

English

Grade 11

High B2

Humanities

Student's Book

Қазақстан Республикасы Білім және ғылым
министрлігімен ұсынылды

Adaptation team
STUDY INN

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	The Skills Gap The Story of Google The World of tomorrow EXPO-2017	World of work, success in business, invention	Pre- and post-modifying noun structures Transitive verb pattern	Flying cars Inventions	Inventions in Kazakhstan
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1 Making contact

A new academic year resolution

Lead-in:

- a** Have you ever made a firm decision to do or not to do something? When was it? What was it about? Were you successful?
- b** Have you ever been really determined or resolute? When? Why? Were you successful?

LESSON

1

Speaking

- 1** In small groups discuss the following questions.

New academic year discussion

- Did you speak English over the holidays? Who with? If not, why not?
- Did you read anything in English, or see an English film? Explain.
- Were these holidays 'typical' holidays? Why not? Explain what you did that was different or the same as usual.
- Can you think of two things you felt happy about at the end of the last academic year?
- What are you looking forward to this academic year?
- What two things would you like to do or learn about in your English lessons this year?

- 2** Work in pairs.

Imagine that you are going to give a small talk about new academic year resolutions.

- Which of the following posters would you like to use? Why?
- In pairs, compare and contrast the posters and choose the one that you both like.



Reading

3 Here are some popular new academic year resolutions. Would you like to do any of them?

- be more organized
- eat more healthily
- do more exercise
- prioritize my schoolwork
- learn a language

4 Read the text and give it an appropriate title.

The new school year is about to begin. What can you do to get a good start?

1

Preparation is the first step. Get your study area ready: shelves for books, a clean tidy desk, a lamp and a chair. Then, check what things you will need for school and studying. Buy any pens, paper, notebooks, pencils, etc. that you will need. Organize your backpack and pencil case.

2

Before you return to school, make a list of all the things you want to achieve this year. First, think of the things that went well last year and, then consider anything that didn't go well. Make a list of the things you would like to continue doing in the year ahead and the things you want to change. Use these to help you decide on what long-term goals you can set. Can these goals be broken down into smaller steps or short-term goals? Plan how you can make these things happen.

3

Once you are back at school and you have your new timetable, you can plan your own schedule. It should include all the activities, jobs, homework that you do, as well as time for studying and relaxing. Then on a weekly basis, you can create a list of things you need to do. You can use either online or offline planners.

4

Now that you have planned your goals for the year and week ahead. Start doing things on your list. Start writing to-do lists and putting checks on your to-do list. It is a good idea to stop avoiding tasks and give yourself plenty of time to do the more difficult ones. If these seem too challenging, tell yourself you only have to do one part of the task. Soon, you will have completed the whole thing. This is a good way to stop procrastination and start doing things early.

5

You might have a lot to do, but it isn't a good idea to spend all your time at your desk. If you don't do any sports, it is a good idea to go for a walk in the evenings. This will keep both your body and mind healthy. And the best thing is that after exercise, your brain works better and you will concentrate more.

6

When you are in class, listen carefully to the teacher. Take notes in class and later, at home you can tidy them up. Review the notes and check you understand everything.

7

If you find you don't understand something in school, it is a good idea to ask the teacher. However, if you find a piece of homework is difficult, ask a friend to explain it to you or look explanations up on the internet. If you need more help, you can discuss it with the teacher the next day.

This is a new academic year, so let's make it a great one!

5

Now match the following headings to the correct paragraph.

- a Work on your time-management skills
- b Work hard at school
- c Arrange your studying environment and make a list of essential supplies
- d Make an outline of your plans and goals
- e Ask your educators and classmates for help
- f Start working on your plans
- g Combine both intellectual and physical work

6

Study the table. Create a similar one with plans you want to realize this academic year.

This year I am going to ...

RESOLUTION	✓
• See a film in English (without subtitles!)	
• Do all my English homework	
• Get an English online friend	
• Practise English outside the class	
• Read a book in English	

Real-World Application

- 7** Try a two-week experiment. Don't plan anything during the first week. And the next week, plan your daily routine in advance, prioritize and set deadlines. Did you see the difference?

Watching and Listening

- 8** Before you watch the video *College Debt and Bankruptcy*, check (✓) the ideas that you expect to be in the video.

1	Getting a college degree will help your family.	
2	Students are investing thousands of dollars in their college education.	
3	Students are borrowing more money for college than ever before.	
4	Borrowing money without understanding all the details can cause financial problems.	
5	The costs of higher education in the United States can cause financial stress for many students.	

- 9**  **1** Watch the video *College Debt and Bankruptcy*. Answer the questions.

- 1** Which of your predictions from Task 6 were correct?
- 2** Which sentence best represents the main idea of the video?
 - a** Borrowing money for college does not always pay off.
 - b** Before borrowing money for college tuition, it is essential to understand the details of the loan.
 - c** It is better to get a mortgage than to get a student loan.

Discussion

- 10** Discuss the questions, based on the video *College Debt and Bankruptcy*. Give reasons to support your answers.
- 1 Does Velicia feel that her college degree was worth the cost?
 - 2 Why are private companies willing to lend students in the US so much money?
 - 3 Why has the US government become involved?

Critical thinking

- 11** Evaluate the involvement of Kazakh private companies in lending students money for education. Is it a good idea?

Writing

- 12** Write an opinion essay:

It is a good idea to get a loan to go to college.

College fees should be cheaper.

Students shouldn't have to get into debt to go to college.



Workbook

LESSON

2

A NEW ACADEMIC YEAR RESOLUTION

- 1** Write A (agree) or D (disagree) next to the statements to show your opinion.
- 1 Distance learning is a new idea.
 - 2 Distance learning requires good access to online technology.
 - 3 Face-to-face learning is better than distance learning.

Key Vocabulary

- 2** Read the definitions. How do you say the key words in your language?
- 1 **core principles** (n phr) basic ideas or rules that explain or control how something happens or works

- 2 **distance learning** (n phr) classes that are given online or by post
- 3 **modern phenomenon** (n phr) recent trend
- 4 **online degree** (n phr) an academic qualification obtained from online instruction
- 5 **significant difference** (n phr) important distinction
- 6 **technological advances** (n phr) developments in technology
- 7 **virtual classroom** (n phr) online course

3 You are going to read an article about distance learning and face-to-face learning. Before you read, review the collocations and their meanings. Then complete the sentences with your own words.

- 1 One interesting **modern phenomenon** in my country is _____.
- 2 A subject that might not work well for **distance learning** is _____.
- 3 One advantage of a real classroom over a **virtual classroom** is _____.
- 4 One advantage of an **online degree** over a degree that requires attending classes is _____.
- 5 Because of **technological advances**, it is now much easier to _____.
- 6 One of the **core principles** of many colleges is _____.
- 7 One **significant difference** between high school and college is _____.

Reading

4 Read the article: *Distance learning vs face-to-face learning*. Which is better for making contacts? What are the advantages and disadvantages of each system?

Distance from universities prevented many from getting a third-level education due to the cost. Nowadays, it is possible to get qualifications without ever having to leave your home to attend a class. This, however, is not a **modern phenomenon**, as **distance learning** has existed since the early 1700s in the USA although it wasn't until 1858 that the first long distance university degree course was offered at London University. These original courses were called correspondence courses and students received the lessons by mail. These days distance learning is far easier due to **technological advances**. In fact, it is a **credible alternative** which makes learning available to many more people.

Education has evolved with changes in technology. From the 1960s, many degrees were given to people who watched lectures on TV and sent assignments via mail. These days there are a variety of organizations that offer online courses. These include traditional universities, virtual universities, MOOCs (massive open online courses). But what are each of these and how are they different?

Traditional universities, virtual universities and MOOCs are all places of learning. The most **significant differences** between them include how they impart classes and the role of technology in each one. Traditional universities have face-to-face classes. Students attend the lectures which are often given in a large hall. They can discuss queries with professors after class or at another time. While in the class, students sit beside each other. In this setting, it is possible to make friends and be able to reach out to people for help. Most students use technology but it is not an essential part of their learning. They use a laptop to take notes and to type up their essays. The professor may use an electronic white board or a projector and some assignments may be sent via email.

The **core principles** of virtual universities are the same as those of traditional ones: they impart knowledge and evaluate what students have learnt. However, they do this in a **virtual classroom**. Flexibility is the main attraction of this type of education. As the classes are available online, it is possible to attend lectures any time day or night. Another difference is the use of technology. Computers are needed to view the classes and carry out assignments. If a learner needs to contact a teacher, it is possible to do so via the internet or chatrooms. Lecturers are responsible for imparting knowledge and for evaluating their students' progress in both traditional and virtual universities.

MOOCs are also virtual learning centers, which are often given by universities. In contrast to the previous systems, learners cannot get a degree from them. Through these courses, learners can study topics which interest them, and this knowledge can help them with their future career or with their university or school studies. The one disadvantage is that the webinars and online lectures are only available for a limited time. In MOOCs, students can contact other students and teachers through chatrooms. In some cases, learners work together to find out more about a subject. As with virtual universities, it is the student who decides when and where to study.

5 Write the correct paragraph number next to the description.

- 1 Similarities between the two methods. Paragraph: _____
- 2 Differences between the methods. Paragraph: _____
- 3 The history and background of the topic. Paragraph: _____

Use of English. Future forms and adverbs of certainty

You can use **will** and **be going to** in order to make predictions or to express an expectation.

Use **certainly**, **definitely**, **likely**, **possibly**, and **probably** after **will** or **be** in **be going to**.

Use adverbs before **won't**. Use them before or after **be** in **be not going to**.

Use **maybe** and **perhaps** at the beginning of sentences.

Use **be going to** for predictions when there is present evidence.

6 Write the sentences with the adverbs of certainty in the correct place.

- 1 The building I want to move into was bought by a developer. It's going to be renovated before I move there. (certainly)
- 2 The construction team isn't going to begin work until next month. (probably)
- 3 The supporting walls are already up. The developers won't take long to complete the building. (surely)
- 4 The developer is drawing up his plans now. He will send me the apartment plans before Friday. (maybe)
- 5 I will help you with your architecture homework now. (definitely)
- 6 Joe is off from work on Friday. He will help you study for the architecture test. (perhaps)

7 Answer the questions about the future.

- 1 What kind of building will you live in five years from now?
- 2 Do you think you will buy property? Why or why not?
- 3 Do you think your classroom building will be around much longer? Why or why not?
- 4 How do you think the buildings in your town or city will be different ten years from now?
- 5 How do you think the downtown area will look ten years from now?

8 Work with a partner. Discuss the question below using adverbs of certainty.

How will the educational system in Kazakhstan change in the next twenty years?



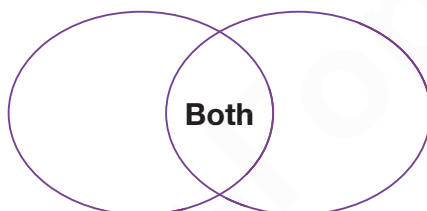
Workbook

1 Discuss the questions.

- 1** Have you ever tried to learn something online? What were the advantages and disadvantages of doing this?
- 2** Are there any problems with face-to-face teaching?
- 3** How do you think teaching will change in the future?

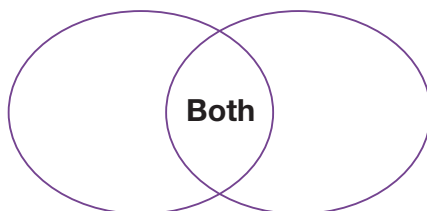
Critical thinking

- 2** In the Venn diagram below, write the similarities and differences between Distance learning and Face-to-face learning. Use your notes and ideas from reading to help you.

**Distance learning****Face-to-face learning**

- Now think of some subjects that you think would work better for distance learning, better for face-to-face-learning, or equally well for both. Add these subjects to the Venn diagram above.

- 3** Now think about learning a language versus learning Maths. What is similar about these experiences? What is different? You can use different sources for ideas. Discuss this with a partner. Write your notes in the Venn diagram below.

**Languages****Math**

Education vocabulary

- 4 Complete each sentence with a word from the box. Use a dictionary to help you.

**assignment / degree / journal / teaching assistant /
plagiarism / semester / seminar / tutor**

- 1 A piece of work a student has to in college is a(n) _____.
- 2 An academic year can be divided into two periods, each called a(n) _____.
- 3 _____ is when people copy from or do not acknowledge their sources in their written work.
- 4 A(n) _____ is a magazine or newspaper containing.
- 5 A(n) _____ helps teachers in the classroom.
- 6 A(n) _____ is a short course or meeting where people discuss a particular subject.
- 7 A(n) _____ works with a student one-on-one on a specific academic subject.
- 8 When you have completed a program of study at a college or university, you get a(n) _____.

Writing

- 5 Read the paragraph about advantages of distance learning.

Distance learning suits many people because they do not need to commit to be in an education center at a particular time and day. Consequently, it is possible to attend classes at the learner's convenience. Anyone who is interested in further education but whose town doesn't have a university would either have to commute or rent accommodation there. Someone attending virtual classes is not required to do either of these, so this saves money and time, which means more time for learning.

- 6 Write a paragraph to support each of the advantages below.

Live anywhere, study from anywhere
Gain extra knowledge
Self-paced learning
Accessibility



Workbook

Describing countries and cities

Lead-in: Are there any famous old buildings in your country? Are they protected? Do you think this is important? Why or why not?

1 Look at the photos and answer the questions.



- 1** What are the most beautiful buildings in your country?
- 2** Do people in your country generally prefer modern or traditional style houses?
- 3** What do people in your country think about modern architecture?
- 4** Which is more important for a building: beauty or function?

2 Explain the meaning of these proverbs and give their equivalents in your language.

An Englishman's home is his castle. / Rome was not built in a day.

Critical thinking

3 Look at the example in the table. Think of three more famous buildings or structures and use them to complete the table. Then compare your answers with a partner.

building/structure	location	features
The Eiffel Tower	Paris, France	there are antennae on top of the tower; it has elevators; it is made of metal
.....		

4 Discuss the questions.

- 1** How do you think buildings have changed since the first skyscrapers were built?
- 2** Where would you prefer to live, study or work: in a low-rise building or a skyscraper? Why?

Key Vocabulary

5 Read the definitions. How do you say the key words in your language?

- 1** **stately** (adj) formal in style and appearance
- 2** **consumer** (n) a person who buys goods or services
- 3** **market** (n) of buying or selling a particular product or service
- 4** **skyline** (n) the shape of objects against the sky, especially buildings in a city
- 5** **bar chart** (n) a graph in which different amounts are represented by vertical or horizontal rectangles that have the same width but different heights or lengths

6  **2** Watch the video *The Skyscraper*. Write T (true) or F (false) next to the statements. Correct the false statements.

- | | |
|-------|--|
| _____ | 1 Skyscrapers originated in New York City. |
| _____ | 2 Louis Sullivan is credited with creating the skyscraper. |
| _____ | 3 The first skyscraper was completed in 1898. |
| _____ | 4 The skyscraper is considered a symbol of American consumerism in the world economy. |
| _____ | 5 Skyscrapers have changed the appearance of cities around the world. |

7 Watch again. Complete the notes.

- 1** Architects began to experiment with new buildings after _____
- 2** Louis Sullivan lived and worked _____
- 3** Auditorium Building located _____
- 4** 1920, 100 million consumers served by _____
- 5** Tall buildings represent _____

Writing

8 You are going to participate in a writing contest. The task is to create a booklet about a capital city of your country. Create your booklet by including the following information:

- 1** the name of the city
- 2** location
- 3** description and size of the city
- 4** description of some important buildings
- 5** the best thing about the city
- 6** features that makes it a sustainable city

Useful expressions

It offers ... The atmosphere is ...
The views are ... It's close to ...
It's got ... It is located in ...
It's far away from ... You shouldn't miss ...
It's possible to ... You can see ...
It's well known for ...
It's popular with the tourists because ...
The best thing about this place is ...
A popular tourist attraction is ...



Workbook

LESSON

5

DESCRIBING COUNTRIES AND CITIES

1 Discuss the questions. Give reasons to support your answers.

- 1 Are there any skyscrapers in your city? How are they similar or different to other famous skyscrapers from around the world?
- 2 What materials are often used to construct skyscrapers?
- 3 Is there a famous building that represents the culture of your country? What does it symbolize to you?

Key Vocabulary

2 Read the definitions. Complete the sentences with the correct form of the words in bold.

- 1 **compromise** (n) an agreement between two sides with different opinions
- 2 **conservation** (n) the protection of plants, animals, and natural areas from the damaging effects of human activity
- 3 **durable** (adj) able to last a long time without being damaged
- 4 **efficiently** (adv) the condition or fact of producing some results
- 5 **relevant** (adj) related to a subject or to something happening or being discussed
- 6 **secondhand** (adj) not new; used in the past by someone else
- 7 **sector** (n) one area of economic activity of a country
- 8 **fossil fuels** (n) fuels such as gas, coal, and oil formed in the earth from the remains of plants and animals
- 9 **return on investment** (n phr) the benefit to an investor that results from an investment of money

- 1 Buildings that are tough and last a long time are usually made from _____ materials.
- 2 The city planning committee may have to make a(n) _____ order to both save money and use high-quality building materials.
- 3 It is important for developers to consider the _____ of their plan so that they avoid wasting time, money, or labor.
- 4 Developers cannot build in certain locations, such as rainforests, due to environmental _____.
- 5 If previously used windows are still in good condition, a builder may choose to use them in a new building even though they are _____.
- 6 Most architects work in the private _____, which means they work for companies and not for the government.
- 7 The architect who designed the building does not think people's opinions of its appearance are _____ to its purpose.

Reading

- 3 Skim the article and write the corresponding paragraph numbers next to the ideas at the end of the text.

We Need More Green Buildings

- 1 In recent years, there has been a general trend for new buildings to be more environmentally friendly, or “green.” Such a building is sometimes called an eco-building. These buildings use energy and water efficiently, which reduces waste and pollution. However, they cost more than a traditional building. Despite being more expensive, green buildings are good for the planet and their benefits are clear.
- 2 Near the city of Taos, New Mexico, there are many homes, called Earthship houses, constructed from recycled materials, like bottles, tires, aluminum cans, and other trash. These homes are designed to use solar power — the energy from the sun — rather than electricity produced from fossil fuels. In both Uruguay and Sierra Leone, for example, there are schools made from recycled materials. The green aspects of this kind of building are relatively inexpensive. They also function as valuable teaching aids when educating students about the environment.
- 3 Another example of an eco-building is a private residence in Wales known as the “Hobbit House.” Its frame is made of wood and the walls are made of straw and plaster, which provides excellent insulation. The roof consists of earth and grass, which keeps heat in and has a low impact on the environment. Solar panels provide electricity for lighting and electrical equipment. Water is supplied directly from a nearby river. Low-impact houses like this one are green because they use secondhand materials and

do not rely on fossil fuels, but instead use renewable energy sources such as solar or wind power.

4 Critics of these kinds of eco-building say that while they may be good for the environment, there are practical problems with their affordability. Perhaps these compromises are easier to make for schools, where ideas about conservation are useful for education, or for businesses where ecologically-friendly features are useful.

5 The argument for constructing green buildings is clear. The United Nations Environment Programme estimates that the construction sector accounts for 30–40% of global energy use. In some areas, such as the Gulf States, the figure is closer to 50–60%. We need to reduce this energy use for the good of the planet.

a	a type of eco-building	
b	a specific example of an eco-home	
c	a current trend in construction	
d	the need to produce eco-buildings	
e	the cons of producing eco-buildings	

4 Read the article again. Write T (true), F (false), or DNS (does not say) next to the statements. Then, correct the false statements.

- ___ **1** Generally, eco-buildings are becoming more popular.
- ___ **2** Eco-buildings cost double the price of a traditional building.
- ___ **3** Environmentally-friendly practices are relevant, no matter what size of building you are constructing.
- ___ **4** Some old construction methods can be useful in environmentally-friendly construction.
- ___ **5** Fossil fuels are examples of renewable types of energy.
- ___ **6** Some schools are eco-friendly buildings.
- ___ **7** The United Nations Environment Programme produces data about global energy use.

Critical thinking

5 Work with a partner. Discuss these questions.

- 1** Describe environmentally-friendly buildings in Kazakhstan.
- 2** Do you think there should be restrictions on how much energy individuals or institutions should be allowed to use? Why or why not?



Workbook

History and traditions

Lead-in: What is the architectural value of a yurt? Talk in pairs.

I Read and discuss.

- 1 What do you think makes a house or an apartment attractive: modern pictures or traditional art?
- 2 Do you think it is better to live in an apartment or a house? Why?
- 3 Where do you think it is best to build new houses: in rural areas or suburbs? Why?

Critical thinking

2 Which is more important when building or buying a new home?

Using the information from internet, write down the advantages of creating beautiful buildings and functional buildings in a T-chart.

beautiful buildings	functional buildings
Beautiful buildings can put us in a good mood...	

Evaluate

In each column, which idea is the most persuasive? Which idea is the least persuasive?

Now discuss the advantages of focusing on location over focusing on size when planning a new building. Write notes in a T-chart.

location	size
....	

Evaluate

Highlight the ideas in your T-chart that you think are the most persuasive. Write an X next to the ideas you think are the least persuasive.

3 What is the most contemporary city you have visited? What is the most picturesque village you have ever been to? Discuss with your partner.

Vocabulary

- 4** Think of two cities/towns. In pairs, describe them using the adjectives. Then compare and contrast two cities/towns.

ancient	attractive	fabulous	bustling
crowded	lively	picturesque	polluted
contemporary	hectic	compact	cosmopolitan
creepy	deserted	costly	quiet

- 5** Change your partner and answer the following questions.

How are the cities different? How are they similar? Would you like to live in any of the cities you described? Why? Why not?

- 6** Which of the following city characteristics does your capital city have?

- respects for people and the natural environment
- uses of technology in an appropriate way
- values the quality of life
- values diversity
- conserves heritage
- encourages walking and cycling
- uses wind and solar energy
- has natural open space
- protects of woodlands
- encourages a reduction of waste

What changes would you like to make to your capital city?

- 7** Read the latest news summary.

The "Sustainable cities" project is also known as the UNDP Global Environmental Facility Project and its aim is to encourage the public and governments to build sustainable cities. By 2050, it is expected that almost 70% of the world's population will live in urban areas. This means that plans for creating, designing or developing cities must take this growth into consideration, now in order to be sustainable for future generations, and reduce their impact on the environment.

Kazakhstan is one of the countries that is aware of how important it is to make its cities habitable for its current and future citizens, that is why it is participating in the pilot program of sustainable cities. For now, the mayors of the cities of Taraz, Temirtau, Lisakovsk and Shymkent have signed a memorandum of understanding with the UNDP Global Environmental

Facility Project. A total of 11 Kazakh cities will eventually take part in the program. Within the country, the goal of the project is to create integrated municipal plans, support local institutions and finance projects in urban areas. As well as, building links between urban and rural areas.

8 What is the central idea of the text? What does being a sustainable city mean? How will the cities and citizens benefit from the project?

