**«The main methods of preparing for** **final certification tests in the 9thgrade»**

 **№20 ЖОББМ ағылшын тілі мұғалімі: Малюкова Г.Ш.**

As part of Kazakhstan's integration into the world educational space, it is necessary to radically modernize school education, aimed at the transition from the concept of "lifelong learning" to the understanding of the need for "lifelong learning" in the development of competitiveness of home education.

Updating the content of education is a review of teaching methods, the content and structure of the program. The result of the introduction is the creation of a favorable educational environment for personal development. Updating the content of education not only improves the quality of education in the country, but also ensures Kazakhstan's accession to the top 30 most competitive countries in the world, which shows the national aspect of the process of updating the content of education.

The new standard is based on a competency-based approach: it is based on the expected outcome, not on the amount of material required to master a task in a traditional school.

Most importantly, it changes the perception of the learner, which in modern schools, unfortunately, requires a transition from authoritarian teaching to cooperation. Learning objectives should be shared by both the learner and the teacher.

As part of updating the content of education, the format of final certification will also change. The state final exam is a form of final certification of students in secondary education, which is a condition for obtaining a state document certifying the completion of secondary education.

According to the features of the final certification on the subject "English language", the structure of the exam paper provides for work with a text of 270--320 words. The maximum number of points - 20. After reading the text, students perform the following types of tasks:

- 5 tasks for lexical selection (the task consists of 5 questions, students must understand the meaning of certain words / phrases in the context and their use);

- 10 tasks to preserve the meaning of the sentence and change only the structure (paraphrase) (the task consists of 10 questions, students must reconstruct the sentences using the given words / phrases);

- 3 tasks that require short and complete answers (the task consists of 3 questions, one of which requires a closed, and two require an open answer, in which students must show that they understand what is being read

We've all watched television shows or heard news stories we wanted to tell others about. We may have told our friends, our family, or our coworkers about what happened, how it happened, and why it happened. We recounted the storyline, the main characters, the events, and important points using our own words. This is **paraphrasing** - using your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own.

 Paraphrasing is when you take an original idea and re-write it to express the same meaning but in a different way. This might be by changing words, word forms, sentence structure, or using synonyms. If you think this is just for writing academic papers, think again. We actually paraphrase all the time! When you read a book, article, or watch a movie and tell your friends about it, you are paraphrasing. When you tell your friend or colleague about a conversation you had with your boss, you are paraphrasing. You are not repeating the original conversation word for word. You are giving them the main idea of the conversation using your own words.

[Paraphrasing](http://www.yourdictionary.com/paraphrasing) involves taking a passage - either spoken or written - and rewording it. Writers often paraphrase sentences and paragraphs to deliver information in a more concise way, as you'll see in the examples below. When paraphrasing, it is important to keep the original meaning so that the facts remain intact. Basically, you are writing something in your own words that still expresses the original idea. It is common when writing an essay or research paper. It allows you to explain important ideas in your own writing style and focus on the information that is most useful in making your point. Even when you put someone else's ideas into your own words, you must [cite the source](https://examples.yourdictionary.com/examples-of-works-cited-pages.html) of your information. This gives credit to the original author for their ideas. Paraphrasing is slightly [different than summarizing](https://grammar.yourdictionary.com/grammar/writing/when-to-quote-paraphrase-or-summarize.html). When you summarize a passage, you focus on restating only the [main idea](https://grammar.yourdictionary.com/grammar/writing/how-to-find-the-main-idea.html) in your own words. Paraphrasing, on the other hand, aims to provide most of the information in a slightly condensed form. [Summaries](http://grammar.yourdictionary.com/style-and-usage/strategies-to-improve-summary-writing.html) are much shorter than the original passage, while paraphrasing can be shorter, longer or the same length.

 In academic writing, you will need to use other writer's ideas to support your own. The most common way to do this is by using paraphrase. This section considers how to do this by first looking in more detail at [what paraphrasing is](https://www.eapfoundation.com/writing/paraphrase/#what), then giving [reasons for using paraphrase](https://www.eapfoundation.com/writing/paraphrase/#why), and finally considering [how to paraphrase](https://www.eapfoundation.com/writing/paraphrase/#how). Sometimes you only need to paraphrase the information from one sentence. Here are some examples of paraphrasing individual sentences:

*Original***:** Her life spanned years of incredible change for women as they gained more rights than ever before.
*Paraphrase:* She lived through the exciting era of women's liberation.

