partners.
3. Ask students to exchange their stories, highlight the following structures in each other's stories, and correct any mistakes that they see:
 - (i) The Third-Person Possessive in the Genitive, Instrumental and Ablative Cases;
 - (ii) The Infinitive in the Accusative, Dative and Locative Cases;
 - (iii) Conditional Sentences;
 - (iv) The Conditional Clause as a Request.

Focus on Structure

1. Explain the structure and use of the Future Tense with *-мақ, -мек, -нақ, -нек, -бақ, -бек*.
NOTE: This is material additional to those covered in the textbook. Grammar notes on this structure can be found in the supplemental material.
2. Ask students to find the sentences that contain this Future Tense structure in Dialog 1 and Dialog 2.
3. Have students write the verbs from the Vocabulary of Dialog 2 and write them in the Future Tense with *-мақ, -мек, -нақ, -нек, -бақ, -бек*.

Listening for Meaning

1. Listen to the video of Dialog 3.
2. Ask students to write the key words on the whiteboard. Have them try to construct what the text is about using those key words.

Home-assignment

1. Complete fill-in and multiple choice tests as well as dictation in Dialog 2.
2. Listen to the word and sentence recordings of Dialog 3.
3. Complete the pronunciation exercise in Dialog 3.

Lesson VIII

Warming up

Review the Future Tense with *-мақ, -мек, -нақ, -нек, -бақ, -бек* by asking students to change sentences in Dialog 3 into the Future Tense with those endings.

Focus on Structure

1. Explain the structure and use of the Past Participle as a Predicate.
2. Ask students to change the verbs in Dialog 1 into past participles that serve as a predicate in a sentence.
3. Then, change the verbs in Dialog 2 into negative past participles.

Listening for Detail

1. Listen to the video of Dialog 3.
2. Ask students to summarize it.

Home-assignment

1. Study the Vocabulary of Reading.
2. Complete the flashcards exercise in Dialog 3.
3. Find a news article about the oil and gas industry and be prepared to discuss it in class.

Lesson IX

Warming up

1. Review the expressions.
2. Ask students to talk about the news article that they were assigned to research. Encourage them to ask questions about each other's news article.

Focus on Structure

1. Explain the structure and use of the expressions.
2. Ask students to have a short dialog using the expressions.

Vocabulary Building

1. Distribute the following card to learners and ask them to fill in with the words from the Vocabulary of Reading. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to check their tables with their partners.

Writing

Ask students to write five questions about Dialog 3 and have their partners answer them.

Home-assignment

1. Complete fill-in and multiple choice tests as well as dictation in Dialog 3.
2. Learn Dialog 2 by heart and be prepared to act it out with your partner.

Lesson X

Warming up

Have students act out Dialog 3 with their partner.

Vocabulary Building

Split the class into two groups. One group should write verbs from the Vocabulary of Reading on the whiteboard. The second group should come up with nouns that make meaningful phrases with those verbs.

Reading for Meaning

1. Read the text for the Reading.
2. Write down all the numbers from the text.

Reading for Detail

1. Read the text again.
2. Try to summarize the text using the numbers as key words.

Home-assignment

1. Study the footnotes in the Reading.
2. Listen to word and sentence recordings of the Reading.
3. Complete the pronunciation and flashcards exercises in the Reading.
4. Find a news article about the oil and gas industry and prepare a presentation based on it.

Lesson XI

Presentation

Have students make their presentations about developments in the oil and gas industry based on a news article of their choice. As they make their presentations, make a note of the unit vocabulary and grammar structures that they have used. You can give extra points to those students who ask questions about each other's presentation.

Grammar Review: Examples of Grammar and Expressions

1. Ask students to listen to the sentence recordings of the examples and read them.
2. Ask students to make up sentences based on examples while keeping their structure.

Home-assignment

1. Complete the fill-in test on the Examples of Grammar and Expressions.
2. Complete the fill-in and multiple choice tests as well as dictation in the Reading.

Lesson XII

Translation

Ask students to translate the examples of grammar and expressions into English.

Listening Comprehension Test

Have students listen to the text and answer the questions. You can use the listening comprehension test as a unit test and collect student answers for grading. Alternatively, you can have students listen to the text one more time and go over the questions together.