9 Match the antonyms.

- | | |
|---------------------|---------------------|
| 1 modern | a quiet |
| 2 noisy | b polluted |
| 3 calm | c unpleasant |
| 4 exciting | d cheap |
| 5 warm | e small |
| 6 clean | f ugly |
| 7 beautiful | g ancient |
| 8 large | h busy |
| 9 pleasant | i cool |
| 10 expensive | j boring |

Writing

10 Write a compare-and-contrast essay and analyze two cities\towns by either comparing them, contrasting them, or both. Remember not to state the obvious but rather to show subtle differences or unexpected similarities between two cities\towns. Use some of the adjectives below.

beautiful – ugly	large – small	relaxing – stressful
bright – dark	old-fashioned – traditional	spacious – cramped
neat – messy	terrific – terrible	empty – crowded
new – old	unusual – ordinary	exciting – boring
quiet – noisy	well-known – unknown	

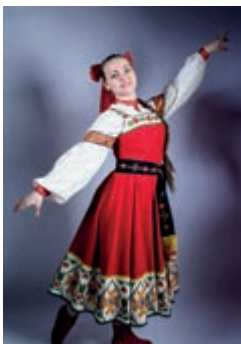
Speaking

11 Use the adjectives from the lesson to make a short speech describing the city\villaage where you live.

 **Workbook**

Dealing with culture shock

Lead-in: What is culture shock? Have you ever experienced it?



Discussion

1 Discuss the questions.

- 1** Are there any traditional dances in your country?
- 2** What kind of dances are popular with young people nowadays?
- 3** If you go dancing, do you prefer to dance on your own, with a partner, or with a group of friends? Why?
- 4** Why do people take professional dance classes?

Key Vocabulary

2 Read the definitions before watching a video.

- 1** **handkerchief** (n) a square piece of cloth that you use to dry your face or nose
- 2** **courtship** (n) the period of time when people have a romantic relationship that often leads to marriage
- 3** **rooster** (n) a male chicken
- 4** **symbol** (n) a sign or object that is used to represent something

3  **3** Watch the video *The Chilean Cueca Brava*. Circle the correct answer.

- 1** The cueca brava is a ____ dance.
a country **b** national **c** city
- 2** People dance the cueca brava to celebrate National Day in ____.
a Mexico **b** Colombia **c** Chile
- 3** The musicians are playing the accordion, the tambourine, and the ____.
a guitar **b** piano **c** violin

4 Traditionally, a man and a woman hold a _____ in the air while they dance the cueca brava.

a handkerchief **b** hat **c** bird

5 Some of the men wear traditional _____ hats.

a white **b** red **c** black

4 Watch the video again. Write T (true) or F (false) next to the statements. Then, correct the false statements.

___ 1 The cueca is especially popular in the cities.

___ 2 _____
The singer is a writer and movie actor.

___ 3 _____
Traditionally, two men face each other and then begin to dance.

___ 4 _____
The dance takes the form of a complex courtship between a rooster and his bird.

___ 5 _____
The dance is enjoyed by both teenage and older generations.

5 Read the text about a traditional dance. What do the following numbers refer to: 2010s, 1995, 18, 24, 1954?

Arystan Kazhy Shadetuly, a Kazakh who had been living in China, returned to Kazakhstan in 1995 and brought with him the traditional Kara Zhorga dance. As a result, many consider him responsible for reviving this Kazakhstani dance (one of 18 different folk dances) in our country. Since the beginning of the 2010s, this dance has become more popular thanks to the internet and the media. In addition to Shadetuly, Bolat Atabayev, the Kazakh theatre director, also aided the promotion of this beautiful dance. In fact, he pointed out that he learned the dance as a child, and he saw the well-known dancer Shara Zhienkulova on stage.

Kara Zhorga has a long history. It was originally a dance that men did on their horses to impress girls. Movements in the dance imitate how a rider would move while on a horse. Over time, girls began to participate in the dance too. However, this dance lost its popularity in Soviet times. Later, in the 60s and 70s, people became more interested in popular culture and groups like the Beatles, which meant a further decline in traditional culture. The emigration of many Kazakhstani people meant that the emigrants took the culture and the folk dance with them. In fact, in 1954, the National Geographic mentioned some Kazakhs in China performing the "typical tribal dance" Kara Zhorga to the music of the dombra. Nowadays the dance is popular in the country and it is performed for a number of events. In 2017, for the 550th anniversary of Kazakh khanate, the Kazakhs of China

performed the Kara Zhorga in 24 different provinces in China. Other countries also want to revive their national dances. In Kyrgyzstan, they have been trying to reinstate the popularity of the Kara Zhorga since 2002. Since then, the folk dance has seen increased popularity, with people dancing it at weddings, and even in shopping malls. The folk dance is being exported to many countries around the world. It has been danced in a subway station in Ukraine and in a park in New York. It is a wonderful way to show people around the world our fascinating traditions.

Critical thinking

- 6** Write a paragraph comparing the Chilean Cueca Brava and Kara Zhorga.



Workbook

DEALING WITH CULTURE SHOCK

LESSON

8



- I** Get into small groups and discuss the following questions.

- 1** What are some things that define a culture? Think about things, like music, language, ...
- 2** What are the most interesting features in your culture?
- 3** Do you know much about your own culture?
- 4** When people from other countries think about your culture, what do they usually think of?
- 5** In your culture is it polite to be direct when you talk to someone?

Key Vocabulary

2 You are going to read an article about customs and traditions in different countries. Before you read the article, read the definitions below. Complete the sentences with the correct form of the words.

- 1 appearance** (n) the way someone or something looks
- 2 culture** (n) a society with its own ideas, traditions, and ways of behaving
- 3 exchange** (v) to give something to someone, and receive something that they give you
- 4 expect** (v) to think that something will or should happen
- 5 formal** (adj) correct or conservative in style, dress, or speech; not casual
- 6 greet** (v) to welcome someone with particular words or actions
- 7 relationship** (n) the way two people or groups feel and behave toward each other

- a** I love travelling because I enjoy experiencing other _____ and their food, celebrations, and traditions.
- b** In many traditional wedding ceremonies, it's usual for the bride and groom to _____ rings.
- c** In Korea and some Spanish-speaking countries, people do not _____ a woman to change her surname when she gets married.
- d** In Thailand, people _____ each other by holding their hands together, bowing, and saying "Sawadee," which is similar to "Hello" or "Good day" in English.
- e** Many languages have two ways to say *you*. They have a _____ word to use in polite situations, like work and a different word that they use with family and friends.
- f** Nowadays, many people take care of their _____. They want every detail of their hair, clothes, and makeup to be perfect for photos on social media.
- g** In most cultures, people who have a close _____ enjoy spending time together and giving each other gifts.

Reading

3 Read the text *Customs around the world* by Andy Scrimpt.

BRAZIL

- 1** In general, Brazilian culture is informal. Most Brazilians are very friendly people, so it is important to say hello and goodbye to everyone. Women kiss men and each other on the cheek, but men usually just shake hands. Brazilians typically stand very close to each other and touch each other's

arms, elbows, and back regularly while speaking. You should not move away if this happens. If you go to a business meeting, you are not expected to take a gift. In fact, an expensive gift can be seen as suspicious.

- 2 On the other hand, if you are invited to someone's house, you should take a gift — for example, flowers or chocolate. However, stay clear of anything purple or black, as these colours are related to death.
- 3 If you are invited to dinner, arrive at least 30 minutes late, but always dress well because a person's appearance is very important to Brazilians.

JAPAN

- 4 The Japanese are quite different from the Brazilians. They can be quite formal, so don't stand too close. Kissing or touching other people in public is not common. When you meet Japanese people, they may shake your hand, although bowing is the more traditional greeting.
- 5 In a business meeting, the Japanese often like to know what your position is in your company before they talk to you. You should hand over a business card using both hands, and when you receive a business card, you should immediately read it carefully. It is important to be punctual in Japan. You should arrive early and dress formally. Gifts are often exchanged, but the tradition is for the recipient to refuse the gift at least once before accepting it. You should remember to do the same if you receive a gift.

INDIA

- 6 India is a huge country with many languages, cultures, and religions. Customs differ from region to region. However, in general, you should know that hierarchy is important in India. Therefore, when you meet Indians, it is important to greet the oldest or the most senior person first. Men may shake hands with men, and women often also shake hands with women, but men and women tend not to shake hands.
- 7 It is important to know that many Indians do not like to say "no," so it may be difficult to know what they are really thinking. Appointments are necessary and punctuality is important. Business dress is formal, so men and women should wear dark suits.
- 8 If you are invited to an Indian's home, arrive on time. You do not have to bring a gift, but gifts are not refused. However, do not bring white flowers because these are used at funerals.

Speaking

4 Discuss the questions.

- 1 In Brazil, why would business people probably be suspicious of an expensive gift?
- 2 Why shouldn't you move away if Brazilians touch you during conversation?

- 3 Why would Japanese business people want to know your position in a company?
- 4 What is the possible reason why Indians don't like to say "no"?
- 5 What can be a negative result of a cultural misunderstanding?

Writing

- 5 Do you share any of the customs and traditions with Brazil, Japan and India? Write a similar paragraph about Kazakhstani customs and traditions.



Workbook

DEALING WITH CULTURE SHOCK

LESSON

9

- 1 Read the definition.

Culture shock

Culture shock is a feeling of confusion that results from suddenly experiencing a culture that is not familiar. It is normal to feel culture shock, and the feelings of confusion will decrease with time.

- 2 Read the advice. Then, match each sentence with a follow-up sentence.

- 1 Be patient. _____
 - 2 Try not to judge the new culture or the people. _____
 - 3 Keep fit. _____
 - 4 Stay in touch with your friends and family at home. _____
 - 5 Remember your personal goals. _____
 - 6 Know where to go for help. _____
-
- a But don't spend all of your free time texting and talking to them!
 - b Exercise is a good way to deal with stress.
 - c Give yourself time to adjust to your new environment.
 - d Most colleges have a tutoring center, an international student center, or counselors who can help you.
 - e Frequently remind yourself often about why you came.
 - f The differences are cultural, not personal.

Listening

3



1 Listen to three students describing problems they had when they first arrived in North America to study. What kinds of problems do you think international students might have with the following?

classes / culture / behavior / food / language / weather

4



1 Listen to the students' descriptions and circle the correct ending for each sentence.

- 1** Alisha was most upset because she couldn't _____.
a understand anything. **b** say what she wanted to.
c take notes.
- 2** In her English classes, Alisha learned how to _____.
a make friends. **b** speak better English.
c study in English.
- 3** John didn't like American food because _____.
a it made him sick. **b** it was too sweet.
c it was too unhealthy.
- 4** Now John _____.
a likes American food **b** likes cheese
c still eats Chinese food.
- 5** Minh thought that Americans _____.
a did not mean what they said. **b** were not polite.
c were not friendly.

5

Work in a small group and discuss the questions.

- 1** How did each student manage to resolve their problem?
- 2** Have you ever had an experience like Alisha's, John's, or Minh's? If so, describe it.

Critical thinking

6

Read the problems, and write 2-3 pieces of advice for each person.

I don't understand anything the teachers say in class, and my English is not good enough to have conversations in English. It's a small campus in a small town and I feel very lonely. What can I do?

This is my first semester in the US. I like the college, but I don't like the classes. They're really easy! I learned this material in high school. The teachers are very informal, and in class we just have discussions.



Workbook

Formal and informal writing

Lead-in: In your opinion, what are the differences between formal and informal writing?

- 1** When it comes to writing in English, there are two main styles of writing – formal and informal. Consider these two examples. What makes them different?

Example 1: This is to inform you that your book has been rejected by our publishing company as it did not meet the required standard. In case you would like us to reconsider it, we would suggest that you revise it and make some necessary changes.

Example 2: You know that book I wrote? Well, the publishing company rejected it. They thought it was awful. But hey, I did the best I could, and I think it was great. I'm not gonna redo like they said.

- 2** Study the tables comparing the two styles of writing and check your answers.

Informal Writing Style	Formal Writing Style
Colloquial – Informal writing is similar to a spoken conversation. Informal writing may include slang, figures of speech. Contractions and Abbreviations – Words are likely to be simplified using contractions (I'm, doesn't) and abbreviations (TV, photos). Empathy and Emotion – The author can show empathy to the reader.	Complex – Longer sentences are more common in formal writing. Objective – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions. Full Words – No contractions (use "It is" rather than "It's"). Abbreviations must be spelt out in full. First Person – Formal writing is not a personal writing style.

Informal	Formal
Use: - colloquial words/expressions (kids, guy, awesome, a lot, etc.); - contractions (can't, won't); - cliches (loads of etc.); - second person pronouns (you, your, etc); - abbreviated words (photo, TV, etc); - imperative voice (e.g. Remember ...); - active voice (e.g. We have noticed that ...); - first, second, or third person.	Avoid using: - colloquial words/ expressions (hello, gonna etc.) - contractions (cannot, will not, should not, etc.) - writing in third person (except in business letters) - cliches - abbreviated words (use full forms of spellings photograph, television, etc.) - imperative voice - use passive voice (e.g. It has been noticed that ...)

Use of English

3 Read the rules.

Pre- and post- modifying noun structures /determiners relating to nouns for generic uses.

A **modifier** is a word/phrase/clause which modifies other words in a sentence. A modifier is either an adjective or an adverb. Adjectives modify nouns, and the adverbs modify verbs or the adjectives or other adverbs. See the details of adjectives and adverbs.

Example:

Arman	bought	a	new	car	yesterday
	verb	modifies	the noun "car"	noun	modifies the verb "bought", announces the time

- Generally, ^(adverb) brown^(descriptive adjective) dogs are nice.
- Give me that^(demonstrative) black^(descriptive adjective) covered^(past participle) shining^(present participle) box.

Post-modifiers are the modifiers which come after the words they modify. Customarily, the adverbs come after the verbs and modify them. However, some adjectives also come after the nouns and modify them.

Appositives, prepositional phrases (adjectives/adverbs), **infinitives**

(adverbs/adjectives), **dependent** clauses, etc. usually come after the nouns they modify.

Example:

- Arman, our teacher, ^(appositive) gives us tasks to do ^(infinitive - adjective) in the class ^(adverb of place).
- Ronaldo, the captain of Portuguese team, ^(appositive) plays exceptionally ^(adverb of manner) well.

- 4** Change the form of the phrase so that the post-modifier becomes a pre-modifier.

Post-modifier	Pre-modifier
a house that has been built well	a well-built house
the article which was mentioned above	...
an improvement that is needed badly	...
a secret that has been kept well	...
central heating fired by oil	...
a man with red nose	...

- 5** Read the part of the letter you have received from your English-speaking friend.

.....Thanks for inviting me to stay with you when I visit Kazakhstan next month. I'm not sure how to get to your place from the airport. Could you write back giving me some directions? What would be the best method of transport for me? What will the weather be like when I get there?

Write your informal letter of reply to your friend (around 100-120 words).



Workbook

FORMAL AND INFORMAL WRITING

1 Study the following example.

Starting a letter

- I am writing to ask / tell / inform you that ...
- I am writing to ask / inquire /complain about ...
- I am writing with reference to ...
- I am writing in response to ...
- In reply to your letter, I am writing to ...

- Dear + title+surname,
- Dear Mr Arman,
- Dear Ms Roza, Dear Madam,
- Dear Sir / Madam,

Asking for information

- I would like to request a ...
- I would be grateful if you , could you send me ...
- I would like to get some information about ...

Complaining

- I am not happy about ...
- ... is not what I expected / was expecting...
- I am particularly unhappy about ...
- I want to know what you are going to do about this situation ...
- What would suit me best is ...
- I insist that you ...
- You can contact me by phone (number) and at the above address.

Study Inn Language School
597 Seifullin Street
Almaty

Ersultan Muratuly
27 Satpayev Street
Karaganda
May 20, 2019

Dear Sir / Madam

I would like some information about your Proficiency courses in English beginning this July.

I would be grateful if you, send me a prospectus, details of your fees and information about accommodation in Almaty for July – August. If possible, I would like to stay in a hotel. I enclose a stamped addressed envelope.

If you require any further information, please do not hesitate to contact me. Thanking you in advance for your help, I look forward to hearing from you soon.

Yours faithfully,
Ersultan Muratuly

Close the letter

We hope to hear from you in the nearest future.
I look forward to hearing from you,
(for Dear Sir / Madam) – (for Dear Mr Arman)
Yours faithfully, Yours sincerely,
(full name) (full name)

2 Match the formal words below with the informal equivalents.

1 apologize ...

4 provide ...

7 receive ...

10 purchase ...

13 select ...

16 decrease ...

19 might be able to ...

2 request ...

5 numerous ...

8 postpone ...

11 permit ...

14 compensate ...

17 as a consequence ...

20 is capable of -...

3 inform ...

6 tolerate ...

9 commence ...

12 cancel ...

15 increase ...

18 is required to ...

a lot of, put up with, say sorry, ask for, tell, start, buy, let, give, get, put off, call off, choose, go down, so, must, make up for, go up, can, is able to

Informal letter

Starting a letter

- Thanks for your last letter and the nice photos.
- Sorry for not writing for so long.
- Hope all's well in your world!

Dear + first name
(nickname),
Dear Arman,
Hi!

Thanking

- I'm very grateful for...
- I'd like to thank you very much for...
- I very much appreciated...

Dear Arman,
Thanks for your letter.
It's good to hear from you after such a long time!
I'm glad you and your family are doing well.

I'm pretty good in spite of working hard.
The photographs you sent me of our holidays are brilliant! I like the one of you and me with the fish we caught.

Anyway, the reason I'm writing is...
If you need to know anything else, just get in touch with me (contact me) whenever you want.
Thanks a lot for your help and I hope to hear from you soon.

Best wishes,
Diana

Apologizing

- I'm very sorry that/about...
- I'd like to apologize about...
- Please, accept my apologies for...

Asking for help

- I'd like you to ...
- I would be grateful if you could...
- I need to ask your advice about...
- I'd like to ask for information about...

Close the letter

Sorry, but I have to finish,
Hope, to see you soon,
Love to all,
Thank you,
Best wishes
Many thanks,
Your loving friend,
Kindest regards,

Hugs,
Yours,
Regards,
Take care,
Cheers,
(first name)

3 Read the formal letter below. What is the purpose of the letter?

Mr Sultan Muratuly
Almaty
799006
July 19, 2019

Dear Mr Muratuly,

I am interested in your training course in Current Trends and Techniques in Effective Sales.

I heard about your training course through a friend of mine who works at your institute. However, he was not very familiar with the details of the course so I am writing to request some information. I would be grateful if you could inform me of what the entry requirements for enrolling on the above-mentioned training course.

I would also like to know the days and timetable of the training as I work part time and tuition and I would not be able to do a full-time course.

Thanks a lot for your help.

I look forward to hearing from you.

Yours sincerely,

Galiya

Use of English

Transitive verbs	Intransitive verbs
Need an object	Does not take an object
Transitive verbs are used with a direct object. Rosa reads a book. [Subject+transitive verbs+direct object]	Intransitive verbs are used without a direct object. Rosa is sleeping. [Subject+intransitive verb+no direct object]
I bought a car.	The baby smiled.

Which sentence is transitive? Which one is intransitive?

Malika ate an apple. Malika eats at 12 o'clock.

Remember! Sometimes the meaning of a verb changes if the verb is transitive or intransitive (especially with phrasal verbs)

e.g. *Arman runs a small shop. Arman runs along the park every morning*

- 4 Work with a partner. Write sentences using transitive and intransitive verbs.



Workbook

Writing

An opinion essay

When writing an opinion essay, you must give your opinion of the statement. It is essential that you give examples to support your opinion. The style of writing is usually more formal. An opinion essay is divided into three parts:

1 Introductory paragraph: This paragraph clearly states your opinion and introduces the reader to your ideas. It should contain a thesis statement (this is a sentence that will give a summary of the main points you will cover in the body of the essay).

2 The main body (usually two to four paragraphs): This part of the essay explains or develops your thesis statement with examples. Each paragraph should cover a new explanation. It is a good idea to dedicate one paragraph to the opposite viewpoint and state why you disagree with it.

3 Concluding paragraph: this paragraph restates your opinion but with different wording. It should provide your final thoughts on the subject. If possible, conclude with a prediction or warning for the future, or by stating some action that is needed. New ideas shouldn't be included in this paragraph.

- I** Complete the outline showing the organization of an essay. Write notes; do not copy whole sentences.

1	Introductory paragraph Topic: <i>location of colleges</i> Background: <i>facts about location of colleges</i> Thesis statement / author's opinion:
2	Topic sentence: Supporting detail: <i>big cities have enough facilities</i> Supporting detail:
3	Topic sentence: Supporting detail: Supporting detail: <i>students should experience living independently</i> Supporting detail:
4	Topic sentence: Supporting detail: Supporting detail:
5	Concluding paragraph Restatement of thesis: Prediction or recommendation:

- 2 Write an opinion essay. *Should the location of colleges and universities be near large towns and cities?*
- 3 Write the essay giving your opinion. Use the plan on page 37 to help you. Remember to include an introductory paragraph, two body paragraphs giving your arguments, and a concluding paragraph.

Revise

- 4 Use the Task Checklist to review your essay for content and structure.

TASK CHECKLIST	✓
Does your introductory paragraph include background information and a thesis statement?	
Does your thesis statement give your opinion?	
Did you follow the essay plan and include arguments to support your opinion?	
Does your concluding paragraph restate your thesis?	

- 5 Make any necessary changes to your essay.

Edit

- 6 Use the Language Checklist to edit your essay for language errors.

LANGUAGE CHECKLIST	✓
Did you use a range of academic nouns and verbs?	
Did you use health and fitness collocations?	
Did you use opinion phrases or modals for stating your opinion?	
Did you use to , in order to , so , and so that correctly to state a purpose?	

- 7 Make any necessary changes to your essay.



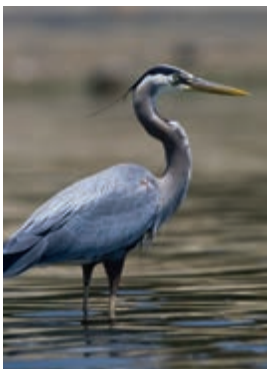
Workbook

Introduction to the topic

Lead-in: Do humans need animals? Why or why not?
Are animals important in your life? Why?

LESSON

1



I Look at the photos. Discuss the questions with a partner.

- 1** In your opinion, is it better to see animals in a zoo or in nature? Why?
- 2** Are there more wild animals in your country now or were there more in the past? Why? Give examples.

Discussion

2 You are going to watch a video about dolphins and egrets. Before you watch, work with a partner and discuss the questions.

- 1** What do you know about dolphins? Where do they live and what do they eat?
- 2** What do birds eat? How do they get their food?
- 3** Why and when might dolphins come onto land?
- 4** Why do you think dolphins live in groups, rather than alone?
- 5** What is the relationship between the dolphins and the birds?

3 Read the definitions. How do you say these words in your language?

- 1** **egret** (n) a large white bird with long legs that lives near water
- 2** **shore** (n) the land beside an ocean, a lake, or a river.
- 3** **marsh** (n) an area of soft, wet land.
- 4** **depend on** (phr v) to need the help of someone or something in order to exist or continue as before.

4  **4** Watch the video *Great Egret and Dolphin Fishing Teamwork*. Number the sentences in order (1–5).

- a** Young dolphins and egrets learn how to fish from their parents.
- b** Dolphins and egrets live together in the marshes of South Carolina.
- c** The dolphins' fishing technique helps the egrets get food.
- d** The egrets watch the dolphins in the water carefully.
- e** The dolphins push the fish onto land.

5 Watch the video again. Write T (true), F (false), or DNS (does not say) next to the statements. Then, correct the false statements.

___ **1** The egrets are experts on the dolphins' behavior.

___ **2** The dolphins push the egrets onto the shore.

___ **3** When the fish are in the water, the dolphins start eating.

___ **4** The dolphins always use their left sides to push the fish.

___ **5** Some of the birds do not eat fish.

Discussion

6 Work with a partner. Discuss this quotation.

There's no question dolphins are smarter than humans as they play more.