*Original***:** Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.
*Paraphrase***:** A giraffe can eat up to 75 pounds of Acacia leaves and hay daily.

*Original***:** Any trip to Italy should include a visit to Tuscany to sample the region's exquisite wines.
*Paraphrase***:** Be sure to make time for a Tuscan wine-tasting experience when visiting Italy.

*Original***:** Symptoms of influenza include fever and nasal congestion.
*Paraphrase***:** A stuffy nose and elevated temperature are signs you may have the flu.

*Original***:** The price of a resort vacation typically includes meals, tips and equipment rentals, which makes your trip more cost-effective.
*Paraphrase***:** All-inclusive resort vacations can make for an economical trip.

*Original***:** He has tons of stuff to throw away.
*Paraphrase***:** He needs to get rid of a lot of junk.

**The strategies to develop the paraphrasing skills**

How do I paraphrase? There are useful strategies to develop your paraphrasing skills. The most important feature, however, is to make sure you understand the text fully before you attempt to paraphrase it.

* Read the text you want to paraphrase carefully before you attempt to paraphrase it.
* Look up in your dictionary any words you do not understand.
* Re-read the text quickly - skim it if you feel confident. In particular, pay attention to first sentences in paragraphs (these are often the topic sentences) and key words.
* Cover the text and verbally summarise it, from memory only. It is not necessary to use complex academic language - use your own words.
* Write down your ideas without looking at the original.
* Compare with the original to see whether you are conveying the same meaning.

**Techniques for paraphrasing**

 When you write a paraphrase, you restate other’s ideas in your own words. That is, you write the meaning of the author’s ideas. You use some of the author’s key terms, but you use many of your own words and sentence structures. Here are some techniques to use when paraphrasing. Remember that these techniques should only be used once you have ensured you fully understood the text; do not try to paraphrase a text you have not understood.

**1. Change a word from one part of speech to another**

*Original*: Medical professor John Swanson says that global changes are influencing the spread of disease.

*Paraphrase:* According to John Swanson, a professor of medicine, changes across the globe are causing diseases to spread (James, 2004).

**2. Using synonyms (words that mean the same)**

|  |  |
| --- | --- |
| **Source text** | **Paraphrase** |
| The need for investors to earn a commercial return ***may put upward pressure on*** prices | The need for profit ***is likely to push up*** prices |

Here; “may” is replaced with “is likely to” and “put upward pressure on“ is replaced with “push up”.

Be careful when using synonyms. Many words have several meanings, **depending on context**, and you have to think about the synonym which expresses the right meaning for the particular context.

**3. Changing the form of words**

|  |  |
| --- | --- |
| **Source text** | **Paraphrase** |
| Privatisation ***has failed*** on several counts | Bayliss &McKinley (2007) point out that ***the failure*** of privatisation is due to many factors |
| The region (Sub-Saharan Africa) is widely perceived as ***risky*** by investors. | Investment in the region is considered a significant ***risk*** (Baliss,2003) |

In the first paraphrase a verb has been replaced with a noun from the same word family. In the second an adjective has been replaced by a noun.

**4. Changing the grammatical structure**

|  |  |
| --- | --- |
| **Source text** | **Paraphrase** |
| While many governments have taken steps to implement privatisation programmes , ***progress has been slower*** than was anticipated in the early 1980’s. | According to Bayliss (2003), although the implementation of privatisation programmes has been a priority for many governments, ***progress in the area has not been as rapid as expected*** in the early 1980’s. |

Here one grammatical structure for making a comparison (“slower than”) has been replaced with another (“not as rapid as”).

**5. Using several techniques**

|  |  |
| --- | --- |
| **Source text** | **Paraphrase** |
| ...the privatisation of such strategic industries has raised a number of concerns. Firstly, these enterprises are usually monopolistic and, in the absence of competition, require effective regulation if private ownership is to be beneficial for the wider economy. | Due to the vital role they play in a country`s infrastructure, it is essential for the operation of privatised water utilities to be regulated effectively. This is because they usually have a monopoly, and without competition there is no incentive to keep tariffs low or provide a high standard of service. (Bayliss 2003) |

**How to paraphrase successfully in IELTS**

Paraphrasing is important to the IELTS writing task because your introduction paragraph is basically a paraphrase of the essay prompt. You will need to re-write the essay prompt in your own words to introduce your essay.