Home-assignment

Write down any new words from Dialog 1, Unit 4 and study them.

Unit 4: Business and Agriculture

Lesson I

Warming up

Ask students to write new words from this unit's Dialog 1 on the whiteboard under groups of nouns, adjectives, verbs, etc. Have them explain their meaning.

Focus on Structure

1. Explain the structure and use of the expression "... *try to do* ..."
2. Ask students to change some of the sentences in Dialog 1, Unit 3 so that they contain the expression.
3. Explain the structure and use of the expression "... *rich in* ..."
4. Ask students to compose sentences using the expression:

Қара метал Түсті метал Мұнай Газ Тау-кен өнімдері Табиғи ресурс Мұнай шикізаты	бай
--	-----

Speaking

Ask students to prepare a short dialog in which they talk about different countries being rich in different natural resources.

Home-assignment

1. Study the footnotes on "... *try to do* ..." and "... *rich in* ..." in Dialog 1.
2. Write sentences using the expressions "... *try to do* ..." and "... *rich in*"
Combine them with other structures from previous units.

Lesson II

Warming up

1. Review the expressions "... *try to do* ..." and "... *rich in* ..."
2. Ask students to read the sentences that they were assigned to write.
3. Ask students to change their sentences so that they contain past participles acting as predicates.

Focus on Structure

1. Explain the structure and use of the expression of want.
2. Have students make up a short dialog with their partners using this structure.

Listening for Meaning

1. Ask students to go over the new words from Dialog 1 that they practiced in Lesson I.
2. Ask students to take a note of the following while listening to the video of Dialog 1:
 - (i) "... *try to do*"
 - (ii) "... *rich in* ..."
 - (iii) expression of want.
3. Ask students to try to construct what the text is about using the words and their notes.

Home-assignment

1. Study the grammar notes on the expression of want.
2. Have students write a paragraph on a topic of their choice using the expressions.
3. Listen to word and sentence recordings of Dialog 1.
4. Complete the pronunciation exercise in Dialog 1.

Lesson III

Warming up

1. Review the expression of want.
2. Ask students to read the paragraphs that they were assigned to write.

Listening for Detail

Listen to the video of Dialog 1.

Focus on Structure

1. Ask students what word the Infinitive is and what case ending it has in the sentence:
"Метал өндіруден Қазақстан жетекші орын алады."
2. Explain the structure and use of the Infinitive in the Ablative Case.
3. Ask students to come up with some examples.

Q&A

1. Ask students to read Dialog 1 and prepare six questions on it.
2. Ask students to work in pairs and answer each other's questions on the text.

Home-assignment

1. Learn Dialog 1 by heart and be prepared to act it out with a partner.
2. Complete fill-in, multiple choice and dictation in Dialog 1.
3. Complete the flashcards exercise in Dialog 1.
4. Study the Vocabulary of Dialog 2. Listen to the word and sentence recordings in the Vocabulary.
5. Study the grammar notes on the Infinitive in the Ablative Case.

Lesson IV

Warming up

Act out Dialog 1 with a partner.

Focus on Structure

1. Explain the structure and use of the expressions “...*seem like* ...” and “... *manage to do in a timely manner* ...”
2. Have students make up a short dialog with their partners using this structure.

Vocabulary Building

1. Distribute the following card to students and ask them to fill in with the words from the Vocabulary of Dialog 2. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to check their tables with their partners.

Grammar Practice

Change the sentences in Dialog 1 so that they contain the following structures:

- 1) “...*try to do* ...”
- 2) “...*want* ...”
- 3) “... *seem to/like* ...”

Home-assignment

1. Study the footnotes on the expressions “...*seem like* ...” and “... *manage to do in a timely manner* ...” in Dialog 2.
2. Have students prepare a report about the main industries in their home country. Use Dialog 1 as a model.

Lesson V

Report

Have students present the report about main industries in their home countries. Encourage them to ask questions about each other’s report by giving extra points for questions.

Vocabulary Building

Split the class into two groups. One group should write nouns from the Vocabulary of Dialog 2 on the whiteboard. The second group should come up with adjectives or nouns that make meaningful phrases with those nouns.

Focus on Structure

1. Explain the structure and use of the Infinitive in the Genitive Case.
2. Have students make up a short dialog with their partners using this structure.