7 Let's learn more about dolphins. Search different sources and find answers to some of the questions below.

- 1** Are all dolphins the same colour?
- 2** How big do dolphins grow?
- 3** How do dolphins communicate?
- 4** How intelligent are dolphins?
- 5** Do dolphins have families?
- 6** Are all dolphins endangered?



Workbook

I Work in a small group. Discuss the questions. Then, compare your answers with another group.

- 1** What animals work together and help each other?
- 2** Why would two different animals work together?
- 3** What animals do humans work with? Why?

Key Vocabulary

2 Read the definitions. Complete the sentences with the correct form of the words.

- 1** **common** (adj) happening often or existing in large numbers
- 2** **cruel** (adj) causing pain or suffering on purpose
- 3** **disease** (n) illness; a serious health condition that requires care
- 4** **fatal** (adj) causing death
- 5** **major** (adj) most serious or important
- 6** **native** (adj) used to describe animals and plants that grow naturally in a place
- 7** **survive** (v) to continue to live after almost dying

- a** The coyote, a wild dog, is so _____ in the western United States that they can be seen in cities.
- b** Plastic is often _____ to sea birds. Millions of birds die each year when they swallow plastic bags and other plastic garbage.
- c** The flu is a _____ which many people get, but some animals, such as horses, birds, seals, and whales, can also get different forms of the flu.
- d** Many people believe that it is _____ to keep animals in zoos, where they can't move around freely.
- e** Habitat loss is a _____ cause of species extinction in the Amazon River region.
- f** Gray whales are endangered, but there is a chance that they will _____ because many countries have stopped hunting them.
- g** There are many unique species that are _____ to the island of Madagascar, including more than 80 kinds of snakes.

- 3 Read the article and discuss the title.

Losing the Battle for Survival

- 1 Invasive species are plants and animals that are not native to an area. They usually arrive because of human activity. It could be shellfish that are attached to the outside of a ship travelling between countries and it enter a new environment in this way. Invasive species are able to grow quickly in their new homes because they often don't have any natural enemies. As a result, they may harm native plants and animals that live in the same environment, and native species cannot compete with them. One example is the case of gray and red squirrels in Great Britain.
- 2 Red squirrels used to be a common sight in British forests and countryside. Then, in the 1870s, the gray squirrel was introduced from North America because rich people thought the squirrels would fashionable in the grounds of their large homes. Today, only about 140,000 red squirrels remain, mostly in Scotland. In contrast, gray squirrels are now extremely common and seen as major pests due to the damage they cause to plants and houses. While red squirrels are protected, gray squirrels can be legally trapped and destroyed.
- 3 At first sight, the two species of squirrels are similar. They both have a long tail, which helps them balance when jumping from tree to tree, and the same large eyes, small ears, and powerful back legs.
- 4 In contrast, the two types of squirrels are different in body size and weight. The red squirrel has a head-and-body length of approximately 7.5 to 9 inches (19 to 23 centimeters), a tail length of 6 to 8 inches (15 to 20 centimeters) and a body weight of 9 to 12 ounces (250 to 340 grams). The gray squirrel is larger than the red squirrel. The head and body measure between 9 and 12 inches (23 and 30 centimeters), and the tail is between 7.5 and 10 inches (19 and 25 centimeters) long. Adult gray squirrels are also heavier, weighing between 14 and 21 ounces (400 and 600 grams).
- 5 Three more differences explain why red squirrels have lost out in the competition with gray squirrels. First, red squirrels live high up in the trees, whereas gray squirrels spend more of their time on the ground. Another reason is that gray squirrels are more intelligent and can adapt to new situations more easily than red squirrels. For example, they can survive in an urban environment because of their ability to use food provided by humans. The third problem for the red squirrel is disease. Both squirrels carry the parapox virus. The virus does not seem to affect gray squirrels, but it is fatal to reds.

- 6 In conclusion, there does not seem to be much that scientists can do to help red squirrels survive in Great Britain. Some politicians support destroying populations of gray squirrels, but many British people would contend that this is cruel. However, some people question whether Britain should protect red squirrels. Considering the evidence, saving the red squirrel may be a waste of British government's money.

Critical thinking

4 Read the article again and answer the questions.

- 1 Paragraph 1 mentions one way that non-native species enter a new environment. What are some other ways?
- 2 Why do you think gray squirrels are regarded as "major pests," other than what they do to plants and houses?
- 3 What reason could some people give for trying to save the red squirrel?
- 4 Why do you think there are no gray squirrels on the Isle of Wight?

Use of English

Impersonal and cleft structures

It-clauses are the most common type of cleft clause. The information that comes after it is emphasised for the listener. The clause which follows the *it*-clause is connected using **that** or *who* and it contains information that is already understood.

A: *Sharah's washing machine broke yesterday, didn't it?*

B: *No. It was Nazym's washing machine that broke!*

***It*-cleft sentences**

Cleft sentences are used to emphasise what we want to say.

The word «**cleft**» means *divided* or *split*.

We often omit that in informal situations when it is the object of the verb:

It-cleft sentences formula

it + be + highlighted word/phrase + that/who clause

5 Discuss the questions. Work with a partner.

- 1** Which reasons explain why the red squirrel is an endangered species?
- 2** Which of the solutions in paragraph 6 of the text **Losing the Battle for Survival** do you think could help to save the red squirrel from extinction? Why?
- 3** In your opinion, is trying to save British red squirrels a waste of time and money? Why or why not?

6 Study the examples of cleft sentences in the table.

Sentence	Sarah bought a cat at the market yesterday.
Subject as focus	It was Sarah who bought a cat at the market yesterday.
Object as focus	It was a cat that Sarah bought at the market yesterday.
Time as focus	It was yesterday that Sarah bought a cat at the market.
Place as focus	It was at the market that Sarah bought a cat yesterday.

7 Fill in the table as shown in the example above.

Sentence	
Subject as focus	
Object as focus	
Time as focus	
Place as focus	



Workbook

Speaking

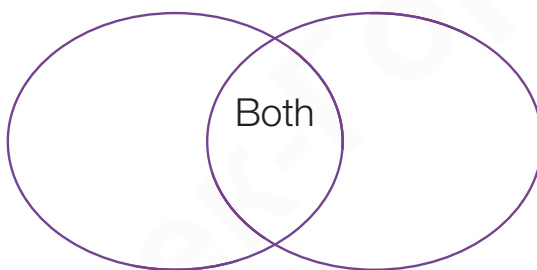
- 1 Discuss the questions below as a class.

Do you know any non-native species? Where are they originally from? Which countries can you find them in now?

Critical thinking

Using a Venn Diagram

- 2 Complete the Venn diagram with the similarities and differences between red and gray squirrels.



Characteristics of red squirrels

Characteristics of gray squirrels

- 3 In pairs, discuss the various similarities and differences between red and gray squirrels.

Red squirrels are native to Great Britain, but the gray squirrels aren't. They were originally from the USA.

- 4 Write a paragraph about the similarities between red and gray squirrels using the information in the diagram.

Use of English

Modals of Necessity and Advice

- 5 Read the rules and examples.

Use **have to**, **have got to**, **need to**, or **must** before a verb to say that something is necessary.*

Animals have to / have got to / need to / must find food, water, and a safe place to live in order to survive.

Use **don't have to** / **don't need to** to say that something isn't necessary.
You don't have to / don't need to feed the chickens. I have already fed them.

Use **should** or **ought to** to give advice.

You **should** / **ought to** give some money to that animal rights organization. It does good work.

* **Must** is often used in writing to express rules and laws, and is rare in speaking.

- 6 Look at the sentences and the underlined modals. What does each sentence express: necessity (N) or advice (A)? Write *necessity* or *advice* next to each sentence.

- 1 You have to study biology to be a vet. _____
- 2 You should not give chocolate to dogs. _____
- 3 What courses do you need to complete to get a veterinary degree?

- 4 You ought to visit the San Diego Zoo. It has some really interesting animals. _____

- 7 Answer the following question. Give examples and suggest solutions. Work in pairs.

Are any animal or plant species a problem in your country? Why?

Writing

- 8 Read the following essay topic and write your essay in about 120-180 words.

Influence of human beings on the world's ecosystem is leading to the extinction of species.

What are the primary causes of the problem?

What solutions can you suggest?



Workbook

Analyzing the specific features of animals

Lead-in: Are animals used for work in your country? If yes, what work do they do?



1 Look at the picture. Discuss the questions with your partner.

- 1** What work are the dogs doing?
- 2** What other types of work can animals do?

Key Vocabulary

2 Read the words and definitions.

- 1** **mental** (adj) related to the mind or the process of thinking
- 2** **maze** (n) a type of puzzle with a series of paths from entrance to exit
- 3** **in the wild** (p phr) in nature, not in a zoo, on a farm, or as a pet
- 4** **reflect upon** (phr v) to think about in a serious and careful way

3 **5** Watch the video *The mental skills of chimpanzees*. Circle the correct answers.

- 1** The scientists wanted to find out if chimpanzees could _____.
a look for food **b** plan ahead **c** protect themselves
- 2** The chimpanzee is able to _____.
a use a computer **b** ask for food **c** listen to commands
- 3** The goal of the game is to _____.
a climb the stairs **b** eat the cherries **c** find the exit
- 4** Sometimes Panzee, the chimpanzee, can see the solution to the maze faster than _____ can.
a a human **b** a computer **c** the scientist
- 5** According to the professor, chimpanzees are able to _____.
a communicate **b** make plans **c** think faster than people

4 Watch the video again. Write T (true), F (false), or DNS (does not say) next to the statements. Then, correct the false statements.

- ___ **1** In the wild, chimpanzees have to look for friends. _____
- ___ **2** Panzee can often complete mazes that she has never seen before. _____
- ___ **3** Planning before acting is just a human skill. _____
- ___ **4** The scientist says that chimpanzees reflect upon the past. _____
- ___ **5** Chimpanzees can plan ahead for centuries. _____

5 Write a short summary of the video *The mental skills of chimpanzees*. Include main ideas and add your own opinion.

Practice homophones

6 Read these homophones, match them with correct definitions

1	ant – aunt	a	very small insect – the sister of your father or mother
2	bat – batt	b	a large wild animal – not wearing any clothes
3	bear – bare	c	a wild pig – not interesting
4	bee – be	d	an animal that people ride on – having a rough voice
5	boar – bore	e	a very large sea mammal – a long, high, loud cry
6	ewe – you	f	an animal that flies at night – a flat stick made of wood
7	horse – hoarse	g	a flying insect that makes honey – am, is, are
8	hair – hare	h	a female sheep – second personal pronoun
9	whale – wail	i	a mass on the head of a person – an animal like a large rabbit

7 Read the questions. Answer them in your notebook.

- 1** What are the pros and cons of keeping a pet?
- 2** What is the best pet to own?
- 3** Are there animal rights groups where you live?



Workbook

ANALYZING THE SPECIFIC FEATURES OF ANIMALS

LESSON

5

I Work in a small group. Discuss the questions. Then, compare your answers with another group.

- 1** Make a list of five animals that are very smart.
- 2** For each animal you chose, give an example of its intelligence.
- 3** Do animals remember things? Give reasons and examples for your answer.

Key Vocabulary

2 You are going to listen to a debate about using animals for work. Before you listen, read the definitions.

- 1** **abuse** (n) violent or unfair treatment of someone
- 2** **conditions** (n) the situation in which someone lives or works
- 3** **cruel** (adj) not kind
- 4** **issue** (n) a topic or problem that causes concern and discussion
- 5** **protect** (v) to keep safe from danger
- 6** **suffer** (v) to feel pain or unhappiness
- 7** **survive** (v) to continue to live, in spite of danger and difficulty
- 8** **welfare** (n) someone's or something's health and happiness

3 Work with a partner. Discuss the questions.

- 1** What are some reasons in favor of using animals for work?
- 2** What are some reasons against using animals for work?

Listening

- 4  2 Listen to the debate and complete the chart. What are the animals used for?

	protection	building	transportation	war
dogs	✓			
horses				
elephants				

Taking notes while listening will make you a more active listener.
Do you agree?

There are many ways to take notes while listening. One way to take notes is by using a T-chart. T-charts can help you organize information into two aspects of a topic, such as pros and cons or facts and opinions.

Using Animals for Work

cons (against)	pros (for)
it's cruel	helps poor people

- 5  2 Listen to the debate again. What are Ms. Johnson's and Dr. Kuryan's opinions on animal rights? Complete the student's notes in the T-chart using words from the box.

cruel poor rights skills survive technology

	con (Ms. Johnson's ideas)	pro (Dr. Kuryan's ideas)
1	We have technology that can replace animals.	
2		
3		

Critical thinking

- 6** Read the statements. Do you agree or disagree with them? Write an agree\disagree essay on one of the statements below.
- 1** In the modern world, there is no longer any need to use animals for work. We have developed technology that can replace them. Using animals for work is similar to using children to work in factories.
 - 2** People often spend too much time and money on animals. They should focus less on helping animals and more on helping poor people.
- 7** Now pair up with someone in the class and share your opinions. Did you change your opinion?



Workbook

LESSON

6

ANALYZING THE SPECIFIC FEATURES OF ANIMALS



Tiger shark



Large tropical sharks



Whale shark

Whale shark

Animal class: Chondrichthyes (fish)

Habitat: Ocean

Length: 18–33 feet (5.5–10 meters)

Weight: 40,000 pounds (20 tons)

Colour: White belly, gray-blue back and sides with light spots

Diet: Plankton, krill, other very small animals

Conservation status: Endangered (will probably become extinct)

Behavior towards humans: No recorded attacks

Tiger shark

Animal class: Chondrichthyes (fish)

Habitat: Ocean

Length: 10–14 feet (3–4.2 meters)

Weight: 1900 pounds (0.95 tons)

Colour: White belly, gray-brown back and sides

Diet: Tuna, dolphins, turtles

Conservation status: Near threatened

Behavior towards humans: 111 attacks since records began

1 Read the information about two sharks and answer the questions.

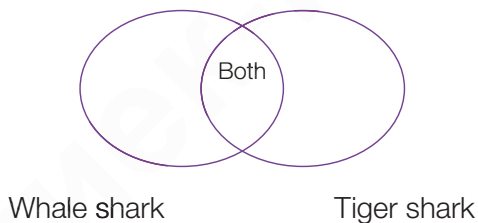
- 1** Which shark is smaller? _____
- 2** Which shark is heavier? _____
- 3** Which shark eats large animals? _____
- 4** Which shark eats tiny sea creatures? _____
- 5** Which shark is in greater danger of extinction? _____
- 6** Which shark is more dangerous to humans? _____

2 Look at the Venn diagram of the two sharks and read the information boxes. Write a sentence for each feature to explain how the sharks are similar or different.

- | | |
|------------------------|-------------------------|
| 1 Size: | 4 Mouth: |
| 2 Colour: | 5 Fins and tail: |
| 3 Skin pattern: | |

Speaking

3 Use your notes from Task 1. Complete the Venn diagram with the similarities and differences. Then, compare and contrast the two sharks in the diagram.



Reading

4 Read the text. What is Oleg's opinion of snow leopards? How do you know?

The snow leopard in Kazakhstan

By Oleg Aliyev

The beautiful snow leopard is one of the national symbols of our country. Snow leopards are so popular here in Kazakhstan that many groups, clubs and companies use a picture of the snow leopard as part of their image. A snow leopard is even found on the official seal of the city of Almaty. We can all recognize snow leopards: gray or white coloured cats with black spots. They are covered in fur, they have small ears, wide paws and long tails.

These solitary animals are adapted to living in cold places. They are usually found in the mountains and cliffs of central Asia, where there is plenty of prey for them to eat. In summer, they are found in the higher areas of mountains. While in winter, they move down the mountain where they can be camouflaged in the snow when hunting.

Female snow leopards have two or three cubs in June or July. The mother looks after them until they are around 20 months old. They have a life expectancy of about 12 years in the wild.

However, these animals are listed as vulnerable on the IUCN Red List. Why is that? Well, there are a number of reasons for this. Firstly, their habitat is being reduced. Secondly, they are being hunted and, finally, climate change.

Snow leopards don't live within the boundaries of any one country. These large cats can be found in the Altai Republic of Russia, Kyrgyzstan, China, Mongolia or Bhutan. The mountainous areas where they live in Kazakhstan contain around three quarters of the country's biodiversity. Unfortunately, for these cats, the mountains are also important for tourism. Tourist routes affect the habitats of these large animals and can force them to move away.

The population is also reduced by hunting. Some companies offer tourists the possibility to hunt these graceful cats. Farmers are another threat. When the snow leopards eat farm animals, some farmers also hunt the leopards to avoid having more losses.

Another factor affecting these cats is climate change. Increased temperatures will cause the mountain glaciers to melt faster, this will mean there will be less water in lakes and rivers. This will also affect other plants and animals in the same habitat. If there is a reduced number of animals, this could mean that there won't be enough prey for snow leopards to continue living in the same areas.

In recent years, the snow leopard moved from being endangered to vulnerable. I believe that together we have all helped protect this national symbol, but there is still more work to do. Let's work together to protect the environment and our wild animals and plants.

Critical thinking

- 5 What if a species, which was once considered to be extinct, was discovered to have survived?

Write an account of the rediscovery of an animal once considered extinct.



Workbook

ANALYZING THE SPECIFIC FEATURES OF ANIMALS



1 Answer these questions, using linking words.

- 1** What do snow leopards and polar bears have in common?
- 2** Why are the animals in danger?
- 3** What can people do to help solve the problem of endangered animals?

2 You are going to listen to a presentation about human threats to polar bears. Before you listen, read the sentences and circle the best definition for the word or phrase in bold.

- 1** Climate change is causing sea ice in glaciers to **melt**.
a to become liquid as a result of heating **b** to get colder
- 2** Some species of bat are in danger because plants, their biggest food **source**, are sprayed with dangerous chemicals.
a the cause of something **b** where something comes from
- 3** Polar bears are **endangered**. If we don't do something to save them, they will probably disappear.
a at risk of no longer existing **b** very dangerous
- 4** Most people have only seen lions in a zoo or animal park, and not in their natural **habitat**: the African savannah.
a the home of an animal or plant
b a building where animals live
- 5** There are two **species** of elephants: Asian elephants and African elephants.
a animals that are both under threat
b a group of plants or animals that share similar features
- 6** Polar bears **depend on** sea ice for survival. Without the ice, it's difficult for them to hunt for seals.
a to need **b** to have
- 7** Oil spills can **damage** the polar bears' environment and can even kill them.
a to hurt **b** to help
- 8** Human **threats** to the environment include climate change, deforestation, and pollution.
a the possibility of damaging something
b suggestions for improvement

Listening

- 3**  **3** Listen to the presentation and complete the notes.

	Human threats to polar bears	What people are doing to help polar bears
1	loss of sea ice habitat	
2		
3		

- 4**  **3** Complete the sentences. Then, listen to check your answers.

- 1 There are only about _____ polar bears in the world today.
- 2 Most polar bears will probably be gone by _____ if nothing changes.
- 3 The sea ice is disappearing for longer periods of time every _____.
- 4 When polar bears go near _____, people sometimes kill the bears to protect themselves.
- 5 Groups are creating plans to make Arctic shipping _____.
- 6 If you want to help save polar bears, you should use less electricity and _____.

Listening for signposting language

When you listen to a presentation, listen for signposting phrases (*first, second, to summarize*). These phrases are like road signs – they help you know when a speaker is moving to a new point or section.

- 5**  **4** Listen to excerpts from the presentation and write the signposting phrases you hear.

- 1 _____, Arctic communities are trying to reduce contact between humans and polar bears.
- 2 _____, governments have made laws that prohibit or limit the amount of oil production in the Arctic.
- 3 So, _____, the main threat to polar bears is the loss of habitat due to climate change.



Workbook

Presentation of the animals' specific features

Lead-in: Do you think humans should be responsible for protecting animals? Why or why not?

Speaking

1 Work in small groups. Discuss the questions. Then, compare your answers with another group.

- 1** There are about 8.7 million species on Earth. Does it matter if some of them become extinct? Why or why not?
- 2** Can you think of different ways to help protect endangered species? Which of the ways is the easiest? Which is the most effective? Why?

Speaker's presentation chart

2 Complete the chart. Use information from the previous lesson.

main idea	_____ are threatened by humans.
supporting details	Threats: • • • What people are doing to help: • • •
conclusion/summary	

3 Choose an endangered species to talk about. Use one of the species in the box or choose another of your choice. Complete the planning chart for your presentation.

gorilla rhino green turtle tiger blue whale

Audience: _____

Objective: _____

main idea	_____ are threatened by humans.
supporting details	Threats: • • • What people are doing to help: • • •
conclusion/summary	

Evaluate each other's presentations. Note:

- one interesting fact;
- one thing you liked about the presentation;
- something that you think could be improved;
- say how it could have been improved;
- agree/disagree with speaker: why/why not?

Use of English

- 4 Study the table and read the rules below for reported statements, commands and questions.

Reported statement	
Simple Present "People are responsible for protecting animals", she said.	Simple Past She said that people were responsible for protecting animals.
Present Continuous "People are helping protect endangered species", he explained.	Past Continuous He explained that people were helping protect endangered species.
Simple Past "Children organized an event to help save polar bears", he announced.	Past Perfect He announced that children had organised an event to help save polar bears.
Present Perfect "Governments have made laws that prohibit or limit oil production in the Arctic", the lawyer told me.	Past Perfect The lawyer told me that governments had made laws that prohibit or limit oil production in the Arctic.

Reported questions

Use the same word order as in statement. We change the tenses in reported questions in the same way as for reported statements. There is no question mark. Use *if/whether* for Yes/no questions if there is no Wh-question.

"Have you done your homework?" the teacher asked. – The teacher asked if/whether we had done our homework.

Commands

The imperative form becomes *to + infinitive* or *not to + infinitive*. Use a reporting verb that expresses command, like *tell* or *order*. Don't forget to include the indirect object.

"Don't speak in class!" said the teacher. – The teacher told us not to speak in class.

5 Make up a dialogue about protecting animals.

Useful language for making a dialogue:

"You asked me when / where / what / which / how / how often / how long / how far / when..."

"You asked me if / whether ..."

"Yes, that's right".

"I'm not sure. Maybe." / "I can't remember. That might be right."

"Actually, I asked you ..."



Workbook

LESSON

9

PRESENTATION OF THE ANIMALS' SPECIFIC FEATURES



5 Listen to a presentation about using animals for entertainment. Answer the questions.

1 What is the speaker's opinion about using animals for entertainment?

2 What points does the speaker make? _____

3 What examples does the speaker give to support each point? _____

4 What advice does the speaker give at the end of the presentation?

Using signposting language

Use signposting phrases to help your audience follow your presentation.

To introduce the first point - *First, First of all,*

To add another idea - *Furthermore, Second, Another point is that ..., Finally,*

To introduce a conclusion - *To sum up, In conclusion, To summarize, In short,*

2 Circle the correct signposting phrase for each sentence.

- 1 _____, I'd like to remind you that you can make a difference.
Thank you so much for coming today. You've been a great audience!
 a Another point is that b First of all c To conclude
- 2 There are several issues with producing oil in the Arctic. It's expensive.
_____, it's bad for the environment.
 a In short b Furthermore c To summarize
- 3 Today I'm going to talk about endangered species and what we can do to help them. _____, we can give money to environmental organizations.
 a First b To sum up c Second

Expressing general beliefs

In a presentation, use phrases like *It's believed that ...* to talk about what most people think or believe. This shows that the idea is not only your idea.