Three ways how do paraphrasing for IELTS writing task. Before you attempt to paraphrase, you need to make sure that you understand the gist, or meaning of the paragraph. Paraphrasing is more than just changing words. Your paraphrase needs to make sense and still convey the original message. So, you should read the original text a couple of times to make sure you understand the message it conveys. Then turn the ideas over in your mind. Think of how you would express the same ideas to a friend.

Below are three techniques to paraphrase. Rather than exclusively using one of them, a good paraphrase includes all methods.

1. Use synonyms

Synonyms are different words that express the same or similar meaning.

For example: *Interesting, fascinating, curious* and *amusing* are all synonyms.

2. Change the word forms

Another way to paraphrase is to change word forms. For example, changing a noun into a verb, a verb into a noun or an adjective into a noun or vice versa.

Example:

Original: Many people find watching tennis *interesting* (interesting = adjective).

Paraphrase: Many people have an *interest* in watching tennis (interest = noun).

Example:

Original: Some people think Facebook is an *invasion* of privacy (invasion = noun).

Paraphrase: Some people think Facebook *has invaded*our privacy (has invaded = verb).

3. Change the sentence structure

A third way to paraphrase is to change sentence structure. This could be by changing the sentence from passive to active or vice versa, or changing the order of the clauses. Let’s have a look.

*Active to Passive*

Original: The hurricane destroyed the city.

Paraphrase: The city was destroyed by the hurricane.

In the sentence above, the subject (the hurricane) became the object, and the object (the city) became the subject.

To be passive, we also changed the verb *destroyed* into *past perfect* (was/were + past participle).

*Passive to Active*

Original: The public transport system was developed by the city council.

Paraphrase: The city council developed the public transport system.

In the sentence above the subject (the public transport system) became the object, and the object (the city council) became the subject.

*Order of clauses*

A clause is a group of words that contains a subject and a verb. Some sentences can be a single clause. Some sentences can be made up of two or more clauses.

For example: It is difficult to say whether the economy will improve.

The two clauses are: It is difficult to say / whether the economy will improve.

**Practice yourself**

**1. Look at the following extracts from reading texts. Match them to paraphrased sentences which have the same meaning.**

**1.** Keeping your house cool or warm, driving cars and making things in factories all pollute the atmosphere.

**2.** This affects the world weather and makes it difficult for animals to find food and fresh water.

**3.** Humans take away animal’s homes and their food by farming, when they cut down trees for wood, and when they look for oil.

**a.** When the weather changes, animals can’t find water & food easily.

**b.** Pollution comes from cars, factories, heating & air conditioning.

**c.** Cutting down trees and looking for oil damages animals’ homes and their food are taken away.

**Paraphrasing can be done in different ways. Find examples of the following in sentences a – c**

 Using a synonym or a word with a similar meaning

 Using different grammar

 Changing around the order of the sentence

**2. Try to paraphrase the following sentences**

a. There are now more mountain gorillas than there were in the year 2000.

b. Before that, people still hunted and killed these big, beautiful mammals or destroyed forests where they live.

c. Wildlife groups worked hard to help the gorillas and now nearly half of them live safely in a National park in Rwanda, Central Africa.

d. Scientists and tourists can watch them and study them in the National park.

**3. Paraphrase the following sentences using the essential vocabulary:**

1. Please, will somebody *set* (start) the discussion? 2. Mrs Cassidi was fully *set* (determined) to give her son a good education. 3. If you don't want to *set* some lung disease you must give up smoking altogether. 4. Is there any wonder she *resented (*felt injured about) your criticism, it was so bitter. 5. Let's *clear (*resolve) this problem once and for all.

**4. Paraphrase the following sentences using modal verbs.**1. I am able to run for a long time.
2. It's possible that he will come next week.
3. It's absolutely necessary for you to take this medicine, or else you are going to fall ill.
4. I advise you to do some swimming every day.
5. It's so cold that there is no alternative for you but to put on this warm coat.

**5. Paraphrase the following sentences using the words in bold.**

1. You mustn’t reveal anything to the press.

**Allowed** You…*aren’t allowed to reveal anything to the* *press.* .…………………...................................................................