Home-assignment

1. Listen to word and sentence recordings of Dialog 2.
2. Complete the pronunciation exercise in Dialog 2.
3. Analyze the Infinitives in the sentence from Dialog 2: “Әрине, кәсіпкерлікті дамытуда қаржыландырудың маңызы зор.”
4. Study the grammar notes on the Infinitive in the Genitive Case.

Lesson VI

Warming up

In a large group, have students analyze the Infinitives in the sentence from Dialog 2: “Әрине, кәсіпкерлікті дамытуда қаржыландырудың маңызы зор.”

Focus on Structure

1. Explain the structure and use of the Infinitive in the Instrumental Case.
2. Ask students to have a short dialog using the Infinitive in the Instrumental Case with the verb *уақыт өткізу*.

Reading for Detail

1. Read Dialog 2.
2. Ask students to find the sentences that contain the following structures and explain them:
 - (i) the Passive Voice;
 - (ii) the Present Continuous Tense with *-да* and *-де*;
 - (iii) the Subordinate Clause with *-ын, -ін* or *-н*;
 - (iv) The expressions “... *in order to* ...,” “...*want*...” and “...*manage to*...”
 - (v) the Past Participle in a Relative Clause;
 - (vi) The Infinitive in the Locative, Genitive and Dative Cases.

Q&A

1. Ask students to read the text and prepare five questions on it.
2. Ask students to work in pairs and answer each other’s questions on the text.

Home-assignment

1. Learn Dialog 2 by heart and be prepared to act it out with a partner.

2. Study any new words in Dialog 3.
3. Study the grammar notes on the Infinitive in the Instrumental Case.
4. Complete the flashcards exercise in Dialog 2.
5. Complete fill-in, multiple choice and dictation in Dialog 2.

Lesson VII

Warming up

Act out the Dialog 2 with a partner.

Vocabulary Building

Ask students to write the new words that they encountered in Dialog 3 on the whiteboard and explain their meaning.

Focus on Structure

1. Explain the structure and use of the Conjunctions.
2. Ask students to find some of the Conjunctions in Dialog 2.

Listening for Meaning

1. Listen to the video of Dialog 3.
2. Ask students to summarize the text.

Home-assignment

1. Study the Conjunctions.
2. Have students write a story on a topic of their choice and use the Conjunctions in it.
3. Listen to the word and sentence recordings of Dialog 3.
4. Complete the pronunciation exercise in Dialog 3.

Lesson VIII

Warming up

Have students tell a story to their classmates.

Focus on Structure

1. Explain the structure and use of the Postpositions.
2. Ask students to rework their stories to include some of the Postpositions and present it in class.

Listening for Detail

1. Listen to Dialog 3.
2. Ask students to tell their partners what the text is about.

Home-assignment

1. Study the Postpositions.
2. Have students find a text that contains Conjunctions and Postpositions. Have them rewrite the text but omitting the conjunctions and postpositions. Have them make an answer key which contains the omitted conjunctions and postpositions.
3. Have students prepare a dialog about some cultural specifics of their country. Use Dialog 3 as a model.
4. Complete fill-in, multiple choice and dictation in Dialog 3.
5. Complete the flashcards exercise in Dialog 3.

Lesson IX

Warming up

Ask students to exchange their texts with omitted conjunctions and postpositions with their partners and have each other complete the missing words. Then have the students check their answers.

Speaking

Using Dialog 3 as a model, ask students to have a dialog about some cultural specifics of their home countries.

Grammar Review: Examples of Grammar and Expressions

1. Ask students to listen to sentence recordings of the examples and read them.
2. Ask students to make up sentences based on examples while keeping their structure.

Home-assignment

1. Complete the fill-in test on the Examples of Grammar and Expressions.
2. Study the Vocabulary in Reading. Listen to the word and sentence recordings in the Vocabulary.
3. Learn Dialog 3 by heart and be ready to act it out with a partner.

Lesson X

Warming up

Act out the Dialog 3 with a partner.

Vocabulary Building

1. Distribute the following card to students and ask them to fill in with the words from the Vocabulary of Reading. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase
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2. Ask students to check their tables with their partners.