It's often said that it's cruel to use animals for entertainment.

It's believed that there won't be many polar bears left by 2050 if nothing changes.

It's widely known that climate change is a threat to polar bears.

3 Work with a partner. Complete the sentences with your own ideas.

- 1 It's often said that _____.
- 2 It's believed that _____.
- 3 It's widely known that _____.

Introducing examples

Speakers also use signposting phrases (*for instance, for example, such as*) to introduce examples.

Another point is that zoos have an important educational role.

For instance, children can see animals up close.

Keeping animals in zoos helps protect them. **For example,** many species, **such as** the giant panda and the snow leopard, are endangered.

4 Work with a partner. Add your own examples to these points.

- 1** I think that zoos are sometimes good for animals. For example, _____.
- 2** You can see many exotic animals in zoos, such as _____.
- 3** Animals are sometimes unhappy in zoos. For instance, _____.

5 Read the essay introduction below. Write a thesis statement with your own opinion, add body and concluding paragraphs. Include examples to support your ideas.

People nowadays are causing the animals to suffer just for their own advantage and benefit. They don't realise how much hardship these animals are put through just for a meal, entertainment, clothing, etc.



Workbook

PRESENTATION OF THE ANIMALS' SPECIFIC FEATURES

LESSON

10

1 What do you know about bees and bats? Complete the chart. Do bees and bats have anything in common?

	bees	bats
can fly for up to six miles, and as fast as 15 miles per hour		
can live for over 20 years		
are flying mammals		
their brain is oval in shape and about the size of a seed, yet it can learn and remember things		
nocturnal		
communicate with one another by dancing		
'see' in the dark using a special skill called echolocation		
live for about 6 weeks		

2 Work in a small group. Discuss the questions. Then, compare your answers with another group.

- 1** Have you been stung by a bee?
- 2** Have you ever come upon a bee hive? What did you do?

3 Read the paragraph and fill in the gaps using the words from the box.

colony	water	nectar	insect	flower	worker
honey-makers	enzymes	digested	honey	transferring	

A _____ is any female bee. The bee _____ is made up of three types of adult bees: queen, drones, and workers. A bee gathers _____ from two million flowers to make one pound of honey. The average bee will make only 1/12th of a teaspoon of _____ in its lifetime. The honey bee is the only _____ that produces food eaten by man. The worker bee will suck the nectar from the _____ and store it in a special stomach before taking it back to the honey-making bees. Nectar is ideally composed of 80% _____, essential amino acids, and natural sugars. On landing at the bee entrance, the worker bee passes her store of honey to one of the _____, who will then pass the nectar to the next bee and then to the next. This is done via mouth to mouth, and in the process the moisture content of the nectar reduces from 80% to 20%. The process of _____ nectar from bee to bee changes the nectar to honey. The honey-makers also have special _____ within their honey stomachs which break down the complex sugars in nectar into simple sugars. This makes it easy for the sugars to be _____ by the bees.

Writing

4 Read the questions and answer them. Write an essay on one of the topics.

- 1** What do you think of people who collect insects or have them as pets?
- 2** How would the world change if all insects suddenly became 100 times bigger?



Workbook

REVIEW 1 UNITS 1-2

Use of English

- 1** Define the parts of speech of the words and make sentences using the correct part of speech.

federal
federalist
federative
federation
variable
various
variety

bankruptcy
bankrupt
harass
harassment
testify
repeal
repealing

- 2** Write words for the following definitions.

_____ basic ideas or rules that explain or control how something happens or works

_____ classes that are given online or by post

_____ an academic qualification obtained from an online instruction

_____ developments in technology

_____ a recent trend

- 3** Match the words with their definitions.

1	disease	a	causing pain or suffering on purpose
2	common	b	illness; a serious health condition that requires care
3	fatal	c	most serious or important
4	native	d	causing death
5	major	e	used to describe animals and plants that grow naturally in a place
6	survive	f	happening often or existing in large numbers
7	cruel	g	to continue to live after almost dying

- 4** Choose the correct sentence from the following.
Which is correct?

- 1** **a** Perhaps it will be too late to start.
b It will be perhaps too late to start.

- 2 a** She will win clearly the race.
b She will clearly win the race.
- 3 a** I'm too busy tomorrow; could I come possibly the day after?
b I'm too busy tomorrow; could I possibly come the day after?
- 4 a** He has obviously misunderstood me.
b He has misunderstood obviously me.
- 5 a** They will be definitely at school tomorrow.
b They will definitely be at school tomorrow.
- 6 a** The builders never arrived maybe.
b Maybe the builders never arrived.

Reading

- 5** Read the text. Write T (true) or F (false) before the statements after the text. Then correct the false statements.

The number of megacities is growing very quickly. In the 1950s, there were only two megacities in the world. Today, 12% of the world's urban population live in megacities. Studies show that there will be eight billion people in the world in 2025. Experts say that there will be 40 megacities. Today, more than 35 cities in the world are megacities. 75% are in Asia, South America, and Africa. More and more people around the world are leaving their homes in the countryside and moving to the city. Many megacities have better opportunities, such as more jobs and a choice of schools and universities. Megacities are also exciting places to live – there are lots of different people, languages, and restaurants, and there are many interesting things to do. However, megacities have problems, too. The cities are very big, and this can cause problems like pollution or poor housing.

- 1** ____ There are more megacities now than in 1950. _____
- 2** ____ Almost 35 cities in the world are megacities. _____
- 3** ____ Most megacities are in Europe. _____
- 4** ____ Many people leave the countryside and move to a city. _____
- 5** ____ There are many opportunities to study in megacities. _____
- 6** ____ Finding a nice place to live is easy in megacities. _____

Critical thinking

- 6** Write an opinion essay for one of the following titles.

Internet access must be limited to students.

Megacities are a great place to live.

Invasive species aren't a risk to native species.

Technology limits creativity.

Interviews and instructions

How to be successful in an interview

Analysis of an interview

Lead-in: How are you preparing for your future career? What do you know about “hard skills” and “soft skills”?

LESSON

1

1 Discuss the questions with your partner.

- 1 What type of job would you choose in future?
- 2 Do you prefer to work in an office or outside?
- 3 What kind of job would you do if money wasn't important?
- 4 What are the advantages and disadvantages of being an employer / an employee?

2 Answer these questions.

	Hard skills (teachable abilities or skill sets that are easy to quantify)		Soft skills (Also known as «people skills» or «interpersonal skills»)
🌀	Proficiency in a foreign language	💡	Communication
📄	A degree or certificate	↔	Flexibility
💻	Typing speed	👤	Leadership
👤	Machine operation	👥	Teamwork
💻	Computer programming	⌚	Time management

- 1 What kind of skills do you prefer from the table above?
- 2 Why do you think they are in high demand? Why or why not?
- 3 How can people be successful when searching for a job? Give examples.

3 Read these sayings, explain their meaning.

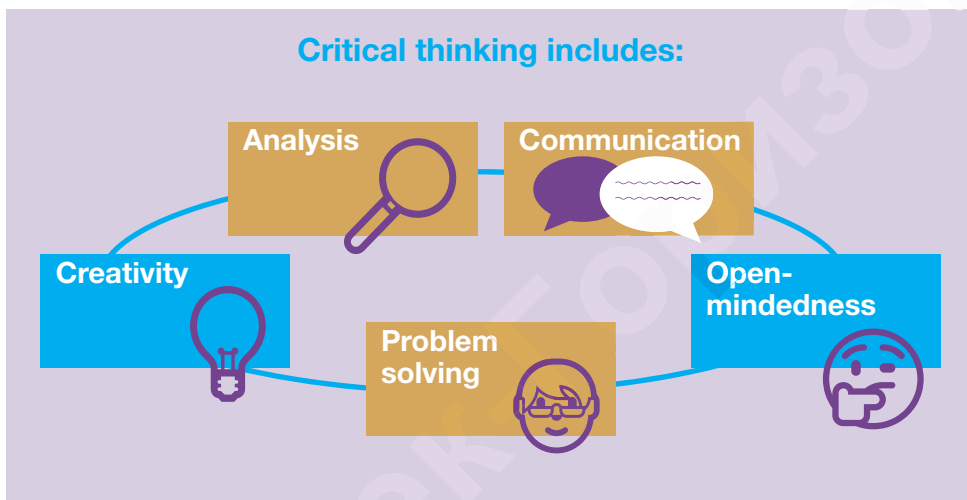
- 1 No pain, no gain.
- 2 Business before pleasure.
- 3 If you want a thing well done, do it yourself.
- 4 If a job is worth doing, it's worth doing well.

4 Do you agree or disagree with these sentences? Why?

- 1 Earning a lot of money is more important than having an exciting job.
- 2 The most exciting work is having your own business.
- 3 Younger people do not have enough experience to be good managers.

Critical thinking

5 What do you know about critical thinking? Study and comment on the chart.



6 Read the verbs in the table. How are the verbs different?

	Stages of critical thinking	functions
1	Remember (to recall information)	<i>define/ label/ name/ state/ fill in the blank/ locate/ recall/ tell/ list/ match/ spell/ underline/ identify/ memorize</i>
2	Understand (to explain the idea)	<i>convert/ interpret/ restate/ summarize/ describe/ paraphrase/ retell in your own words/ trace/ explain/ put in order/ rewrite/ translate</i>
3	Apply (to use rules, facts and principles in other areas)	<i>apply/ demonstrate/ give an example/ show/ compute/ determine/ illustrate/ solve/ conclude/ draw/ make/ construct/ find out/ operate/ use</i>

4	Analyze (to connect ideas)	contrast/ diagram/ examine/ categorize/ debate/ differentiate/ classify/ deduct/ specify/ compare/ distinguish
5	Evaluate (to form and defend an opinion or idea)	change/ combine/ compose/ construct/ create/ design/ formulate/ generate/ invent/ originate/ plan/ predict/ pretend/ produce/ revise/ suggest/ visualize
6	Create (to use the information to produce something new)	choose/ compare/ conclude/ decide/ defend/ judge/ rank/ rate/ select/ support/ value

Now categorize some things into the stages listed above. Here is an example of categorization on making a cake; you should choose a topic connected with your studies.

E.g. - Learn to make a cake. Recall the ingredients and steps.

- Explain the recipe to another person.
- Demonstrate making the cake
- Compare this recipe with another one. Analyse what worked in them and didn't work in them.
- Change the recipe and make a new cake.
- Taste the cake and assess it.

7 Evaluate the following statements. Write one paragraph supporting the idea and one paragraph against the idea for each statement.

- 1** Older people with families don't work as hard as young, single people.
- 2** People who work the longest hours do the most work.
- 3** The best time to begin working is after you graduate from college.



Workbook

LESSON

2

HOW TO BE SUCCESSFUL IN AN INTERVIEW ANALYSIS OF AN INTERVIEW

I Work in a small group. Discuss the questions.

- 1** In the future, what jobs will computers do that people do today?
- 2** What jobs will humans always do?
- 3** What do you think is the future of physical stores?
- 4** Which items are better to buy at a store than online?

Reading

- 2 Read the test and check your answers.

Are You Ready for the World of Work?

Do you know what kind of job you want? Before you apply for a job, think about the different types of jobs that people do. There are four main categories:

- | | |
|-------------------------|--------------------|
| 1 jobs with people | 3 jobs with things |
| 2 jobs with information | 4 jobs with ideas |

Which type of work would be best for you? Take our quiz to find out. For each question, choose the best answer for you: **a**, **b**, **c**, or **d**.

- 1 What do you like to do in the evenings?
a meet friends or go to a party **b** stay at home and surf the internet
c play sports or practise a hobby like a musical instrument or photography
d go to the movies
- 2 Which sections of the newspaper do you look at first?
a advice column or letters to the editor **b** news
c sports **d** TV, music, books, and art
- 3 What do you like to do at a party?
a meet new people **b** discuss the latest news
c help with the food and drinks **d** sing songs and tell jokes

Results

Mostly “a” answers You are friendly and interested in other people. You would enjoy a job working with children, customers in a store, or on a team. Possible jobs are <i>teacher, waiter, police officer.</i>	Mostly “b” answers You are neat, good at planning, and you like learning new things. You would enjoy a job working with information. Possible jobs are <i>college professor, computer programmer, librarian.</i>
Mostly “c” answers You are good at sports, and you like working with your hands. You would enjoy a job working with things. Possible jobs are <i>construction worker, engineer, farmer.</i>	Mostly “d” answers You are creative, good at music and art, and you like books. You would enjoy a job working with ideas. Possible jobs are <i>artist, writer, singer.</i>

3 Answer these questions.

- 1 What kind of text is it?
 - a an encyclopedia entry
 - b a quiz
 - c a newspaper article
- 2 Which phrase best describes the topic of the quiz?
 - a Your perfect job
 - b Starting your own company
 - c Being a good business person

Use of English

There are three types of **multi-word verbs**:

- **phrasal verbs**;
- **prepositional verbs**;
- **phrasal-prepositional verbs** Sometimes, the name "**phrasal verb**" is used to refer to all three types.

Phrasal verbs can be used with objects. verb + object + particle

*You **wrote** a lot of information **down**.* verb + particle + object

*I **wrote down** a lot of information.*

Sometimes the object can only go after the verb and the particle. When this happens, the phrasal verb is **inseparable**. verb + particle + object.

*I **looked at** how people spend time at work.*

4 Read this list of advice on preparing for and doing an interview, explain the meaning of phrasal verbs in bold.

- 1 **Think about** the job and **write down** your strengths and weaknesses.
- 2 **Find out** information about the company.
- 3 **Take down** some notes of questions to ask in the interview.
- 4 **Go out** for a walk before the interview to relax.
- 5 **Put on** formal clothes for the interview.
- 6 **Turn up** at the interview a couple of minutes early.
- 7 **Sit down** or **get up** when they ask you to.
- 8 **Sit up** straight and **look** the interviewer/s **in** the eye.
- 9 **Speak up** and express yourself clearly.
- 10 **Don't make up** information about yourself.
- 11 **Don't make out** you understand something when you don't.
- 12 **Don't go into** a lot of detail about your personal life.

5 Work with a partner. Make up a dialogue using phrasal verbs.



Workbook

Listening

- I** You are going to listen to a workshop about job interview skills. Before you listen, work in small groups. Discuss the questions.
 - 1** Have you had a job interview? If so, what was it like? If not, what do you imagine it would be like?
 - 2** How would you prepare for an interview?
 - 3** How can you make a good first impression at a job interview?
- 2**  **6** Listen to the workshop and take notes. Then check (✓) which of your ideas are mentioned. Answer the questions.
 - 1** What is the main theme of the presentation? _____
 - 2** What is the counselor's most important advice? _____
- 3** Review your notes and answer the questions. Listen again to check your answers or find missing information.
 - 1** What three things should you do to prepare for a job interview? _____
 - 2** What topics should you expect questions about? _____
 - 3** How should you respond to a question about weaknesses? _____
 - 4** What kind of advice does the counselor give about answering questions in general? _____
 - 5** What should you do after the interview? _____
- 4** Participate in a mock job interview as an interviewer and/or as a job candidate.

Understanding job descriptions

A job description on a job search site usually starts with an introduction that gives information about the company, followed by two main sections:

Duties/Responsibilities: information about the available position

Skills required: information about the skills, experience, and traits that a successful candidate would need

- 5** Look at the two job ads. Answer the questions.
 - 1** What elements are common to both job advertisements?
 - 2** What kind of language is used to describe duties and responsibilities (e.g., verbs, nouns)? To describe the skills required?
 - 3** What information about a candidate is not included in the job ads?

Job responsibilities

Responsible for the management, storage, access and organization of the company's information.

Responsibilities:

- Maintain and update the database by assessing processing and database options.
- Ensure that all information is secure.
- Monitor data entry and database performance.
- Maintain database performance by troubleshooting problems.
- Make upgrades and improvements.
- Work with the security team to ensure the database is secure.
- Evaluate new technologies.

Skills and qualifications:

Minimum qualifications: BSc in computer studies and a minimum of three years of experience. Knowledge of a second language is useful but not essential.

Marketing manager

Job description

Responsible for developing marketing plans and carrying out marketing and advertising campaigns, as well as tracking sales data, attending trade shows and preparing reports.

Responsibilities:

- Plan, develop and carry out marketing and advertising campaigns.
- Analyze sales forecasts and prepare marketing strategies and plans.
- Organize and prepare promotional materials and campaigns.
- Collect, analyze, and summarize sales data.
- Manage a small team and work closely with other departments.
- Monitor and control budgets.
- Research competitive products by identifying and evaluating product characteristics and advertising; maintaining research databases.

Education and experience:

Minimum qualification: BA in business administration and five years' experience. Creative skills are essential to this role. Excellent oral skills.

6 Work in small groups and complete the table.

	pros	cons
work for a large business		
be your own boss		

7 What are the pros and cons of each? Compare your chart with other groups' charts. Complete the table.

	pros	cons
work for a company		

- 1** What does the chart show?
- 2** What kinds of jobs do you think the self-employed workers have?
- 3** Do you think most of the self-employed people are entrepreneurs, that is, people who start a business based on a new idea?

8 Would you rather work for a large business, be a civil servant or work for yourself? Give reasons for your answer.

9 Read the following types of job interviews. Prioritize the list according to your preference.

- Screening and phone interviews. ...
- Face-to-face interviews. ...
- Multiple Interviews. ...
- Breakfast or lunch interviews. ...
- Web conferencing interviews. ...

10 Compare your lists as a class. Explain reasons of your preference. E.g. personal experience, character etc.



Workbook

Giving and following instructions

Lead-in: Do you ever worry when you use technology? Why or why not? Talk in pairs.



a personal computer/ a digital camera /a cell phone /a laptop /
a flash drive / high technology/ a message / Web/ a Play Station /
an MP3 player / Skype

1 Look at the pictures. Discuss the questions with your partner.

- 1** What kind of technology do you use every day at home and at school?
- 2** Which kind of technology would be difficult to live without?
- 3** What are some examples of technology used in medicine, communication, and entertainment?

2 Answer these questions.

- 1** What are the advantages and disadvantages of using the following devices: a cell phone, a tablet, or a computer?
- 2** Why are some young people addicted to different gadgets?
- 3** How do people and businesses solve the problem when there is no internet?

3 Read and explain the meaning of this proverb.

God made man upright; but they have sought out many inventions.

4 You are going to watch a video. Before watching, read the definitions and find their equivalents in your language.

- 1** **crash** (v) to stop working suddenly, e.g. a computer
- 2** **fiber optic cables** (n) very thin glass or plastic wires that carry information in phones, televisions, and computer systems
- 3** **go dead** (v phr) to stop working
- 4** **violent** (adj) sudden and causing damage
- 5** **volcanic** (adj) related to a volcano

5  **6** Watch the video *Fiber Optic Cables*. Circle the correct answers. Compare your answers with a partner.

- 1** Volcanic activity **doesn't change / changes** the ocean floor.
- 2** Internet traffic goes through cables **at the top / bottom** of the ocean.
- 3** **Most / Some** of the internet traffic goes through cables in the ocean.
- 4** Cables **slowly / suddenly** went dead.
- 5** **Scientists / Engineers** looked for the problem.
- 6** They found the cables were **broken / fixed**.
- 7** It took **days / weeks** to find and repair the cables.
- 8** A special kind of **ship / plane** helps keep the internet connected.

6 Watch the video again. Put the sentences in the order you hear them (1–5).

- a** Computers all over Asia crashed. _____
- b** It took time to find and repair the cables. _____
- c** They looked for the problem. _____
- d** Important fiber optic cables went dead. _____
- e** Many people couldn't use the internet. _____

7 Work with a partner and answer the questions.

- 1** What kind of activity happened in the middle of the ocean?
- 2** When did the important fiber optic cables go dead?
- 3** Where did the fiber optic cables go dead?
- 4** What moved at the bottom of the ocean and broke the cables?
- 5** What did they use to find and repair the cables?

8 The speaker in the video asks, "What would happen to businesses?" What do you think would happen? Circle the answer(s) that you think are possible.

- a** People would stop working.
- b** Businesses would find other ways to do business.
- c** Businesses would shut down.

 Workbook

LESSON

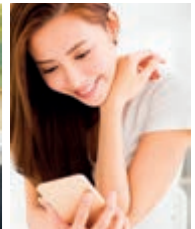
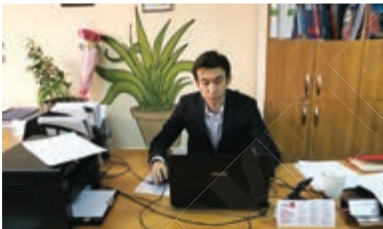
5

GIVING AND FOLLOWING INSTRUCTIONS

Discussion

I Work with a partner and answer the questions.

- 1** Do you mainly use the internet on your cell phone, a tablet, or a computer? Why?
- 2** Did you ever need the internet, but it didn't work? Why didn't it work?



Speaking

2 Remember the last time you gave instructions to someone. Was it easy/difficult? How did you feel while giving the instructions?

3 Do you know how to give instructions in English? What sort of instructions can you give someone? Work in pairs. Try giving instructions to each other on the following:

- How to search for a topic on Google
- How to make a call on your cell phone
- How to take a photo on your cell phone

Did you know?

There are two parts to giving instructions. What we call **sequencers** and then the **actions**.

The first part:

Sequencers help order your instructions.

It is like the 1, 2, 3, 4 of your actions.

The most common sequencers are

First(ly)...

Then...

Next...

After that...

Finally...

The second part:

gives the steps to achieve the required action. They do one of these things.

- 1** tell people what is necessary
- 2** what is wrong
- 3** what is not necessary

You (don't) need to...

You have to...

You must/mustn't...

You should/shouldn't...

4 Read the following examples. Answer the questions below in pairs.

- Which part of giving instructions do they exemplify?
- How are they similar?
- How are they different?
- Which instruction gives more details?

Example One: How to Make a Cup of Coffee

First you **need** to buy some coffee and a coffee maker.

Then you **have** to put the water into the bottom of the coffee maker.

You **needn't** boil the water (you don't need to boil the water), cold water is fine.

Next you **have to** put the coffee in the coffee compartment and screw the top of the coffee maker on.

After that you **need to** put the coffee pot onto the stove.

Then turn the stove on and wait. You **shouldn't** move the coffee pot. When the water boils and goes into the upper part of the pot you then **have to** remove the pot from the heat. Finally you pour some coffee into a cup, add sugar and milk and enjoy.

Example two: Today I am going to tell you how to make the best sandwich in the world.

First, you must roast a chicken and slice it into thick pieces.

Then toast your favourite bread (two slices).

After that you need to put mayonnaise and mustard on the toast and then the chicken slices.

Next you are going to add your vegetables. Tomatoes, lettuce onions, cucumbers etc.

Finally put a couple of slices of cheese on the sandwich and then cover it with the other piece of toast.

5 Read the following text and decide what/who the instructions are for? What will you be able to do if you follow the instructions?

- 1** Turn on your phone and tap on the Settings app. Head to General > Bluetooth and slide the Bluetooth slider to "On".
- 2** Turn on your Bluetooth headset and put it in "discoverable" mode. Some headsets will go into discoverable mode for the first 60 seconds after turning them on, while others might require you to press and hold two buttons on the headset. You might have to check the instruction manual for more details.
- 3** Once your headset shows up on your phone's Bluetooth menu, tap on it to pair the devices. It may ask you to enter a PIN number. This is often 0000, though if that doesn't work, check your headset's instruction manual for more information.
- 4** Once the devices are paired, all your phone calls should automatically connect to your headset as long as it's turned on. Now you can drive safely without worrying about holding that phone up to your ear.