2. They stole jewelry worth $ 2,000,000.

**ran**…………………………………………………………………

3. She was too young to travel on her own.

**old**……………………………………………………………………

4. Josh emigrated to Britain. He wanted to start a new life there.

**view**…………………………………………………………………

5. Whatever you say, you won’t change his mind.

**6. Paraphrase the following sentences, using the prefix ",w-" „tilth the words in bold type according to the model.**

Model: 1) He went on a holiday and didn't **do** his work.

He went on a holiday **leaving** his work undone.

2) You'd better not **lock** the door.

You'd better leave the door **unlocked**.

1. He can't have gone away without settling his affairs. 2. She rose from the table never touching her dinner. 3. He never answered my let­ters. 4. You'd better not cover the table, it looks nice as it is. 5. Some things are better not said.

**7. Paraphrase these sentences as in the example.**Example: It is impossible to read your essay. Your essay is impossible to read
1) It is difficult to improve this device.
2) It is easy to destroy a sandcastle.
3) It is hard to learn Chinese.
4) It is interesting to invent new tools.
5) It is not safe to drink this water.

**8. Make a different word, using the prompt in brackets.**

e.g. development (change to verb) - to develop

e.g. economise (change to noun) - economy

1. To analyse (change to noun) 2. To analyse (change to adjective) 3. Evaluation (change to verb) 4. Theoretical (change to verb) 5. Problem (change to adjective)

**9. Finish these paraphrased sentences by changing the word/word type and**  **grammar.**

e.g. We studied the statistics then applied for funding.

 *After \_\_\_\_\_\_\_\_\_ the statistics, we made an \_\_\_\_\_\_\_\_\_ for funding.*

 ***After studying the statistics, we made an application for funding.***

1. We were concerned about her health. We had some \_\_\_\_\_\_\_\_\_ about her health. 2. The council cut funding so we could not provide free parking. Because of council funding \_\_\_\_\_\_\_\_\_, there was no\_\_\_\_\_\_\_\_\_ for free parking. 3. His proposal was a failure as it was too theoretical. His proposal\_\_\_\_\_\_\_\_\_ because it relied too much on \_\_\_\_\_\_\_\_\_ . 4. As the emphasis was only on the UK, there were weaknesses in the evidence. By \_\_\_\_\_\_\_\_\_ the UK only, the evidence was \_\_\_\_\_\_\_\_\_ . 5. As the emphasis was only on the UK, there were weaknesses in the evidence. As the emphasis was only on the UK, the evidence was not\_\_\_\_\_\_\_\_\_ .

**10. Complete the second sentence so that it means the same as the first. Use no more than three words.**

 *Comparative and superlative*

 1) My sister is taller than me.

 I'm not .......... as my sister.

2) She is the most beautiful woman in the world.

 She is the most beautiful woman I ................ seen.

3)My new car is much faster than my old one.

 My old car isn't ............. my new one.

4)Tom is more intelligent than his brother.

 Tom´s brother ............. intelligent as him.

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 In conclusion I underlined that, this study examines the effects of teaching paraphrasing skills to students of tertiary level on summary writing. Other studies have found that students have limited paraphrasing skills that they can use to help them complete a task. Other factors such as culture may also play a part. Twenty-two students of lower intermediate level of proficiency in English were used in the study. A piece of summary writing task requires critical thinking skills to produce effective and concise writing. The nature of the task is basically constructing a general conceptual framework from the analysis of the passage and synthesis of specific information from it. This study analyses perceptions of students when handling a summary writing and the awareness of their learning and thinking. Paraphrasing is used as a strategy to encourage independent thinking when doing summary writing in the classroom. The students in the study found the skills taught to them useful, and they were able to apply them in a limited way. However, the results from the study indicated that the skills did not help the students equally. Students’ perception of their confidence in their learning abilities and the task assigned may not accurately reflect their paraphrasing skills.

 As English Language teachers, one of our core aims is to teach our learners how to express themselves. And I’m sure, like me, you receive a great deal of satisfaction when your learners are able to reproduce the language that you’ve taught them. But what else can we do to avoid learners simply sticking to the script? The answer is quite simple: we need to demonstrate the power of paraphrasing in the classroom.