Reading for Meaning

1. Read the text for the Reading.
2. Have students prepare three questions on the text for their partners to answer.

Home-assignment

1. Prepare a presentation based on a news article about business or agriculture in Kazakhstan.
2. Listen to word and sentence recordings of the Reading.
3. Complete the pronunciation exercise in the Reading.

Lesson XI

Vocabulary Building

Split the class into two groups. One group should write verbs from the Vocabulary of Reading on the whiteboard. The second group should come up with nouns that make meaningful phrases with those verbs.

Presentation

Have the students make the presentation about developments in business and agriculture based on a news article of their choice. As they make their presentations make a note of the unit vocabulary and grammar structures that they have used. You can give extra points to those students who ask questions about each other's presentation.

Home-assignment

1. Study the footnotes in the Reading.
2. Complete the flashcards exercise in the Reading.
3. Complete fill-in, multiple choice and dictation in the Reading.

Lesson XII

Translation

Ask students to translate the examples of grammar and expressions into English.

Listening Comprehension Test

Have students listen to the text and answer the questions. You can use the listening comprehension test as a unit test and collect student answers for grading. Alternatively, you can have students listen to the text one more time and go over the questions together.

Home-assignment

Study the Vocabulary of Dialog 1, Unit 5.

Unit 5: Culture

Lesson I

Brainstorming

Ask students what they know about the Kazakh culture. Have them explain the cultural concepts that they know to their classmates.

Focus on Structure

1. Explain the structure and use of the expression "... look alike ..."
2. Play a game in which you show them pictures of people who look like some public figures or celebrities and ask students "Кімге ұқсайды?"
3. Explain the structure and use of the expression "...like to ..."
4. Ask students to tell the class what they like to do.
5. Explain the structure and use of the expression "... congratulate on ..."
6. Ask students to compose sentences in which they congratulate on:
 - (i) туған күн
 - (ii) мейрам, мереке
 - (iii) Жаңа жыл
 - (iv) Наурыз
7. Ask students to recall the Infinitive in the Instrumental Case and compose sentences in which they congratulate on:
 - (i) диплом алу
 - (ii) мектеп немесе университет бітіру
 - (iii) жаңа компания ашу
 - (iv) шетелге оқуға түсу

Home-assignment

1. Study the footnotes on the expressions in Dialog 1.
2. Write sentences using the expressions.

Lesson II

Warming up

1. Ask students to read the sentences that they were assigned to write.
2. Ask them to exchange their sentences with their partners and change their partner's sentences to negative and interrogative sentences.

Focus on Structure

1. Explain the structure and use of the First and Second Person Possessive in the Locative Case.

- Pair work: Ask students to translate the following questions into Kazakh and answer them in Kazakh:

- What do you want to do on your birthday?
- What do you like to do on your birthday?
- What languages are taught at your school?
- What political system is established in your country?
- What political parties exist in your country?

Vocabulary Building

Ask students to complete the following table in a large group. Explain any of those words, if needed:

Әдебиет түрлері	Той түрлері	Жыр түрлері	Ауыз әдебиеті түрлері

Listening for Meaning

- Listen to the video of Dialog 1.
- Ask students to summarize the text using the table in the Vocabulary Building.

Home-assignment

- Study the grammar notes on the First and Second Person Possessive in the Locative Case.
- Have students prepare five questions for their classmates that contain the First and Second Person Possessive in the Locative Case.
- Listen to the word and sentence recordings of Dialog 1.

Lesson III

Warming up

Have students answer each other’s five questions that contain the First and Second Person Possessive in the Locative Case.

Vocabulary Building

- Distribute the following card to students and ask them to fill in with the words from the Vocabulary of Dialog 1. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to check their tables with their partners.

Focus on Structure

Explain the structure and use of the Adverbial Clauses of Time.

Listening for Detail

1. Listen to the video of Dialog 1.
2. Ask students to answer the following questions:
 - 1) Шілдеhana өлеңі қай кезде айтылады?
 - 2) Бесік жыры қай кезде айтылады?
 - 3) Жар-жар қай тойда айтылады?
 - 4) Беташар қай тойда айтылады?
 - 5) Жоқтау жыры қай кезде айтылады?