6 Discuss the questions as a whole class.

Where could you read a similar text?

Will it be easy to follow the instructions in the text? Why? Why not?

Who would find it easy/difficult to follow the instructions?



Workbook

GIVING AND FOLLOWING INSTRUCTIONS

- I** Match the words and pictures. Classify the items according to their functions, popularity, places of their usage or another principle of your choice.

1	charger
2	camcorder
3	CD/radio cassette player
4	desktop computer
5	digital alarm clock
6	digital camera
7	digital thermometer
8	DVD player
9	electronic dictionary
10	laptop computer
11	LCD projector
12	cell phone
13	mp3 player
14	photocopier (Xerox machine)
15	printer
16	scanner
17	shredder
18	TV / television



- 2** Write the words from the box to complete the sentences. In some items, more than one answer is possible.

but / however / on the other hand

- 1** When people were asked difficult questions in the past, scientists believe they tried to think of the answer to the question. _____, nowadays with the development of modern technology, the first thing people think about now is how to find the answer.
- 2** For example, they think about what they might put into Google, _____ in the past they thought about the question itself.
- 3** ... it seems that people now forget facts, especially if they know the information will be saved in a file. _____, an advantage is they remember the location of the fact; in other words, where to find it.
- 4** In conclusion, it seems that computers are not making us stupid, _____ they are making us lazy!

apps / battery / charge / charger / keys / surf / text

- 3** Write the words from the box to complete the sentences.

- 1** I don't like typing on a touchscreen. I prefer to type on real _____.
- 2** If you have a tablet or smartphone, which are your favorite _____ and websites? Why?
- 3** How often do you use the _____ internet to find information? What kinds of things do you look for?
- 4** Do you prefer to call to people or _____ them? Why?
- 5** Has your phone's _____ ever run out of power and stopped working at a bad time? What happened?
- 6** Do you take your _____ with you so you can _____ your phone at any time?

Use of English

Modal structures: *supposed to...*, *bound to...*, *due to...*, *about to*

- 4** Circle the correct option:

- 1** There was chaos at the airport this morning **due to/ bound to** the fog.
- 2** The horse has been training well and is **due to/ supposed to** win a race soon.
- 3** I was **due to/ about to** leave the car when I realised I had left the lights on.

- 4 With such bad performances, the team is **due to/ bound to** finish last.
- 5 He was **supposed to/ due to** appear in court last Monday but he didn't show up.
- 6 When the boss looks angry, we know he is **due to/bound to** lose his temper.
- 7 When one drives fast, one is **due to/ bound to** have an accident.
- 8 I called the airport and was told the plane was **about to/ due to** land at 9.00am.
- 9 Fasten your seat belts, the plane is **about to/due to** land.
- 10 They're **about to/ bound to** be late, they can never wake up on time.

5 Fill in the sentences with one of the structures.

- 1 I couldn't see the view this morning _____ to the fog.
- 2 The athlete has been training well and is _____ to win a competition.
- 3 I was _____ to leave the room when I realised I had left my phone on the table.
- 4 With such poor training, the team is _____ to finish last.
- 5 He was _____ to appear in class last Monday but he didn't show up.
- 6 When my mom's face goes red, we know she is _____ to lose her temper.

6 Choose one of the items and write a paragraph explaining how to use it.

charger, camcorder, CD/radio cassette player, desktop computer, digital alarm clock, digital camera, digital thermometer, DVD player, electronic dictionary, laptop computer, LCD projector, mobile phone, mp3 player, photocopier (Xerox machine), printer, scanner, shredder, TV

 Workbook

GIVING AND FOLLOWING INSTRUCTIONS

1 Work in small groups. Think about what happens when technology stops working. Complete the statements. Then share your answers with another group.

- 1** When cable TV stops working, people can ...
- 2** When traffic lights stop working, drivers can ...
- 3** When telephones stop working, businesses can ...
- 4** When electric trains and subways stop working, passengers can ...

2 Choose the correct definition for the words in bold.

- 1** Nathan made a mistake while driving, had an **accident**, and crashed his car.
a something bad that happens that causes injury or damage
b something that happens that is a secret
- 2** The scientist **collected** water from different places and tested the samples in a lab. She found out that the water was very polluted.
a forgot something **b** got things from different places and brought them together
- 3** The company **developed** a new mini-robot for house cleaning last year. Everyone wanted to buy it.
a tried something **b** made something new
- 4** After the car crash, Frank was **disabled** and couldn't walk anymore.
a having an illness or injury that makes it difficult to do the things that other people do **b** not knowing how to do something
- 5** Some people think that taking a vacation is a **luxury**. They don't have enough money to go on one.
a something expensive that you enjoy but do not need
b something that you have never done before
- 6** Nowadays, **robots** are used by doctors to do surgery.
a information that people study
b machines that can move and do other things that people can do
- 7** People often wear a **suit** when they go for a job interview so they will look professional.
a T-shirt and jeans **b** a jacket and pants or a jacket and skirt that are made from the same material
- 8** The student needed to find **information** about how cities clean up pollution. He looked online, found books in the library, and read academic papers about the subject.
a objects used to do scientific experiments
b facts about a situation, person, event, etc.

- 3** Write the words from the box to complete the sentences. In some items, more than one answer is possible.

because of/ due to /since /thanks to

- 1** _____ Wi-Fi, Julie was able to do her work on her tablet in a cafe.
- 2** Mark couldn't use his laptop _____ a problem with the hard drive.
- 3** His laptop broke _____ he was careless and dropped it.
- 4** _____ a bad internet connection, Bill wasn't able to email me.

- 4** Work with a partner and answer the questions.

- 1** In which ways have robots changed society?
- 2** Are robots good or bad? Give reasons for your answer.
- 3** Are there jobs or tasks that only people are able to do? Why or why not?
- 4** Are there jobs or tasks that could be completely carried out by robots? Why or why not?

Writing

- 5** Write technology words to complete the sentences. Use a dictionary to help you. In some items more than one answer is possible.

**shut down, turn on/off, log on, go online,
Wi-Fi keyboard, mouse, the cloud**

- 1** My laptop is getting old; when I _____ it _____, it takes a long time to start.
- 2** I like my touchscreen computer. Now I don't need to use the _____ to move the cursor around.
- 3** I can't _____ to my email because I forgot my password.
- 4** Do you have _____? I'd like to _____ and check Facebook™.
- 5** I finished my essay. I could send it by email or upload it to _____ so you can download it to your computer.
- 6** Don't forget to _____ the laptop when you finish your essay.

- 6** Discuss in a group. What are the functions of these devices? Prioritize them according to their importance.

Smoke sensor, light switch, air-conditioner, camera, SOS button, TV set, video door phone system.



Workbook

Using memory techniques

Lead-in: What can you say about “right-brained” and “left-brained” people?

1 Work with a partner. Discuss the questions.

- 1 Do you think people are born creative or is creativity learned? Why do you think so?
- 2 What are some ways creativity can be encouraged? What are some ways it is inhibited?
- 3 Is creativity an important factor in your choice of career? Why or why not?

2 Answer these questions.

- 1 What is the best way to think creatively?
- 2 Why do people use memory techniques?
- 3 How can people do daily routines using memory techniques? Give examples.

3 Read this quotation. What do you think it means?

Creativity is just connecting things.

Steve Jobs

4 You are going to listen to a lecture on how the brain makes and uses mental maps.

Before you listen, work with a partner. Study the diagram of the brain. Read the description of the parts.



frontal lobe	parietal lobe	occipital lobe	temporal lobe	hippocampus
- located at the front of the brain - associated with reasoning, planning, speech, emotions, and problem solving	- located at the top/back of the brain - associated with movement, orientation, perception	- located at the back of the brain - associated with vision	- located under the parietal and frontal lobe at the front of the brain - associated with perception, hearing, memory, and speech	- located deep inside the temporal lobe - associated with spatial memory and navigation

5 Work with a partner. Only one of these statements about the brain is true. Which one do you think it is?

- a** Human intelligence is related to brain size.
- b** Many people use only about 10% of their brains.
- c** Some people are “right-brained” and others are “left-brained.”
- d** Some people have photographic memories (remember things in great detail).
- e** If you get hit on the head, you could lose your memory. Another hit on the head may bring it back.
- f** One area of the brain specializes in understanding stories.
- g** Men’s and women’s brains are fundamentally different.

Listening

6  **7** Listen to the lecture. Check (✓) the questions that the lecturer answers in his presentation.

- a** How do humans navigate? _____
- b** How do humans lose memory ability as they age. _____
- c** How does memory loss relate to the hippocampus? _____
- d** How does navigation experience affect the human brain? _____
- e** How do maps impact human cognition? _____

7



7 Listen again and take notes. Then use your notes to complete these statements about the main ideas in the lecture. Compare your work with a partner.

- 1** Scientists have established that the hippocampus _____
- 2** Humans use two forms of navigation: _____ and _____
- 3** Research results suggest that the navigation strategy leads to the creation of mental maps _____
- 4** Recent studies suggest that the constant creation of mental maps may result in _____

8

8 Read these memory helpers and hindrances. Which of these do you practise?

Help memory	Hurt memory
✓ Proper sleep ✓ Proper diet ✓ Physical exercise ✓ Mental exercise ✓ Positivity ✓ Environment ✓ Study breaks ✓ Repetition/visualization	✓ Distractions ✓ Eat late at night ✓ Unhealthy diet ✓ Stress ✓ Close-mindedness ✓ Inability to distinguish important facts from unimportant facts ✓ Being indoors

9

9 Ask and answer the questions in the survey. Write the results in your notebook. Who has no problems with memory? How good is your memory?

- Do you have difficulty remembering people's names?
- Can you accurately give five telephone numbers without looking them up?
- How likely are you to forget to do something if you don't write it down?
- Have you ever forgotten what you were going to do next?

10

10 Write an essay on the following topic.

People remember special gifts or presents that they have received. Why? Use specific reasons and examples to support your answer.



Workbook

USING MEMORY TECHNIQUES

I Work in a small group. Discuss the questions. Then, compare your answers with another group.

- 1** Have you ever arrived somewhere “automatically” without remembering the journey? Describe the experience.
- 2** Which form of navigation do you use, landmark or response? Do you think there could be an evolutionary advantage to navigating one way or another? How might that work?

2 Read and choose the best definition for the words in bold.

- 1** I’m such a **procrastinator**. Whenever I have to write a paper, I always end up finishing it just hours before the deadline.
 - a** a person who worries a lot
 - b** a person who always makes excuses for mistakes
 - c** a person who waits as long as possible to begin work
- 2** The students receive a lot of intellectual **stimulation** at this school. They are encouraged to explore their world and try new things.
 - a** things that arouse interest
 - b** educational opportunity and activity
 - c** help with difficult things
- 3** The government **is seeking** new ways for employment opportunities.
 - a** starting to develop
 - b** gathering information about
 - c** trying to find
- 4** The speaker’s words **triggered** an angry reaction from the crowd.
 - a** caused
 - b** described
 - c** softened
- 5** Engineers often have to be very **resourceful**, using whatever is available to solve problems.
 - a** skilled at solving problems
 - b** skilled at saving time, money, and energy
 - c** able to understand complex problems quickly
- 6** Scientists announced that they had made a **breakthrough** in their understanding of the development of cancer cells.
 - a** important discovery
 - b** research tool
 - c** new way of describing something

Reading

- 3 Read the text. Work in small groups. Make up sentences with the words in bold.

The Creative Mind

- 1 What is the secret to the world's most creative minds — the minds of **resourceful** inventors, **innovative** scientists, and inspired artists? Such individuals are certainly intelligent, but intelligence cannot be the key, as numerous studies have shown that a high IQ alone does not lead to creativity. Creative thinkers seem to have a special way of thinking. Creativity researcher and neuroscientist Nancy Andreasen, in a 2014 *Atlantic Magazine* article, describes creative people as “better at recognizing relationships, making associations and connections, and seeing things in an original way — seeing things that others cannot see.” For example, in the early 2000s, Jack Dorsey, one of the founders of Twitter, tried to use text alerts to improve the system for reserving and sending out taxis. Today, most taxi services use a version of Dorsey's original idea.
- 2 So what are the requirements for creativity? Psychologists contend that there are actually two levels of creative thinking which they refer to as “Big **C**” and “small **c**.” Big **C** creativity applies to breakthrough ideas, ones that may change the course of a field or even history. Small **c** creativity refers to everyday creative problem solving.
- 3 Andreasen and others investigating the sources of creativity have noted that small **c** creativity does not always lead to Big **C** breakthroughs. True creative geniuses seem to have additional characteristics, ones that do not always fit in well with societal norms. These people seem wired to **seek** novelty, take risks, and push limits in their explorations. The reward centers in their brains seem to need more than the average amount of **stimulation** in order to release dopamine, the chemical that **triggers** feelings of pleasure. As children, they were often unable to sit still, unable to focus on their lessons, instead, always looking for something new and interesting to capture their attention. Today, children who display this kind of behavior are often labeled ADHD2 because they cause problems in the classroom.
- 4 Creativity, with a big or small c, takes time. We tend to think of breakthroughs as coming in a sudden flash of genius, but this is rarely the case. Ideas often evolve and form over a long period.

In fact, many of history's most creative people have a reputation as **procrastinators**. Martin Luther King, Jr., reportedly wrote his “I Have a Dream” speech at ten o'clock the night before he delivered it, though it had mostly likely gone through a long period of “preparation and incubation” in his mind before that.

5 The search for the source of creativity continues. Most researchers agree that the answer will be complex and that there is probably no single characteristic, no single secret to explain the world's most creative minds.

4 Write M (main idea), D (detail), or X (information not given) next to the statements.

- 1 Creative people have a special way of thinking. _____
- 2 Andreasen's research explores the connection between intelligence and creativity. _____
- 3 Divergent thinking means finding many different ways to solve a problem. _____

Writing

5 Read the following quote. Write a paragraph agreeing or disagreeing with it.

Creativity involves breaking out of established patterns in order to look at things in a different way. Edward de Bono



Workbook

USING MEMORY TECHNIQUES

LESSON

10

Project work

I Using recent advances in technology do your project on one of the topics below

Task one

Problem: An initial You Tube search revealed a lack of Kazakhstani tourism related video material.

Idea: defining problem areas and searching solutions

Aim: Create a You Tube video that describes an aspect of Kazakh culture and encourages foreigners to visit and promotes tourism.

Task two

Problem: An initial Wikipedia Simple English search revealed a lack of information about the main cities of Kazakhstan.

Idea: defining problem areas and searching solutions

Aim: Research and write descriptions of Kazakh cities and publish online.

Task three

Problem: Research on attitudes of foreign tourists towards Kazakhstan

Idea: defining problem areas and searching solutions

Aims: To research the attitudes of foreign tourists to our country, find out problems

Objectives:

- 1 Researching and finding information about
 - the attitude of foreigners to our country
 - differences in culture
 - reason for being abroad
- 2 Studying and making statistical analysis;
- 3 Finding solutions to possible problems;
- 4 Interviewing

You should write up results in an appropriate form:

- table of statistics
- short reports
- diagrams
- charts

Present your findings by means of displays, short talks, etc.



Workbook

- 1** Read the task. You should spend about 30 minutes on this task.

Finding it hard to remember important facts and figures? Improve your memory in 10 weeks with our Improve Your Memory class. Places are limited and the course is available for only a short time. You see the above advertisement for a course designed to help improve your memory.

Write a letter to the organizer of the course. In the letter:

- give some background information about yourself
- explain your own problems and why you would like to do the course
- enquire about the methods used on the course
- enquire about course fees and dates

You should write at least 150 words. You do not need to write any addresses.

- 2** Brainstorm some useful language and ideas.
- 3** Make notes about the following sections of your letter of inquiry.

Give some background information about yourself:

Explain your own problems and why you would like to do the course:

Enquire about the methods used on the course:

Enquire about course fees and dates:

- 4** Now write your first draft using the notes you have made. Read and correct your first draft. Then, write your final draft.

Speaking

5 Read the questions below.

Do you like to meet new people or do you prefer to hang out with people you already know?

When and where did you meet most of your friends for the first time?

Have you met someone who you didn't like right away even though you didn't know them?

When are the most important times to make a good first impression?

Do you make first impressions based on what people wear/say/look like?

6 Choose three questions and write answers in your note book.

7 Read the brain-teasers and answer with your friend.

A There are three houses. One is red, one is blue, and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right to the house in the middle, where is the White House?

B In a year, there are 12 months. Seven months have 31 days. How many months have 28 days?

C What are the next three letters in the following sequence? J, F, M, A, M, J, J, A, __, __, __

D Jimmy's mother had four children. She named the first Monday. She named the second Tuesday, and she named the third Wednesday. What is the name of the fourth child?

E Before Mt. Everest was discovered, what was the highest mountain in the world?

F I do not have any special powers, but I can predict the score of any football game before it begins. How can I do this?

8 Now find below the answers to the questions. Were you right?

1 S, O, N. The sequence is first letter of the months of the year. September, October, and November are the next in the sequence.

2 Well, the score before any football game is always zero to zero!

3 In Washington, D.C.!

4 Jimmy, because Jimmy's mother had four children!

5 They all do.

6 Mt. Everest.



Workbook

Investigate and report on timekeeping devices

Introduction to the lesson

Lead-in: Do people use watches less nowadays? Why? Why not?

LESSON

1

1 Discuss the following questions in small groups. Then get into pairs with someone from another group and share your answers with one another.

- What takes up most of your time?
- Do you think you manage your time wisely?
- Do you manage time, or does time manage you? Why?
- Do you always arrive on time?
- If you are late, what message does this send to the person who is waiting for you?

2 Read the proverbs in pairs. Translate them into Kazakh and/or Russian. Do you agree or disagree with them? Do you have time proverbs in your language?

**Everything
has its time**

**Time is precious
and cannot be
bought**

**BE GOOD BUT
DON'T WASTE
TIME TO PROVE IT**

3 Read the paragraph and fill in the gaps.

inventions nature time-measuring clock time instruments

Telling the _____ has been important to humans for centuries. Before the _____ appeared, people used other _____ to measure time. Their ideas were based on _____ and the world around them. Two of the oldest _____ tools are the sundial and water clocks. A sundial has a stick, which displays a shadow onto a surface when the sun shines on it. The shadow moves as the sun and Earth move. Water clocks worked in a similar way. Lines were marked on the inside of a container which was filled with water. As the water flowed out of a small hole, the water levels decreased and the times could be seen. As neither of these were very accurate, new _____ were needed and, eventually, the mechanical clock was invented.

Understanding Key Vocabulary

- 4 Read the definitions. Write the correct form of the words in bold to complete the sentences.

break (n) a stop in an activity for a short time
colleague (n) someone who works with you
earn (v) to be paid money for doing work
profit (n) money that you make from selling goods or services for more than they cost to make or provide
project (n) a piece of work that is for a particular purpose or a detailed study of a topic
spend time (v phr) to use time to do something
waste time (v phr) to use time badly

- 1 I don't _____ much money as I only work part time.
- 2 I was talking with some coworkers when another _____ came by and reminded us of a meeting with the boss.
- 3 Isabel _____ planning her tasks at the beginning of every workday because she wants to use her time well.
- 4 Looking at cat videos on the internet at work _____ when you could be studying.
- 5 Taryn's fashion company makes a big _____. She doesn't pay much money for the materials or for the work to make the clothes, and she sells them for a higher price.
- 6 Our current _____ is the development of timekeeping app for all company employees.
- 7 At 12:00 p.m., all the workers took a _____ for lunch.

Pronunciation for Listening

Pronouncing numbers

The way a number is pronounced may be different if the number is used in math, science, or banking.

Fractions: You may hear **a** or **one** in front of a fraction: $1/2$ is a half, or one half; $1/3$ is a third, or one third, etc.

Decimals: You may hear the word **point** in decimals. For example: 0.27 is zero point twenty-seven or zero point two seven.

Percentages: % is pronounced percent and is read directly after the number. For example: 27% is twenty-seven percent.

- 5 You are going to listen to a business student speak about a project that includes different numbers. Work with a partner. Say the numbers aloud.

- 1 48%
- 2 $\frac{1}{2}$
- 3 $\frac{1}{5}$
- 4 31.5
- 5 103
- 6 1,540
- 7 6,001

- 6  8 Listen to the numbers and repeat.

Listening for numbers

Numbers are difficult to hear if they are said quickly or if they are very long. You need to understand the numbers but also any words related to them, e.g., percent and point. A half is the same as 50%. We can say almost 50% or just under 50% when referring to a figure like 45%. Practise listening to and writing numbers as much as you can.

Listening

- 7  9 Listen to a conversation between a university professor and a student about her project. Take notes in Alika's outline of her research. Listen for numbers and words related to numbers.

How people waste time at work. Internet and online use: almost (1) _____ of all workers wasted time surfing the internet or writing personal (2) _____. (3) _____ % spent time talking to colleagues. (4) _____ % took longer coffee and lunch breaks and 5% texted friends.

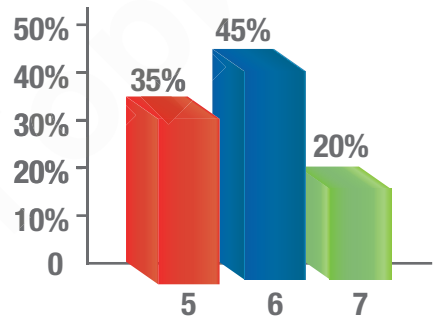
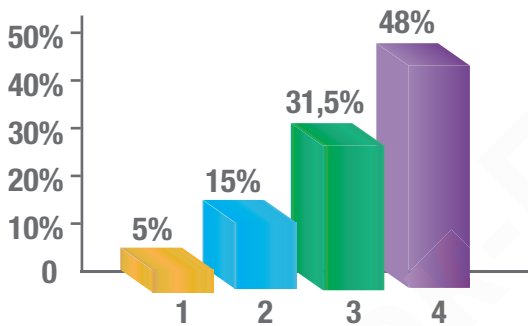
Why people waste time at work. 50% of workers are not happy with their (5) _____. $\frac{1}{3}$ thought they didn't (6) _____ a good enough salary because they didn't have enough money for vacations and nice (7) _____. (8) _____ % have to work too many hours.

Effects on companies. Workers don't work hard; productivity goes down. So the company makes less money than it wanted to. Company can't pay workers higher (9) _____.

- 8** Listen again. Write T (true) or F (false) next to the statements. Then correct the false statements.

- _____ **1** Alika has finished her research project.
_____ **2** She read a lot of reports.
_____ **3** Alika looked at why people like or dislike their jobs.
_____ **4** People waste time at work by surfing the internet, talking to other people, and taking long breaks.
_____ **5** Half of the workers waste time because they don't earn enough money.

- 9** Listen again and look at the bar graphs. Then write sentences showing how people wasted time at work (1–4) and the reasons for wasting time (5–7). Make sure your sentences match the data in the graphs.



- 1** _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

- 10** Read the following essay task and answer it, supporting your opinion with examples.

Nowadays young people spend more time on entertaining themselves rather than doing what needs to be done.

Do you approve or disapprove of this statement?

 Workbook

Speaking

I Do you agree or disagree with these sentences? Why?

- 1 Earning a lot of money is more important than having an exciting job.
- 2 The most exciting work is having your own business.
- 3 Younger people do not have enough experience to be good managers.
- 4 Older people with families don't work as hard as young, single people.
- 5 People who work the longest hours do the most work.
- 6 The best time to begin working is after you graduate from college.

Comparatives (comparing two things)

If an adjective has one syllable, add *-er* to make a comparative.

young / old → younger / older / elder

If there are two or more syllables, use the words *more* or *less* before the adjective and the word *than* after the adjective.

important → more important than / less important than

You can show two things are the same with *as* + adjective + *as*.

My salary is as large as your salary.

Superlatives (comparing one thing to a group)

If an adjective is one syllable, use the word *the* and add *-est* to the end of the adjective.

big → the biggest

If there are two or more syllables, use the word *the* and *most* or *least* before the adjective.

experienced → the most experienced / the least experienced

Some adjectives are irregular. Memorize their comparative and superlative forms.

good → better → the best; bad → worse → the worst

2 Complete the sentences. Change the word in parentheses to a comparative or superlative. Add words like *than*, *as*, or *the* to make the correct phrase.

e.g. Does Sally work harder than (hard) you?

- 1 Is money _____ (important) having an interesting job?
- 2 Is a job working inside as _____ (good) a job working outside?
- 3 Do you think men are _____ (bad) women at organizing things?
- 4 Which of your friends types _____ (fast) you?
- 5 Who has _____ (neat) handwriting in your family?
- 6 Which job do you think is _____ (exciting) in the world?

- 3 Choose three classmates and ask them the questions in Exercise 2.

Use of English: Comparatives and Superlatives

Comparing quantities

- 1 People wasted **the most** time on the internet.
- 2 People spent **the least** time texting friends.
- 3 People spent **less** time texting than talking to people.
- 4 People spent **more** time talking to people than taking long breaks.

0% the least less more the most 100%

- 4 Use the information in the table to complete the sentences.

time spent working at a desk	60%
time spent taking breaks	25%
time spent in meetings	10%
time spent on the phone	5%

- 1 Employees spent the least amount of time _____.
- 2 Staff spent less time _____ than taking breaks.
- 3 Workers spent the most time _____.
- 4 People spent more time _____ than in meetings.

Writing

- 5 Write four sentences using the words in bold in the *Use of English* box and the information in the table below.

	work-related reasons for not using time well	% of people
1	helping someone else with his or her work	54%
2	waiting for someone to finish her or his part of a project	42%
3	going to meetings	30%
4	filling out paperwork and forms	18%

- 1 _____
- 2 _____
- 3 _____
- 4 _____



Workbook

Use of English

I Read the rules.

TRANSITIVE PHRASAL VERBS

Separable phrasal verbs

Phrasal verbs contain a verb and one or two particles. A lot of phrasal verbs can be used with objects. The object can either go between the verb and the particle or after the verb and the particle.

verb + object + particle (separable)

You wrote a lot of information down.

I found a lot of information out.

verb + particle + object

I wrote down a lot of information.

I found out a lot of information.

Inseparable phrasal verbs

Sometimes the object can only go after the verb and the particle. When this happens, the phrasal verb is inseparable.

verb + particle + object (inseparable)

I ran out of time.

I took part in the discussion on productivity.

I looked at how people spend time at work.

Intransitive phrasal verbs

Some phrasal verbs don't take an object. When this happens, the phrasal verb is intransitive.

A third of people had just enough money to get by.

2 Write the base form of the phrasal verbs from Exercise 3 next to the definitions. Use a dictionary to check your answers.

verb	definition
1	to use all of something
2	to read or think about something carefully

3	to get information for the first time
4	to be able to live by having just enough of what you need, usually with difficulty
5	to make or write a note
6	to do an activity with other people

3 Match the sentence halves. Use the phrasal verbs in bold to help you.

- 1** Would you like to **take**
- 2** If you have to **find**
- 3** Do you **write**
- 4** Have you ever **run out**
- 5** Experts need to **look**
- a** **up** a new hobby? What would you do?
- b** **at** why people are getting sick from the water.
- c** **out** new information, where do you look?
- d** **of** money while you were out? How did you get by?
- e** **down** phone numbers or put them into your phone?

4 Work with a partner. Ask and answer the questions in Exercise 3.

5 Underline the phrasal verbs. Then label each part: V (verb), O (object) and P particle. Are the verbs separable, inseparable or intransitive?

- 1** You wrote a lot of information down. v + o + p (separable)
- 2** I haven't finished yet – I ran out of time. _____
- 3** I wrote down notes from my research. _____
- 4** I took part in the discussions with my colleagues. _____
- 5** I found out a lot of information about the way people work. _____
- 6** I found a lot of interesting information out from my study group. _____
- 7** I looked at how people spend time at work. _____
- 8** They had just enough money to get by each month. _____



Workbook

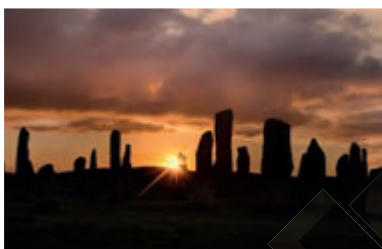
The history of timekeeping devices

Lead-in: What would life be like without timekeeping devices?

Speaking

- 1** Look at the pictures. What do you think the pictures have in common? Match the pictures with their names.

____ stone circles ____ sundial ____ hourglass



- 2** Read the text quickly. How was time measured

- by the Egyptians?
- by the Mayans?
- in China and Japan?
- in Europe in the 14th century?
- after World War II?

A brief history of telling the time

For ancient civilizations, tracking time was important. They followed position of the Sun and the Moon in the sky. Using the sky, it was possible to track months and seasons and eventually to make calendars. This was important for knowing when to plant and harvest fruit and vegetables.

As part of that tradition, stone constructions were made. Stonehenge in England and Newgrange in Ireland were built to view solstices, others were built to track equinoxes. Later, in about 1000 AD, the Mayan civilization built the world's largest calendar. A pyramid with four sets of stairs, each one with 91 steps plus one extra step to enter the temple. Each side represents one season. Not only that, on the evening of an equinox, the shadows and stones create the illusion of a snake.

However, neither calendars nor observing the sun measured the hours in a day. The Ancient Egyptians were interested in timekeeping and they divided the day into two halves. They built huge obelisks (pointed stone columns) and they were able to identify which part of the day it was by looking at how the shadow fell on the ground. Obelisks were an early version of a sundial. The Egyptians also invented the water clocks, which the Greeks improved.

Yet, none of these inventions were very helpful when it was dark, so different time-telling objects were needed at night. In China and Japan, they used candle clocks. These had markings on the side and they always took a specific amount of time to burn. By looking at the markings on the candle, it was possible to tell the time.

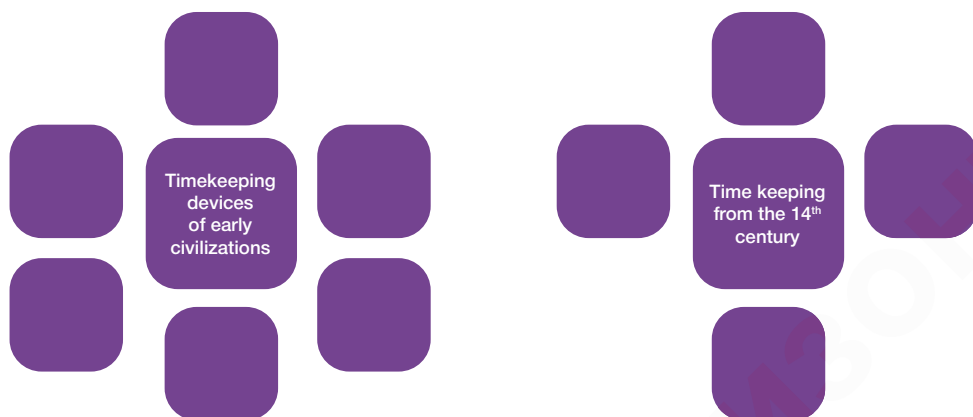
Later the hourglass was invented. It was made of glass, which had very narrow centre part and wide top and bottom. It often had sand in one half of the glass. The sand had to pass through to the other side of the glass – this usually took an hour. It was very reliable and sailors used it at sea.

Christian monks lived a life of organised prayers and work. In order for all members to observe this way of living, they needed to know the exact time. As a result, they invented the first clocks in the 14th century. These became the standard form of telling time, and they were built into church towers so everyone could know the time.

The next major change happened in 1927, when the mineral quartz was incorporated into clocks. This made clocks more precise at telling the time. Then after World War II, there was another development: atomic clocks. These clocks can accurately measure one second. In the 1960s, the first watches were made with quartz. Watches also became cheap to make and easy to produce.

As technology has advanced enormously in recent years, so too have the watches and clocks we use to tell the time. Nowadays, watches track our health and fitness, they connect to our cell phones and they can even call the emergency services if the wearer has an accident! And clocks, can inform us of the weather and temperature. These days watches do much more than tell time, so it will be interesting to see what they can do in the future.

- 3 Read the text again and create a mind map summarizing each part of the text.



Project work

- 4 Read the text.

Today's youth have grown up with digital clocks all around them—on kitchen appliances and TV screens, in cars and on banks, and especially, on their phones. Indeed, 60 percent of all 16-to-34-year olds now use a cell phone as their primary timepiece. Yet not very long ago, every clock, wristwatch, and timer was a mechanical device—something that was designed by a mechanical engineer. Looking further back in time, ancient civilizations had their own ingenious ways of marking time. Now it's your turn to try to be creative.

- 5 Use plastic containers, beads, and modeling clay—things you may have in your room\classroom to design your own time-keeping device. Present your devices in the next class and vote for the most creative ones.

- 6 Work in pairs. In turns do the speaking task below. Speak for 1-2 minutes. Evaluate each other.

Describe a time when you had to wait for something or someone.

You should say:

- who or what you waited for
 - where you waited
 - why you waited (or, had to wait)
- and explain how you felt while you were waiting



Workbook

1 Discuss the questions with a partner.

- 1 Do school students have a lot of free time? Why or why not?
- 2 How is a college schedule different from a high school schedule?

Listening**2** **10** You are going to listen to students talk about how to manage time in college. Read the statements. Then listen to the interview. Choose the best way to complete the statements.

- 1 When Grace first started college, she _____
 - a missed her high school.
 - b had a lot of free time.
 - c studied very hard.
- 2 When Roberto started college, he _____
 - a missed his hometown.
 - b joined a lot of clubs.
 - c studied very hard.
- 3 Grace and Roberto think that students should _____
 - a enjoy their free time.
 - b join a lot of clubs.
 - c plan their time carefully.
- 4 Grace likes to study _____
 - a in the morning.
 - b in the afternoon.
 - c in the evening.

3 Listen again. Complete the students' advice.

- 1 Don't try to _____ ! Be realistic about _____ .
- 2 Use a _____ . You have to plan when _____ .
- 3 It's important to know _____ .
- 4 Take _____ ! Don't think you can _____ for six hours straight!

It is important to manage your time well when you are in college.

- Use a planner to keep track of classes, assignments and due dates.
- Don't take on too many extracurricular activities, such as clubs or sports.
- Know how, where, and when you study best.
- Take frequent short breaks from studying.

Critical Thinking: Evaluation

- 4** Work with a partner. Look at this student's planner. Then add the following regular activities to the planner:
- 1 One hour each day for lunch and meeting with friends
 - 2 One hour each day for dinner
 - 3 Three hours each week for exercising
 - 4 One hour each week for an English study group
 - 5 Two hours each week for events, club meetings, etc., in the evening

	Mon	Tue	Wed	Thu	Fri
8 a.m.		Bio 112		Bio 112	
9 a.m.		Bio Lab			
10 a.m.					
11 a.m.	Math 102		Math 102		Math 102
12 a.m.		WORK		WORK	
1 p.m.					
2 p.m.	Chem 110		Chem 110		Chem 110
3 p.m.					Chem Lab
4 p.m.					
5 p.m.					
6 p.m.	English 106		English 106		English 106
7 p.m.					
8 p.m.					
9 p.m.					

Speaking

- 5** Work in small groups. Answer the questions.
- 1 Given this schedule, when could this student find time to study during the week?
 - 2 What are the advantages and disadvantages of this schedule?
 - 3 Do you like this schedule? Why or why not?

Real-World Application

- 6** Work with a partner. Compare your current schedules. Answer the questions.
- 1 What challenges do you have with your schedule?
 - 2 How much time do you have for exercise and social events?
 - 3 Would you change your schedule if you could? How?

7 Think about what you do every week:

- training
- activities
- meeting friends
- jobs at home
- homework
- school

When you have completed the planner with that information, add in some time to study. Don't forget to include breaks and time for eating.



Workbook

THE HISTORY OF TIMEKEEPING DEVICES

LESSON

6

Speaking

1 In pairs, answer the questions.

- 1 What was the first timekeeping device?
- 2 How do you read the time on a sundial?
- 3 Why are there 24 hours in a day?

2 Match the dates with the events. Put the events into chronological order.

2014 / 1900s / 1916 / 1945 / 1949 / 1990 / 1905

- a Hi-tech smart watches were sold for the first time.
- b Clocks and personal watches enter into mass production.
- c Summer time was introduced.
- d Physicist Isador Rabi was first to suggest that oscillations of atoms could be used to create extremely precise clocks.
- e First atomic clock was created by United States National Institute of Standards and Technology.
- f Over half a billion watches are sold that year.
- g Radio time signals were transmitted from Washington DC to help ships find longitude on open seas.

Check your answers.

When?	Who? What?
1900s	Clocks and personal watches enter into mass production.
1905	Radio time signals were transmitted from Washington DC to help ships find longitude on open seas.
1916	Introduction of Summer time was introduced .
1945	Physicist Isador Rabi was first to suggest that oscillations of atoms could be used to create extremely precise clocks .
1949	First atomic clock was created by United States National Institute of Standards and Technology.
1990	Over half a billion watches are sold that year.
2014	Hi-tech smart watches were sold for the first time.

Reading

3 Read the blog and table about procrastination.

Procrastination, or waiting until the last minute to do something, is a big problem for a lot of students. There are reasons why everyone procrastinates, but there are also strategies to avoid it.

Procrastination

Most people procrastinate from time to time. However, some students procrastinate too often. It affects their health and their grades. Let's look at the reasons why people procrastinate and some strategies to help change that behavior. Why do people procrastinate?

	Reasons	Strategy
1	You think that don't have the skills or knowledge to do a task or assignment.	Ask for help. Don't be afraid or embarrassed to ask your teacher for help. You can also ask teaching assistants, librarians, peer tutors, or even a friend. All of these people want to help you succeed.
2	The project is very big and you don't know where to start.	Break the big project into small parts. Make a list of all the parts, such as: choose topic, find sources, write introduction, and so on. For each part, make a deadline ¹ for yourself.
3	You don't think a task will take very long and you are surprised when it does.	Start early. If the task doesn't take very long, you'll finish early! Just writing a first draft or an outline will make it clear how difficult or easy the task will be.
4	You get distracted ² easily.	Go to a quiet place to work, turn off your phone, and do not open email or social media. First, find a comfortable place to study but not a place where you will see friends. Then, turn off your devices and focus on work. You can check those things when you take a break.

1 deadline (n) the day or time something must be finished

2 distracted (adj) unable to pay attention to something

4 Answer the questions. Write a short blog.

- 1** Which reasons for procrastinating are true for you?
- 2** Which strategies do you use or will you try to use?
- 3** What are some other strategies which can be used to avoid procrastination?



Workbook

Real world application

- 1** Work with a partner. Interview five classmates in your class. Ask these questions.
 - 1** Do you ever procrastinate?
 - 2** What do you do when you procrastinate?
 - 3** How do you avoid procrastinating?
- 2** Create a word cluster of important things for a day, or a week, or a month, using these tips.

Strong time management

- 1** Set goals correctly.
 - 2** Have a to-do list and do tasks in order of priority.
 - 3** Give yourself a time limit to do a task.
 - 4** Make time for exercise and friends.
 - 5** Do not try to do too much.
 - 6** Be realistic. Do not try to do too much.
- 3** Read the consequences of poor time management.

Poor Time Management

- 1** Not able to prioritise or focus on one task.
- 2** Time is not used wisely.
- 3** You can feel more stressed.
- 4** Work is not good quality.
- 5** You might get bad grades.

Project

- 4** Work with a partner. Make a short presentation recommending the latest invention that helps to avoid procrastination.



Workbook

Speaking



1 Look at the pictures. Discuss the questions with your partner.

- 1** What are fossil fuels? What is renewable energy?
- 2** Would you be willing to pay a much higher bill if the energy company invested in solar or wind energy? Why or why not?
- 3** Is it a good idea to rely on energy from other countries?

2 Answer these questions.

- 1** Which types of renewable energy are used in your country?
- 2** Why was it important for Kazakhstan to hold EXPO – energy of future?
- 3** How can science and technology of solar producing, renewable energy impact on the economics of the country?

3  **7** Watch the video *Wind Turbines*. Write T (true) or F (false) next to the statements. Correct the false statements.

- 1** ___ Jerry Tuttle is responsible for keeping the turbines operating.
- 2** ___ The wind turbines in Sweetwater are responsible for producing 13% of the electricity for Texas.
- 3** ___ Samuel Barr's windmill only generates enough electricity to run his coffee machine.
- 4** ___ One criticism of wind turbines is that they are in locations where the most power is needed.
- 5** ___ The greatest demand for electricity is in the summer, and winds are usually weaker during that time of the year.

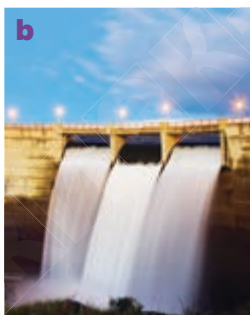
Understanding key vocabulary

- 4 Check (✓) the statements that you agree with. Discuss your answers with a partner.

- 1 ___ We use more energy now than we did 10 years ago.
- 2 ___ Energy is becoming more expensive.
- 3 ___ There are many alternative energy sources.
- 4 ___ Fossil fuel is our only source of energy.
- 5 ___ Energy from wind and the sun will become our main energy source in the future.
- 6 ___ Thanks to the sun the Egyptians divided the day into two 12-hour periods, so developed the clock.
- 7 ___ The first sundial, early clock, relies on shadows provided a good estimate of the hour on a sunny day.

- 5 You are going to read an article on renewable energy. Look at the photos. Match the types of renewable energy in the box to the correct photo.

geothermal energy / hydropower / solar power / wind power



- 6 Read the sentences and write the words in bold next to the definitions.

- 1 **Aquatic** creatures include fish, dolphins, and whales.
- 2 Oil companies often drill **offshore** to get petroleum from the seabed.
- 3 Energy from the sun is considered an **inexhaustible** resource; as long as the sun is there, it can give us energy.
- 4 The **initial** response to the recycling program has been good, but we will have to wait to see what happens next.
- 5 Waterfalls **generate** energy that we can use as power.
- 6 All countries around the world need energy sources for their cars, machines, and appliances. This need is **universal**.

7 Many people think that we need to **utilize** existing renewable energy sources such as solar and wind power.

- a** _____ (adj) at the beginning; first
- b** _____ (v) to cause to exist; produce
- c** _____ (adj) living in, happening in, or connected with water
- d** _____ (adv) away from or at a distance from the coast
- e** _____ (adj) existing everywhere or involving everyone
- f** _____ (v) to make use of something
- g** _____ (adj) existing in such large amounts that it cannot be used up

Reading

7 Read the text. Is solar energy used in Kazakhstan? What are the advantages and disadvantages of solar energy, according to the text?

Solar energy

We can generate electricity from the Sun's radiation. This energy is called solar energy. We use solar panels to absorb sunlight. These have photovoltaic cells, which turn the energy of sunlight into electricity. The Sun produces energy constantly, which makes solar energy an inexhaustible resource. Another benefit is that it does not produce air pollution. Solar energy can be adapted to work on a variety of buildings and in various environments. However, a large area of land is needed to produce a lot of solar power. However, it isn't all positive. Scientists have determined that if we wanted to power the entire Earth with renewable solar power, we would need to cover a land area about the size of Spain with solar panels. In places with less sunlight, solar power generation has limitations. Also, photovoltaic cells are fragile and can be easily damaged.

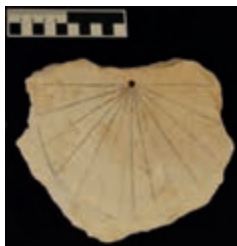
Critical thinking

8 Search the internet and get information about different types of energy. Write a short blog giving three strong reasons for using renewable energy.

- 9 What is solar time? Look at the devices below. Choose one and research it online. Then, tell the class about your device.



1 Ancient Persian device



2 Ancient Egyptian sundial



3 Candle clock



4 Incense clock



5 Sundial



6 Hourglass



7 Clock with gears



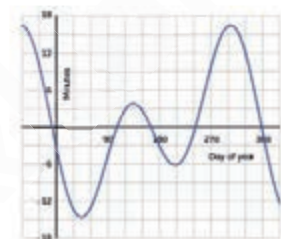
8 Clock tower



9 Muslim astronomical clock



10 Early mechanical clock



12 Equation clock



13 Electric clock



14 Quartz watch

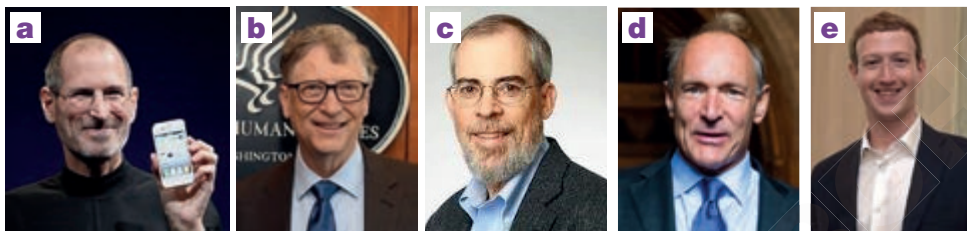


15 Pocket watch



Presenting the information through the PPT

Lead-in: How often do you make presentations? Do you create PPT presentations?



Speaking

- 1** Look at the pictures. Discuss the questions with your partner.

Who are the people in the photos? What did they invent?

- 2** Read these quotations and match them with their authors. Explain the meaning.

- 1** The web does not just connect machines, it connects people.
- 2** Patience is a key element of success.
- 3** Invest time in yourself to have great experiences that are going to enrich you.

- a** Bill Gates
- b** Tim Berners-Lee
- c** Mark Zuckerberg
- d** Steve Jobs
- e** Robert Gaskins

- 3** Discuss the questions.

- 1** When someone asks you a question about something that you studied in the past, do you try to remember it, or do you think about how to find the information on the internet? Which is the better way to answer the question? Why?
- 2** If you want to know something, do you
 - a** ask someone who might know, or...
 - b** look for the answer on the internet? Why do you choose that option?
- 3** How could using a computer help you find information and change the way your brain works?

Collocations for behavior

- 4 Complete each sentence with one verb (in the correct form) and one noun to describe behavior or responses to behavior.

verbs	nouns
<i>build / exhibit / experience / lose / suffer / take</i>	<i>abuse / behavior / confidence / pain a reputation / responsibility</i>

- 1 When you have done something wrong, it is important to _____ for your actions.
- 2 My online service provider has _____ for protecting its users from abusive behavior.
- 3 People who _____ have online often decide to withdraw from any interaction at all on the Internet.
- 4 It is not only trolls who _____ hostile and offensive online _____. Some ordinary users have also been known to act badly.
- 5 The stress of online abuse can cause people to _____ both physical and psychological.
- 6 Even a single hostile or abusive online post can cause a user to _____ and feel bad about himself.