Home-assignment

1. Complete the pronunciation exercise in Dialog 1.
2. Learn Dialog 1 by heart and be prepared to act it out with a partner.
3. Study the grammar notes on the Adverbial Clauses of Time.
4. Write sentences that contain Adverbial Clauses of Time with First and Second Person Possessive in the Locative Case.

Lesson IV

Warming up

1. Review the Adverbial Clauses of Time.
2. Have students exchange the sentences that they were assigned to write with their partners. Have them translate the sentences into English.
3. Act out Dialog 1 with a partner.

Focus on Structure

1. Explain the structure and use of the expressions of probability and possibility.
2. Ask students to change each sentence in Dialog 1 so that they contain the probability and possibility expressions.

Practice

1. Ask students to read the sentence: “Қазақстанда болған кезімде теледидардан айтысты көп көрдім” in Dialog 1 which shows the combination of the First-Person Possessive in the Locative Case with the adverb of time “кез.”
2. Ask students to compose sentences combining this structure with the expressions of probability and possibility.

Home-assignment

1. Complete the flashcards exercise in Dialog 1.

2. Complete fill-in, multiple choice and dictation in Dialog 1.
3. Have students report about a literature and/or oral arts of peoples of their choice.

Lesson V

Warming up

Review the expressions of probability and possibility.

Report

Have students present their reports on literature and/or oral arts of peoples to the class. Encourage them to ask questions about each other's report by giving them extra points.

Focus on Structure

1. Explain the structure and use of the Pronouns.
2. Ask students to compose three questions for their partners using the Pronouns. Then have students answer each other's questions.

Listening for Meaning

1. Ask students to write down key words while listening to the video of Dialog 2.
2. Have students write the key words on the whiteboard and construct what the dialog is about using those words.

Home-assignment

1. Study the grammar notes on the Pronouns.
2. Write sentences using the Pronouns.
3. Listen to word and sentence recordings of Dialog 2.
4. Complete the pronunciation exercise in Dialog 2.

Lesson VI

Warming up

1. Review the Pronouns.
2. Ask students to exchange the sentences that they were assigned to write with their partners. Have them rephrase each other's sentences using the Pronouns.

Focus on Structure

Explain the structure and use of the Postposition *бұрын*.

Listening for Detail

1. Have students listen to Dialog 2.
2. Have students ask and answer questions about the text.

Report

Have students make a report about a tradition from their native country. Encourage them to ask questions about each other's report by giving them extra points.

Home-assignment

1. Study the grammar notes on the Postposition *бұрын*.
2. Write sentences using the Postposition *бұрын*.
3. Complete the flashcards exercise in Dialog 2.
4. Complete fill-in, multiple choice and dictation in Dialog 2.

Lesson VII

Warming up

1. Review the Postposition *бұрын*.
2. Ask students to read the sentences that they were assigned to write.

Focus on Structure

Explain the structure and use of the First and Second Person Possessive in the Dative and Accusative Cases.

Report

Have students make a report about a tradition from their native country. Encourage them to ask questions about each other's report by giving them extra points.

Listening for Meaning

1. Write the following synonyms on the whiteboard and explain their meaning:
Этнопедагогика
Ұлттық педагогика
Халықтық педагогика
2. Ask students to write down the key words while listening to Dialog 3.
3. Have students write their key words on the whiteboard and construct what the text is about using those words.

Home-assignment

1. Listen to the word and sentence recordings of Dialog 3.
2. Complete the pronunciation exercise in Dialog 3.
3. Have students choose a proverb or saying about mothers in their native language and be prepared to explain it in Kazakh.
4. Have students prepare five questions to ask their partners using the Second Person Possessive in the Dative and Accusative Cases.

Lesson VIII

Warming up

1. Review the First and Second Person Possessive in the Dative and Accusative Cases.
2. Have students ask five questions to their partners using the Second Person Possessive in the Dative and Accusative Cases. They should answer each other's questions using the First Person Possessive in the Dative and Accusative Cases.

Report

Have students make a report about a proverb or saying about mothers in their native language. Encourage them to ask questions about each other's report by giving them extra points.

Listening for Detail

Ask students to listen to Dialog 3 and summarize it.

Home-assignment

1. Complete the flashcards exercise in Dialog 3.
2. Complete fill-in, multiple choice and dictation in Dialog 3.
3. Choose a proverb from the unit's Supplemental Materials, translate it into English and be prepared to explain the meaning of the proverb in Kazakh.