- 5 Find opposite words for the words given. Choose three of the negative adjectives from the box and write sentences to describe online activity, behavior, comments or posts.

abhorrent	disturbing	insulting	negative	threatening
abusive	hostile	malicious	offensive	

- 1 _____
- 2 _____
- 3 _____



Workbook

Understanding key vocabulary

1 Match the words in bold (1-6) with their definitions (a-f).

Write the words in bold next to the definitions.

- 1 Sometimes I feel **stupid** when I can't remember something easily.
 - 2 It is important to have a good **memory** when you are learning a new language. That way you don't forget the new words that you learn.
 - 3 Students in upper high school science courses often do **research** to learn new things about the subject.
 - 4 Some students think that learning English is **difficult**, but others think that maths is harder.
 - 5 Sometimes it's hard to remember where you put your things. It's easy to forget the **location**.
 - 6 The file was **damaged**, and I could not open my essay anymore. I should have made a **copy**.
- a _____ (n) detailed study of a something to learn more about it
 - b _____ (adj) silly or not intelligent
 - c _____ (adj) not easy; needing skill or effort to do or understand
 - d _____ (n) a collection of information stored in one place on a computer
 - e _____ (n) a place or position
 - f _____ (n) your ability to remember information

2 Write the missing information in the first and the second columns of the notes.

- | | | |
|---------------|-------------|---------------|
| a memory | e difficult | i websites |
| b information | f lazy | j information |
| c answer | g how | k put |
| d facts | h location | l find |

main ideas	additional details
Scientists looked, in particular, at how computers affect our (1) _____.	They wanted to find out if computers have changed the way we remember (6) _____ and knowledge.

What we think when we are asked (2) _____ questions has changed due to (3) _____, like Google.	In the past, people tried to think of the (7) _____ to the question. Now people think about (8) _____ to find the answer, e.g., they think about what words they might (9) _____ into Google to get the answer.
The type of (4) _____ we remember has changed.	People now forget (10) _____, especially if they know the information will be saved on a computer. They remember the (11) _____ of the fact, e.g. a folder or a website.
Computers are not making us stupid, but they are making us (5) _____.	We are spending time remembering where to (12) _____ information but not on remembering the information itself.

Speaking

3 Answer the questions.

- 1 Why is PPT the most popular tool in presentations?
- 2 How important are these in presentations?
 - audience
 - objectives
 - structure

4 Read the following steps to preparing a presentation. What do the words in bold mean?

- 1 Know how to insert **slides**.
- 2 Know how **to add text** and images to a slide **template**.
- 3 Know how to create a slide **from scratch**.
- 4 Know how to make a presentation look good using **slide design** and effects.
- 5 Know how to show the **presentation**.
- 6 Know how **to print** only what is needed.

5 Now work in small groups to list things you have liked in presentations that you have seen. Share your ideas as a class.

6 Read the tips and say how useful they are. Add more to the list.

Incorporating Visual Support

Most formal presentations include slides to provide visual support for what the speaker is saying.

Do ... ✓ <i>use just one type of background on all slides.</i> ✓ <i>include only the most important information.</i>	Don't ... × <i>use too many colours or complicated graphics.</i> × <i>have too much information on each slide.</i>
--	--

-	-
-	-
Effective presenters don't read their slides aloud. They face their audience and speak, referring to the talking points in their notes, and let the audience read the slides as they listen.	

Practice

- 7** Imagine you are giving a talk on a topic of your choice. Create the slides that will accompany your talking points. Be sure that the information on a slide supports the point you are discussing but does not duplicate it. You can include notes to remind you to pause or change slides, if needed.

talking points	slides

- 8** You are going to give a ten-minute presentation on human behavior. In groups, research human behavior. Then, tell each other what you found out. As a group, decide on one aspect of human behavior for your presentation. Support your presentation with slides.

Prepare

a Assign roles for your presentation. Who will ...

- introduce the presentation and the central point of the research?
- report on the first part of your study?
- report on the second part of your study?
- bring the results of the two parts together and offer a conclusion?

b Review your talking points and slides.



Workbook

PRESENTING THE INFORMATION THROUGH THE PPT

1 Work in pairs.

a How often do you use each of the items below? What do you use them for?

b How do you say the following words in your language?

- laptop
- PowerPoint
- smartphone
- tablet
- the internet
- video call
- infographic

2 Choose one of the items from the box below. What are the advantages and disadvantages of it?

internet TV / laptop / slide show/ PowerPoint / smartphones / tablets / the cloud / the internet / video calling / infographic

3 Explain the meaning of this quote.

“PowerPoint achieved a degree of ‘world changing’ that few products do; from the boardroom to the classroom to the courtroom to the pew, PowerPoint has defined how people deliver information, good, bad or otherwise.”

Phonetic drill/Consonant sounds /s/, /ʃ/, /tʃ/

The consonant sounds /s/ *subject*, /ʃ/ *show*, /tʃ/ *teacher* are easily confused. It is important to listen closely for these different sounds.

*/s/ save /ʃ/ shave /
/tʃ/ watch /ʃ/ wash /*

- 4** Work with a partner. Say the words in the box aloud and pay attention to the sound.

Read these words. Write the appropriate sound /s/, /ʃ/ or /tʃ/ near each word.

1 station __ **2** robots __ **3** sort __ **4** match __ **5** short __ **6** ocean __
7 wish __ **8** accident **9** which __ **10** cheap __

- 5** Read the words. Write the correct consonant sound /s/, /ʃ/, /tʃ/.

1 shorts __	sorts __
2 sheep __	cheap __
3 wash __	catch __
4 sea __	she __

Reading

- 6** Read the passage from Robert Gaskins' book and define the main idea.

Sweating Bullets *Notes about Inventing PowerPoint by Robert Gaskins*

Robert Gaskins invented PowerPoint. He studied Computer Science at Berkeley. Later, he spent five years working as manager of computer science research at telecommunications R&D laboratory in Silicon Valley. Gaskins was responsible for the design and development of PowerPoint as a start-up. PowerPoint was released in 1987 and, in the following years, it became extremely popular.

PowerPoint users can write or edit texts in different languages and alphabets. Users can create diagrams, charts, graphs and pictures. They can insert videos, music and pictures. Different types of slides and backgrounds can be used.

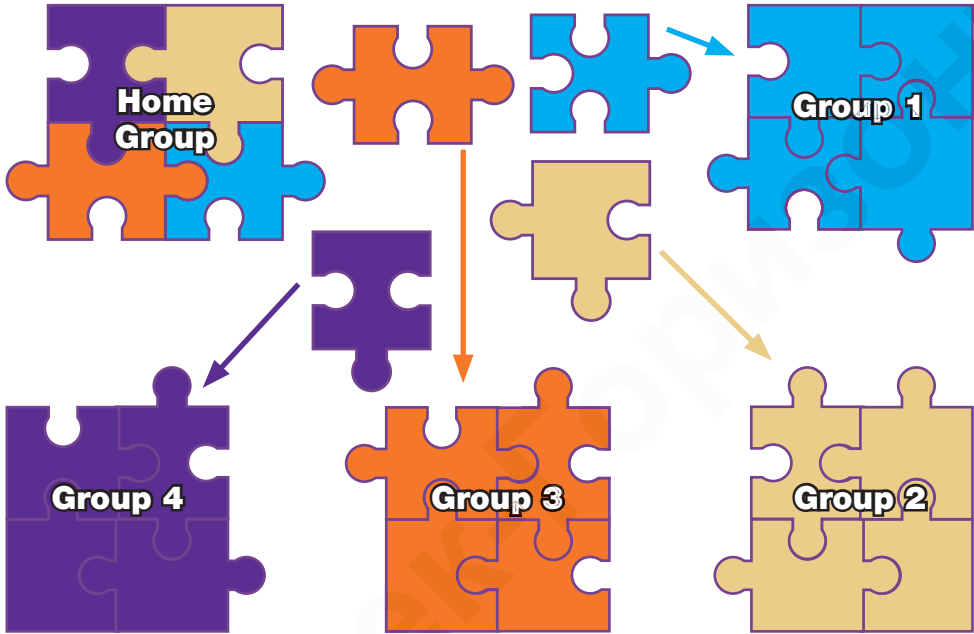
- 7** Answer the questions:

- 1** Which program/programs do you use to give presentations?
- 2** What are the advantages of using that program?
- 3** How would you improve that program?



Workbook

- I** In small groups, discuss the questions below. Then, form new groups to discuss your answers.



- 1** Who came up with the idea of PowerPoint?
- 2** Where does the name PowerPoint come from?
- 3** What are the uses of PowerPoint?
- 4** What are the main features of MS PowerPoint?
- 5** What are the advantages of using PowerPoint?
- 6** What is the future of PowerPoint?

- 2** Read the text. Does it have answers to the questions discussed?

Have you ever had to give a presentation? What tool did you use? Perhaps it was Microsoft PowerPoint? If you did, you weren't alone. Around 30 million presentations are created each day using it. But who invented this program and what is its future?

PowerPoint was originally called Presenter and it was the creation of Robert Gaskins and Dennis Austin. In 1987, when it first became available, only Apple Macintosh users had access to it. The program was bought by the Microsoft Corporation in July of the same year.

When PowerPoint was developed, it was created for people in business. Since then it has been used in schools, universities, hospitals, offices and conferences. It is used not only to give presentations, it is also used to present data, analyze information, edit photos and do sums. It is a versatile tool that allows users to present images, texts and graphs. The information can be made more entertaining by adding sounds or visual effects, e.g. the text can appear word by word or from the side. What made PowerPoint so successful? The first thing is that it was easy to use. It's clear icons on buttons and dialogue boxes, the screens and slide designs. Individual slides meant that each one could project a different idea. In addition, the fact that each slide could contain images and texts made it a very powerful tool.

Microsoft continues to improve PowerPoint, and some of the features from the 2019 version include inserting a 3D model which can be rotated 360°; easily removing the background from photos, recording video or audio and some special effects. The most interesting tools are the improved AI (artificial intelligence) features: PowerPoint Coach and PowerPoint Designer. The coach gives suggestions while the user practises his or her presentation in front of the computer. PowerPoint Designer helps generate slides and ideas. It helps to create layouts that are well designed.

With new apps and programs being invented every day, it will be interesting to see what PowerPoint will be like in the future. Will people continue to use it, or will there be a better presentation tool on the market?

Use of English

Passive forms: It is said ... He is said to ..

When journalists don't want to name a subject or they don't know who the subject is, they often use passive forms, like:

It is expected that the results will be in tomorrow.

The results are expected to be in tomorrow.

e.g. People say that cyber harassment is most common in the male-dominated online gaming world.

Good writers can solve this problem in two different ways:

- create a passive that has no apparent agent

e.g. Cyber harassment is said to be most common in the male-dominated online gaming world.

- move the real subject into the next clause by using the passive with *it*

e.g. It is said that cyber harassment.

These passive constructions often appear with the verbs **agree**, **argue**,

believe, claim, consider, decide, expect, say, think, and understand.

Note, however, that not all of these verbs allow both constructions.

Cyber harassment is said to be most common in the male-dominated online gaming world.

It is said that cyber harassment is most common in the male-dominated online gaming world.

- 3** Write two passive sentences for each sentence. For the last sentence, only one of the constructions is possible.

1 People believe that these figures underestimate the size of the problem.

2 People said that internet trolls are responsible for those comments.

3 People expect that the victims of online harassment will speak out against their abusers.

4 People understand that self-regulation is the best way to control bad behavior.

5 People consider “Just ignore it” to be sensible advice to the victims of online harassment.

6 People have argued that these problems will require a legal solution.

Critical thinking

- 4** Make a list of common mistakes while making PPT and write solutions.



Workbook

REVIEW 2 UNITS 3-4

Use of English

Vocabulary

1 Match the levels, their definitions and verbs.

Remember	to use rules, facts and principles	change/ combine/ compose/ construct/ create/ design/
Understand	to organize and select the information	demonstrate/ give an example/ show/ compute/ determine/
Applying	to develop opinions, decisions	convert/ interpret/ restate/ summarize/describe/
Analyzing	to combine ideas to form a new whole	contrast/ diagram/ examine/ categorize/ debate/ differentiate/
Evaluating	to separate the whole into parts	conclude/ decide/defend/ evaluate/ judge/ rank/ rate/
Creating	to work with information	define/ label/ name/ state/ locate/ recall/ tell/ list/ match/

2 Complete the sentences about you and your classmates.

For us, a personal computer is _____
We use a digital camera _____
A mobile phone helps us _____
A laptop _____
Sending messages _____
Using the web _____
A PlayStation is _____
An MP3 player _____
Skype is used _____

Vocabulary

3 Read the idioms and match them with their meanings

save time	This idiom means not to be late, to arrive at the right time.
on time	This idiom means that time passes quickly.
in the nick of time	This means that you arrive or finish something just before it is too late. At the last possible moment.

turn back the hands of time	It means to go back to the past.
time heals all wounds	The same meaning as free time. The things we do when we are not busy.
spare time	As time passes or moves. The passing of time.
out of time	It means that there is no more time left to do something.
waste of time	The expression means that your time is valuable.
as time goes by	Our feelings of hurt will leave us as time passes by. Refers to emotional hurts, not physical ones.
time is money	It refers to anything that is not a useful way to spend your time.

Reading

4 Read the following essay and put the paragraphs in the correct order.

- a** In my opinion, taking good photos is an art, because not everyone is able to take a creative photo. However, we can give you some tips to become a good photographer.
- b** Firstly, you must have a camera, and a suitable background screen. Thirdly, choose a convenient angle, and you will get unique photos.
- c** Having a good camera is essential as it allows you to adjust the settings to capture the best portrait or natural scene on screen. Professional cameras aren't cheap so for now you only need a mid-level camera.
- d** When taking portraits, it is useful to have a screen in the background. A good screen can make the photos look beautiful. Have plenty of props (umbrellas, hats, scarfs, etc.) ready for portrait photos. Think about how the whole picture will look when using props in photos.
- e** Finally, choosing the correct angle is very important when taking a picture. For example, some people don't get a perfect photo because they haven't chosen the best angle for the image. It is a good idea, to study the scene and to move around until you find the perfect place to take the photo. However, if you take a photo from a bad angle, retake the photo from a different perspective.
- f** The last tip is not to forget to take lots of photos. The more photos you take, the more you can learn and the better your photos will be. Finally, the most important thing is to have fun taking photos.

Investigating the world of work

Lead-in: At what age do people usually begin to work in Kazakhstan? At what age do people usually retire in Kazakhstan?

LESSON

1



Speaking

1 Look at the pictures. Discuss the questions with your partner.

- 1** Look at this photo from a popular TV show. What is happening in the photo? Who are the dancing people? What is the team doing?
- 2** Would you ever do something like that? Why or why not?

2 Answer these questions.

- 1** What kind of job do you want to do in future?
- 2** Why do you want to do this job? Is it something you feel passionate about or do you want to do it to earn lots of money?
- 3** What do you need to do to get this job?

3 Read these sayings and explain the meaning in your languages.

- 1** A bad workman always blames his tools.
- 2** Many hands make light work.
- 3** To make hard work of (something).
- 4** All work and no play makes Jack a dull boy.
- 5** A change is as good as a rest.

4 Work with a partner. Discuss the questions.

- 1 Should both parents in a family have jobs, or is it better for one parent to stay home with the children? Give reasons for your answer.
- 2 What are the difficulties of returning to school after a long absence?
- 3 Why might some parents want to return to the workplace after raising a family?
- 4 What benefits do you think these parents could bring to the workplace?

Understanding key vocabulary

5 Before watching the video, read the vocabulary and match the words and phrases with their definitions.

- 1 internship
 - 2 on the fence
 - 3 take a leap
 - 4 talent pool
 - 5 untapped
-
- a (adj) not yet used or taken advantage of
 - b (n) a period of time spent at a company getting work experience for a small amount of money, students or trainees often do this
 - c (idiom) not able to decide something
 - d (v phr) to go for something; to take one's chances
 - e (n phr) the suitable, skilled people who are available to be chosen to do a particular type of job

Watching/ Listening

6 8 Watch the video *Returnships: Hiring Moms*. Circle the correct answer.

- 1 Which statement best summarizes the main idea of the video?
 - a The financial and insurance industry needed Julie.
 - b There are programs that are helping women return to the workforce and redevelop their skills.
 - c While many women don't want to return to the workforce, it is a benefit for them and the companies that employ them.
- 2 Which statement best describes how Julie felt when the opportunity came up at Credit Suisse?
 - a She was interested but unsure.
 - b She definitely wanted to take advantage of the opportunity.
 - c She couldn't imagine leaving her family.

- 3** Which statement best describes how Julie felt after getting back into the workforce?
- a** She was happy but exhausted.
 - b** She regretted leaving her family.
 - c** She felt revitalized.

Discussion

7 Discuss the questions with your partner.

- 1** What is the woman in this video doing?
- 2** What kind of job does the woman have?
- 3** Who takes care of the children when the woman is working?

8 Watch again. Complete the paragraph with the missing details.

Julie Haim has returned to the workplace after (1) _____ years. She is taking part in an internship program in (2) _____, 900 miles away from her home. The (3) _____ at Credit Suisse and other banks helps women return to the workforce. Julie's (4) _____ encouraged her to take the leap. Women are leaving the (5) _____ and insurance industries. Only (6) _____ of CEOs in Fortune 1000 companies are women.

9 Work with a partner. Discuss the questions.

- 1** Why do you think Julie was unsure about taking the position in New York?
- 2** What responsibilities do you think have changed at home as a result of Julie working in New York?
- 3** Why do you think there are so few female CEOs?

10 Choose one of the questions and answer it in writing.

- 1** How far would you travel from your family for an opportunity like Julie's?
- 2** What are the benefits of an internship?
- 3** In what other ways can you prepare for a job in your choice of career?
- 4** Who do you consult, or have you consulted, for advice about your future career?

11 Read these phrases with *work*, explain their meaning and match with examples.

- | | |
|--|---|
| 1 a good day's work | 2 keep up the good work |
| 3 a work of art | 4 a work of fiction |
| 5 a life's work | 6 make light / short work of something |
| 7 a backlog of work | 8 a work in progress |
| 9 work (your) fingers to the bone | 10 work like a dog |
| 11 work for peanuts | 12 work something out |

- a** Don't worry, it will all work out.
- b** They finished painting the wall. It was a good day's work.
- c** The boss was pleased with her staff and told them to keep up the good work.
- d** The *Mona Lisa* is a work of art!
- e** She tells a lot of lies. Her story was a work of fiction.
- f** Helping homeless people became his life's work.
- g** I can't believe you have finished that huge meal. You made light work of it!
- h** After my two-week holiday, I returned to a backlog of work!
- i** I am sick of working for peanuts!
- j** The company's website is being redesigned. It is a work in progress.
- k** I worked my fingers to the bone to give my children a good life.
- l** My brother worked like a dog to become successful.

12 Work in pairs and listen to each other answering the questions below. You have to speak for 1-2 minutes.

Describe the job you would most like to have.

You should say:

- what this job would be
- where you would work
- which qualifications you would need and explain why you would like to have this job most.



Workbook

1 Discuss the question with your partner.

What are the advantages and disadvantages of young people entering the workforce shortly after high school?

2 Read the rules.**Phonetic drill****Word stress**

Speakers often stress words that are important for listeners to understand. Different stress in a sentence can have different meanings, *e.g. I want to go to the fashion show*. In the example, if the speaker stresses *I*, then the important information is *who* wants to go to the fashion show. If the speaker stresses *the fashion show*, then *the event* is the important information.

3 Read the sentence. Underline the stressed words.

Well, it's an interesting event to come to.

4 Look at the questions from the listening. Underline the stressed words.

 **11** Listen and check. Repeat the questions.

- 1** So, what kinds of things do people learn?
- 2** Are there any things you don't like about it?
- 3** Do you have many people here from other countries?

Understanding key vocabulary**5** Read the vocabulary and match the words with their definitions. Then, suggest synonyms and collocations.

- 1** alternative
- 2** assertive
- 3** boast
- 4** expertise
- 5** persistent

- 6 prospective
- 7 qualified
- 8 survey

- a ____ (adj) different from something else, what is usual
- b ____ (n) a set of questions asked of a large number of people in order to find patterns
- c ____ (adj) forceful; bold and confident
- d ____ (v) to talk proudly about; to have or own something to be proud of
- e ____ (n) a high level of knowledge or skill
- f ____ (adj) strong and determined; lasting for a long time and difficult to resolve
- g ____ (adj) possible
- h ____ (adj) having the necessary knowledge or skills

6 Complete the sentences with the correct form of the words from vocabulary.

- 1 Professors at this technical institute are known for their _____ in robotics and high-tech electronics.
- 2 It was difficult to fill the IT position because most of the applicants really weren't _____ for the job.
- 3 We are conducting a _____ to find out how happy customers are with their purchases.
- 4 Our new campus _____ a brand new computer and technology center as well as a career placement service.
- 5 You have to be more _____ if you want people to take your ideas seriously.
- 6 Our shipping costs are way too high, so we are looking for _____ ways to deliver goods to our customers.
- 7 The staff in the admissions office regularly meet with _____ students to answer their questions and give campus tours.
- 8 For the last five years, there has been a _____ shortage of job applicants with skills in a wide range of technical areas.

Reading

Read the article. What is the main idea of the text?

The skills gap

- 1 All over the country, business leaders and government officials complain about the persistent "skills gap." Businesses have plenty of job openings, but they cannot find enough qualified applicants to fill the positions because workers' skills do not match those needed by employers.

2 For the most part, the prospective employees that employers are seeking fall into two categories. The first category includes professionals in STEM fields (science, technology, engineering, mathematics) that require advanced training and expertise, especially in information technology (IT). The second category is much larger and is comprised of workers in the “skilled trades”. Workers in the skilled trades have expertise in areas, such as manufacturing, computers, electronics, and construction. There are simply not enough workers with training in these areas to meet the growing demand. These jobs require more than a high school education. For example, many require the completion of a short training program to develop the required skill.

Causes of the skills gap

3 Why have we been unable to bridge this gap and prepare workers for the jobs of the future, or even the jobs of today? The answer lies in both the job market and our education system. The job market is changing more quickly than ever before. Many of the jobs that companies need to fill today did not exist when current job applicants were in school, making it difficult for educational programs to keep up with the demands of the market. Nevertheless, many business leaders argue that schools are not doing enough to provide the technical training that many jobs demand. For example, only a quarter of all schools in the United States teach computer science. What about other countries? Most schools and universities continue to offer the same type of education that they have provided in the past. As a result, many students graduate with degrees that do not prepare them for the jobs that are available.

Closing the skills gap

4 Both industry and academic experts argue that businesses themselves need to take a more assertive role in the preparation of the labor force they require. Firstly, they need to communicate better with schools and universities about the skills they require. Secondly, they should establish relationships with future employees earlier, perhaps through partnership programs that begin training prospective employees while they are still students. Finally, businesses may need to develop and provide their own in-house training programs.

Critical thinking

7 Read the article. Then match the main ideas with the paragraphs.

- _____ **a** Schools have not changed what they teach.
- _____ **b** Employees in the skilled trades and with STEM are in the greatest demand.
- _____ **c** There is no single solution to the skills gap.
- _____ **d** Current job applicants do not have the skills that employees are looking for.
- _____ **e** Businesses need to participate more in preparing future employees.
- _____ **f** Colleges do not always teach students what they need to know to find work.

8 Read the article again. Which of the solutions in the final paragraph is the best one?

Use of English

Use a variety of pre- and post- modifying noun structures

Modifiers coming before noun are called premodifiers. Modifiers coming after a noun are called post-modifiers.