Lesson IX

Proverbs

Have students read the English translation of a proverb of their choice from the unit's Supplemental Materials and explain the meaning of the proverb.

Grammar Review: Examples of Grammar and Expressions

1. Ask students to listen to the sentence recordings of the examples and read them.
2. Ask students to make up sentences based on examples while keeping their structure.

Home-assignment

1. Complete the flashcards exercise in the Examples.
2. Complete the fill-in test in the Examples.
3. Study the Vocabulary of Reading.
4. Practice the tongue twisters in the unit's Supplemental Materials and be prepared to recite them in class.

Lesson X

Tongue twisters

Have students recite the tongue twisters from the unit's Supplemental Materials in class.

Vocabulary Building

1. Distribute the following card to students and ask them to fill in with words from the Vocabulary of Reading. The goal is to have as many words as possible with at least two columns filled in.

Word	Synonym	Antonym	Derivative	Phrase

2. Ask students to check their tables with their partners.

Reading for Meaning

1. Read the Reading text.
2. Ask students to find the following structures in the text and analyze them:
 - (i) the Present Participle in a Relative Clause
 - (ii) the Past Participle in a Relative Clause
 - (iii) the Third-Person Possessive in the Locative Case
 - (iv) The Third-Person Possessive in the Accusative Case.

Home-assignment

1. Listen to the word and sentence recordings of the Reading.
2. Complete the pronunciation exercise in the Reading.
3. Find a news article about a cultural event in Kazakhstan and prepare a presentation on it.

Lesson XI

Presentation

Have students make the presentation about a cultural event in Kazakhstan based on a news article. Encourage students to ask questions about each other's presentation by giving them extra points for questions.

Vocabulary Building

Split the class into two groups. One group should write nouns from the Vocabulary of Reading on the whiteboard. The second group should come up with adjectives or nouns that make meaningful phrases with those nouns.

Reading for Detail

1. Read the Reading text.
2. Ask students to read the footnotes about the prominent people and explain who they were in Kazakh.

3. Ask students to write ten questions on the text and have their partners answer them.

Home-assignment

1. Complete the flashcards exercise in the Reading.
2. Complete fill-in, multiple choice and dictation in the Reading.

Lesson XII

Translation

Ask students to translate the examples of grammar and expressions into English.

Listening Comprehension Test

Have students listen to the text and answer the questions. You can use the listening comprehension test as a unit test and collect student answers for grading. Alternatively, you can have students listen to the text one more time and go over the questions together.

Supplemental Grammar

Subordinate Clause with *-ын, -ін* and *-н* in a Complex Sentence Қимыл-сын бағыныңқы сабақтас құрмалас сөйлем

A complex sentence is comprised of a subordinate clause and a main clause. A verb in the subordinate clause will take the *-ын, -ін*, and *-н* endings, while the verb in the main clause will be a main verb. Subordinate clauses are always placed before the main clause, and a comma is used after the subordinate clause. For example,

Subordinate clause	Main clause
Кітапханаға барып,	сабақ оқыдым.

The subordinate clause serves as a modifier to the main clause. In standard Kazakh grammar textbooks, it is said to answer the question *қайтіп* or *қалай* (*how*):

- 1) *Мектепті бітіріп*, университетке түсіп, студент боламын.
I will be a student *by graduating from secondary school and entering a university*.
Қайтіп студент боламын?
- 2) *Жақсы оқып, мектепті үздік бітіріп*, шәкіртақы аламын.
I will receive a scholarship *by studying well and graduating with honors from high school*.
Қайтіп шәкіртақы аламын?

The Future Tense with *-мақ, -мек, -нақ, -нек, -бақ, -бек* Мақсатты келер шақ

This type of the Future Tense denotes an action that is intended or aimed. The structure is as follows: Verb + *-мақ, -мек, -нақ, -нек, -бақ, -бек* + personal endings.

For example: Ертең кітапханаға бармақпын.

The structure is used with the endings *-шы* and *-ші*. In this case, the personal endings will only start with *-м*.

For example: Ертең кітапханаға бар + мақ + шы + мын.
Ертең кел + мек + ші + міз.