Noun phrase		
Pre-modification	Head noun	Post-modification
All the 11 th grade	pupils	are playing football

9 Underline the premodifiers and circle the post-modifiers.

- 1** The teacher in the blouse and jeans is my aunt.
- 2** I did a two-kilometer swim and a five-kilometer run at the weekend.
- 3** We went on a cycling holiday to Mallorca last year.
- 4** She gave the book to the boy with the long hair.
- 5** The swimming pool near your house is closed.
- 6** We were all sitting in the old science lab at the top of the school when the bell rang.

10 Work with a partner. Make up a dialogue using pre-modifiers and post-modifiers.



Workbook

- 1** Read the article *The skills gap* again. Write T (true), F (false), or DNS (does not say) for each statement below. Correct the false statements.
- 1 Globalization has led to labor shortages in some developing countries.
 - 2 The most critical labor shortages are in IT fields.
 - 3 The positions that companies are trying to fill all require a college education.
 - 4 About 50% of workers in the United States are in the skilled trades.
 - 5 Education programs have adapted to meet the new demand for technical skills.
 - 6 Businesses have the most accurate knowledge of the kinds of employees that are in demand.
 - 7 More than 1,000 IT schools and training programs have opened to meet demand.
 - 8 An unfilled position that remains open for more than three months can cost a company more than \$10,000.

Discussion

- 2** Work with a partner. Answer the questions.
- 1 What is the purpose of this article?
 - a to persuade colleges to change their programs
 - b to help job candidates
 - c to offer general information
 - d to warn employers
 - 2 Where might you find an article like this?
 - a in a print or online magazine
 - b in a textbook
 - c on Wikipedia
 - d in an academic journal

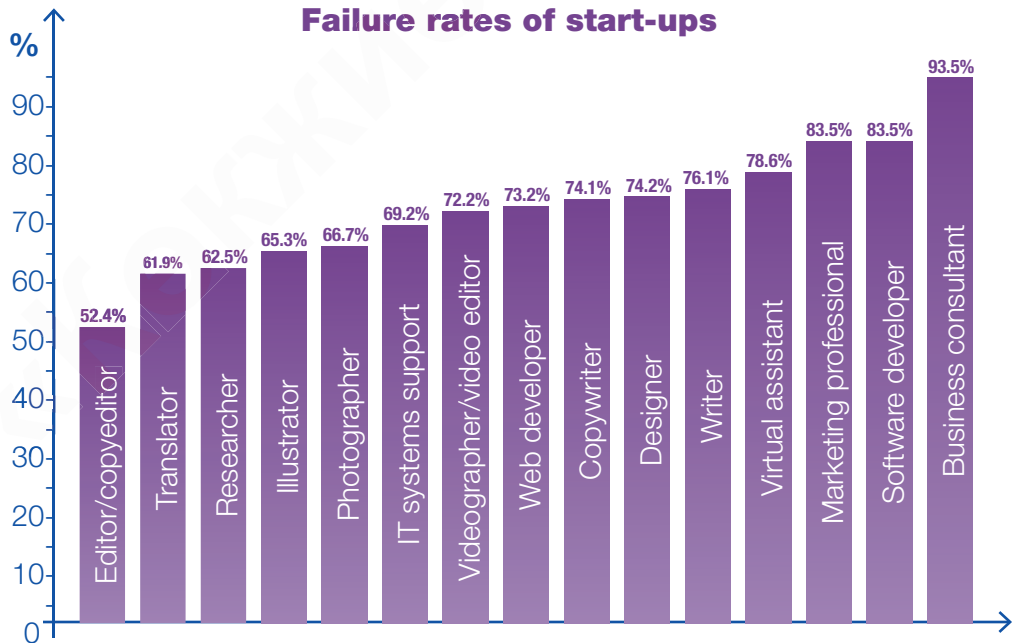
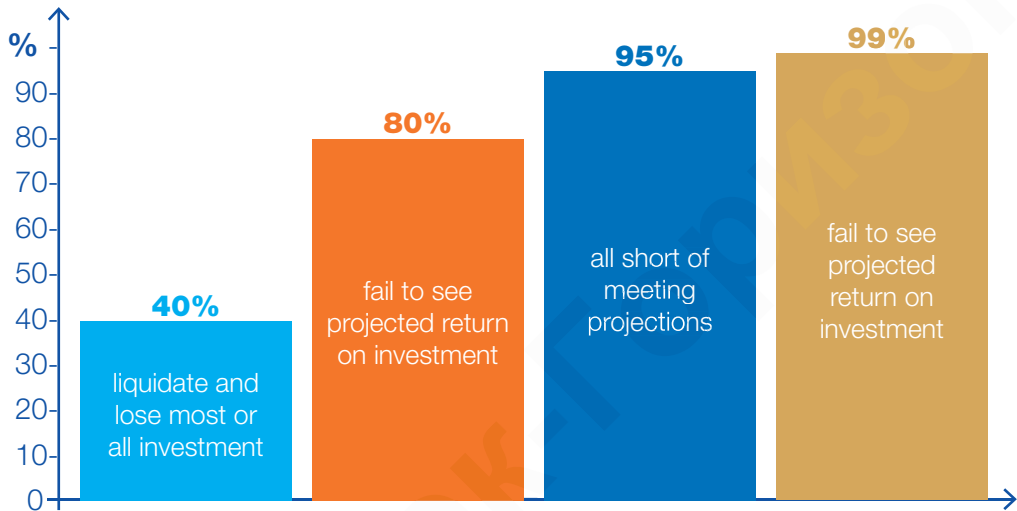
- 3** Read this quotation. What do you think it means?

Work is a joy, laziness is a cruel scourge.

Abai Kunanbayev

- 4 Work in small groups. Study the graphs about start-ups and freelancers.

Failure rates of start-ups	
95% fall short of meeting projections	80% fail to see projected return on investment
40% liquidate and lose most or all investment	99% of failed start-ups due to lack of planning & experience



5 Working in a group, discuss these questions.

- 1** What do the two graphs show? Summarize each of them.
- 2** Considering the high rate of failure for start-ups, what do you think drives people to keep opening them?
- 3** Why do you think entrepreneurs are so optimistic when the odds are clearly against them?
- 4** How does the information in the second graph relate to the information in the first graph?

Reading

6 Read this information.

Understanding job descriptions

A job description on a job search site usually starts with an introduction that gives information about the company, followed by two main sections:

Duties/Responsibilities: information about the available position

Skills required: information about the skills, experience, and traits that a successful candidate would need. What kind of job do you have or would you like to have?

- 1** Do you have soft skills or hard skills?
- 2** Did you have any specific principles or personal mottos?
- 3** Is it important for you to be passionate about the work you do or do you just want to get a high-paid job?

7 What is a perfect job for you personally? Complete the table. Why do you think you are suitable for this job?

8 Imagine you are interviewing candidates for the position in your job ad. What questions would you definitely ask?

- 1** _____
- 2** _____
- 3** _____

Job title: _____

Job description: _____

Duties/responsibilities:

- _____
-
- _____
-
- _____
-

Required skills:

- _____
-
- _____
-
- _____
-

Education/experience:

Critical thinking

- 9** Work with a group of classmates who have similar interests. Write a complete job advertisement. Which of the following will be the most important job in Kazakhstan in the future?

Sales Manager/ Accountant / Driver / Administrator
Doctor / Translator / Engineer / IT specialist / Power industry
Production / Trade / Neo-profession

- 10** Swap job advertisements with another group. Read the advertisement and give feedback on: spelling, grammar and information in advertisement.

 Workbook

Considering success in business

Lead-in: What is an entrepreneur? What is the origin of entrepreneurship?

“Entrepreneur” comes from an old French verb, “entreprendre”, which meant “undertake”. By the 16th century, entrepreneur, was being used to refer to someone who undertakes a business venture.

Speaking

- 1 **a** An entrepreneur is a person who starts a new business. Do you know the names of any famous entrepreneurs?
- b** Do you know the names of the companies they started?
- c** Where are the entrepreneurs from? How many of them are from Kazakhstan?

2 In pairs, answer the questions.

- 1 What is a business start-up?
- 2 Why do you think that 90% of start-ups fail?
- 3 How does a startup company work?

3 Read this Chinese proverb and explain what they mean. How do you say them in your language?

If you want one year of prosperity, grow grain. If you want ten years of prosperity, grow trees. If you want one hundred years of prosperity, grow people.

Understanding key vocabulary

4 Read the vocabulary and match them with the definitions. Write a synonym and some collocations for each one.

chain model customer headquarters consultant

- 1 _____ (n) a number of similar stores, restaurants, etc. owned by the same organization
- 2 _____ (n) a type of machine, car, or business

- 3 _____ (n) a person or organization that buys things or services from a store or business
- 4 _____ (n) the main office of a company or organization
- 5 _____ (n) an expert in a particular subject who gives advice and information to businesses

5  9 You are going to watch the video *Food at Coffee Shops* about the coffee business. Read the statements. Do you agree or disagree?

- 1 Starbucks is the most popular coffee shop in the world.
- 2 People spend more money on coffee than on food in coffee shops.
- 3 People around the world prefer coffee from South America.

Watching/ Listening

6 Watch the video *Food at Coffee Shops*. Choose the correct options to complete the sentences.

- 1 _____ coffee shops are growing quickly in Great Britain.
 - a Starbucks
 - b Caffè Nero
- 2 Caffè Nero opened its first American store in _____.
 - a New York
 - b Boston
- 3 Gerry Ford _____ this coffee chain.
 - a started
 - b bought
- 4 Ford wants his customers to spend more money on _____ in his coffee shops.
 - a food
 - b coffee
- 5 Ford's coffee chain uses an _____ model.
 - a American
 - b Italian

7 Work with a partner and circle the correct answer.

- 1 Starbucks and *Caffè Nero / Costa Coffee* are two of the biggest coffee chains in the world.
- 2 Caffè Nero is always busy for *lunch / dinner*.
- 3 Caffè Nero is *a British / an Italian* company.
- 4 Thirty percent of its sales are in *food / drinks*.
- 5 A food consultant helps the company at its *coffee shops / headquarters*.
- 6 It is important to the company to sell *cheap / quality* food and coffee.

Practise Idioms

- 8** Match these expressions (1-10) with their explanations (a-j) and write four sentences with idioms.

- 1 *let's get down to business*
- 2 *funny business*
- 3 *business as usual*
- 4 *be back in business*
- 5 *someone means business*
- 6 *do something like nobody's business*
- 7 *It's none of your business / mind your own business*
- 8 *make it one's business to do something*
- 9 *go out of business*

- a** dishonest/deceptive behaviour
- b** to start talking about the subject to be discussed
- c** everything will continue as normal in spite of any difficulties
- d** return to normal activity or opening hours
- e** to be very, very serious about doing something
- f** do something extremely well, extremely quickly, or extremely easily
- g** this is a rude expression which means to tell someone to stop asking about something
- h** a business closes permanently
- i** to very much want to achieve something

- 9** Suggest an idea for a new business start-up. Present your projects in the next class.



Workbook

- 1** Discuss the questions with your partner.

- 1** What job would you have if money wasn't important?
- 2** What are the advantages and disadvantages of working?

2 What do you think this quote means?

Youth is not given in order to spread wings, but in order to fly, do a little more than you can do, work.

Olzhas Suleimenov

3 Work with a partner. Say the numbers aloud. Numbers are difficult to hear if they are said quickly or if they are very long.

- | | |
|----------------|----------------|
| 1 47% | 2 1/2 |
| 3 1/8 | 4 31.9 |
| 5 105 | 6 1,480 |
| 7 7,003 | |

You need to understand the numbers but also any words related to them, e.g., *percent* and *point*. Practice listening to and writing numbers as much as you can.

Annotating a text

Effective readers take notes and annotate as they read. When you annotate, you write notes on the same page as the text. Annotating will help you to remember key information. For example, you can underline, circle, or highlight important words, numbers, and ideas. You can write main ideas and definitions of words in the margin. Annotating a text can also help you to study for tests or write about a text.

e.g. *A recent study showed that 10% of the American workforce (all the people able to work) is made up of self-employed workers. The self-employed then provide jobs for an additional 29 million people.*

Understanding key vocabulary

4 Read the vocabulary and their definitions. Write synonyms and collocations for each word.

- 1** **search engine** (n) a website used for finding specific information on the internet
- 2** **register** (v) put information on an official list
- 3** **domain name** (n) the part of an email address or website address that shows the name of the organization that the address belongs to

Reading

- 5** Read the text. Try to understand the main idea. In a group, annotate each passage.

The story of Google

- 1** Google is a huge technology company. It specializes in online advertising and searching, as well as other internet-related products. Larry Page and Sergey Brin met at Stanford University in 1995. When they set up Google, their goal was to organize all of the information on the web. Today, their company makes searching the internet easy, and they employ more than 40,000 people around the world.
- 2** Two years after Page and Brin met, they registered the domain name google.com. After that the company grew very quickly. In 1998, they set up a small office in a garage and hired their first employee, Craig Silverstein. They ran their business from the garage until they could move to a larger space. In the busy years that followed, Google expanded its services. In 2000, people could do internet searches in 15 languages, including Dutch, Chinese, and Korean. Today, people can search it in about 150 languages. Google introduced a map service in 2005 called Google Maps™. The same year, it came out with a program called Google Earth™. This program allowed users to see close-up pictures of cities and neighborhoods when they typed in an address. In 2006, the name “Google” became a verb in English dictionaries. This shows the company’s influence on modern life.
- 3** Today, Google is a creative workplace where employees share ideas with each other. Page and Brin are available during the week to talk with their employees and answer questions. In 2011, the company released a program called Google Art Project™, which allows people to explore the world’s top museums from their computer. As of 2017, Google was continuing its work on a self-driving car. In the future, this car could help people who can’t see well to drive. The company extends its services to the community, too. In 2008, it started a yearly art contest for students. Every year, the winner’s artwork appears on its homepage for one day. Google believes that creativity is important, both in the workplace and in the community. In addition to producing famous internet products, Google gives people opportunities to be creative, which leads to success.

- 6 Write T (true) or F (false) next to the statements. Then correct the false statements.

- ___ 1 Google's only focus is on making their search engine smart and fast.
 ___ 2 The original Google founders answer questions their employees may have.
 ___ 3 Google released a program that teaches people how to draw famous works of art.

Use of English

Transitive and intransitive verb complementation patterns

Transitive verbs must be followed by a direct object. A direct object is the person or thing receiving the action of the verb. If the verb doesn't have a direct object the sentence won't make sense.

Transitive Verb Pattern

Subject	Transitive Verb	Direct Object
Sultan	established	an IT company
Diana	uses	Google

Intransitive pattern *involves* only two components: a subject and an complement. In other words, the verb can stand alone, e.g. The book disappeared.

- 7 Search the internet and find out why Google is considered to be one of the most creative businesses.



Workbook

Discussion

1 Discuss the questions with a partner about the story of Google.

- 1** Do you think Google's partners knew how successful they would become?
- 2** Would you like to have your own business? Why or why not?
- 3** If you had your own business, what would it be?

2 Look at the headings. Which paragraph in the text *The story of Google* does each one describe?

- | | |
|-------------------------------------|----------------|
| a The beginnings | Paragraph ____ |
| b Goals | Paragraph ____ |
| c The present and the future | Paragraph ____ |

3 Read the questions and circle the correct answers.

- 1** What service does Google offer businesses?
 - a** Google lets new businesses borrow money.
 - b** Google advertises their companies.
- 2** Where was Google's first office?
 - a** in a garage
 - b** at Stanford University
- 3** What does Google want its employees to do?
 - a** share creative ideas with each other
 - b** work at night and sometimes on weekends
- 4** Who might benefit from a self-driving car?
 - a** people who have trouble seeing
 - b** people who drive long distances to work

4 Look at the **business collocations**. Write (N) next to the nouns and (V) next to the verbs.

business					
a a __ plan	b a __ partner	c expand a __	d a __ contact	e run a __	f set up a __

5 Use words from the table to complete the sentences.

- 1 A business _____ is a detailed document describing the business and its financial plans.
- 2 _____ a business means to make a business bigger.
- 3 A business _____ is a person who owns a business with you.
- 4 _____ a business means to be in charge of and control a business.
- 5 _____ a business means to start a business.
- 6 A business _____ is a person you know because of your job.

Business vocabulary

6 Match the words with their definitions.

- | | |
|------------|--------------------------------------|
| 1 employ | a a type of computer programs |
| 2 employee | b to give someone a job |
| 3 office | c a place where people work |
| 4 software | d something a business makes to sell |
| 5 product | e a worker |

7 Use the words from the business vocabulary to complete the email.

To: Whole Company

From: James Curry

Subject: Important information

Important information for all (1) _____ of Jenson Co. I am pleased to tell you that we are moving into a bright new (2) _____ in three months. We are also getting new (3) _____ for our computers. We will have more space, so we can (4) _____ more people. I am very confident that these changes will help us sell more of our excellent (5) _____.

Best, James Curry

Reading

8 Read the text. Find out how successful Shokhan suits are in Kazakhstan.

Men's fashion in Kazakhstan

Business partners, Nursultan Magzumov and Ulugbek Sharipov, love fashion but in 2016 they realized that there was a gap in the Kazakhstani market for men's clothing. At that time, there weren't any reasonably priced suits

which matched the tastes of modern Kazakhstani men, so they took the opportunity and founded their brand Shokhan suits.

The company's name was no accident. They named their suits after the 19th-century intellectual Shokhan Ualikhanov as they wanted to pay tribute to him.

Their start-up is now really successful. However, this success did not happen overnight. The first five months were very difficult and the company even lost money, but Nursultan and Ulugbek did not give up. They realised that their suits were very colourful, but they were not what Kazakhstani men wanted, so the two business partners changed their plan and created suits made with good quality materials (e.g. silk, merino wool) and using measurements for Asian men. In addition, they offer each client assistance to choose the perfect jacket, trousers, shirt and tie.

Shokhan has grown considerably since it first opened its doors in 2016. They now have one shop in Moscow and 11 in Kazakhstan. Not only that, but they also have factories in Kazakhstan and China and, a total of 30 employees. With this growing business, and suits that are popular with Kazakhstanis, Russians and many other nationalities, the future is bright for these two young entrepreneurs.

9 Read the text and answer the questions.

Nursultan Magzumov and Ulugbek Sharipov showed that believing in your idea is really important. However, they were also able to recognise that their product wasn't suitable for the market. As a result, they identified the problems and resolved them.

- 1 Why is it important to recognise that you are wrong?
- 2 Can you learn from your mistakes?
- 3 Have you ever learnt from your mistakes?

Critical thinking

- 10 Work with a partner. Suggest an idea for the successful start-up involving young people that would work in Kazakhstan. Present your plan in the next lesson.



Workbook

Design your own invention

Lead-in: Think of an invention from the last ten years. What is it used for?

1 Answer these questions using linking words.

- 1** Why does the government encourage innovation?
- 2** How can you make your invention come to life?

2 Read this quotation and explain what the great inventor meant.

To invent, you need a good imagination and a pile of junk.

Thomas A. Edison

3 Work with a partner. Discuss the questions.

- 1** Which inventions help us control our natural environment?
- 2** How does water get into your home?
- 3** How does water become clean enough to drink?
- 4** What problem could your project solve?

Understanding key vocabulary

4 You are going to watch a video about a river in China. Before you watch, match the words with definitions.

- 1** canal
- 2** frame
- 3** concrete
- 4** crane
- 5** pump

- a** _____ (n) a man-made river built for boats to travel along or to take water where it is needed
- b** _____ (n) a piece of equipment that pushes liquid or gas somewhere, especially through pipes or tubes
- c** _____ (n) the basic structure of a building, vehicle, piece of furniture, etc. that other parts are added onto
- d** _____ (n) a hard substance that is used in building and made by mixing sand, water and cement
- e** _____ (n) a large, usually tall machine used for lifting and moving heavy things

5 Look at the words and decide what the video might be about.



Workbook

Watching/ Listening

1  **10** Watch the video *China's man-made river*, answer the questions.

- 1** Where do most of the people in China live? _____
- 2** What problem does China have? _____
- 3** How is each section of the canal built? _____
- 4** Why does the crane operator have to be very careful? _____
- 5** When will the project be completed? _____
- 6** Who will the new canal help? _____

2 Watch the video again. Correct the student's notes.

- 1** Problem = people in north need food
- 2** Solution = build a lake
- 3** Length = 570 miles
- 4** Weight of each concrete section = 12 tons
- 5** End of each section = 1 meter higher than other end
- 6** Finish date = 2020

Speaking

3 Choose an invention that you think is the most important. Search key information about the invention of your choice and complete the table. Work in small groups; take turns explaining why the invention you chose is the most important.

Invention\ Who invented it	When and where it was invented	Why it was invented	Why you think it is the one that changed history

Writing

4 Now write the text for an advertisement for your chosen invention.

 **Workbook**

I Discuss the questions with your partner.

- 1 Which inventions do you use regularly? Why?
- 2 Which inventions are no longer used because something better has replaced them?
- 3 Which inventions failed because they had too many problems?

Phonetic drill**Word stress**

Some words have the same noun and verb form, e.g. decrease, increase, desert and produce.

e.g. In recent years, there has been a significant decrease in the number of plane crashes. (*decrease* = noun)

e.g. To decrease the fear of flying, you should avoid watching movies about plane crashes or other accidents. (*decrease* = verb)

However, the pronunciation may not be the same. In many two-syllable words, nouns are stressed on the first syllable and verbs on the second syllable. decrease (= noun) decrease (= verb)

Note that not all words follow this pattern, e.g. control (= noun) control (= verb) has the same noun and verb pronunciation.

Listening**2** **12** Listen to two sentences and answer the questions.

- 1 There has been an increase in motorcycle accidents over the past five years.
- 2 Airlines are always looking for new ways to increase the safety of their planes.

- a In which sentence is **increase** a verb? _____
- b In which sentence is **increase** a noun? _____

3 **13** Listen and circle the stressed syllable in the words in bold.

- 1 There's a detailed **record** of each plane crash.
- 2 A machine called a "black box" **records** everything that the pilot and copilot say during a flight.
- 3 Some cities don't **permit** biking on the sidewalk.
- 4 I'm sorry, but you need an employee parking **permit** to park in this garage.
- 5 The company **presents** an award for road safety to the safest city.
- 6 He received a new car as a birthday **present**.

Understanding key vocabulary

4 Before reading an article about technology in the future, match the words with their definitions below.

- 1** artificial
- 2** break down
- 3** electronic
- 4** movement
- 5** object
- 6** personal
- 7** three-dimensional

- a** (adj) not natural; made by people
- b** (adj) not flat; having depth, length, and width
- c** (phr v) to stop working
- d** (adj) sent or accessed by means of a computer or other electronic device
- e** (n) a change of position or place
- f** (n) a thing you can see or touch that isn't alive
- g** (adj) belonging or used by just one person

5 Write sentences with the words above.

6 Read the first paragraph of the article. What opinions do you think the author has about new technologies?

Paragraph one:

What will the world of the future be like? Will it be easier or more difficult? Many people are confident that technology is going to help solve some of the most challenging problems we have on Earth today. Other people are worried that new technology may solve old problems but create new ones.



Workbook

Reading

I Scan the article and answer the questions.

- 1** Which paragraph describes a robot suit? _____
- 2** Which paragraph describes a flying car? _____
- 3** Which paragraph describes a 3D printer? _____

The World of Tomorrow

1 What will the world of the future be like? Will it be easier or more difficult? Many people are confident that technology is going to help solve some of the most challenging problems we have on Earth today. Other people are worried that new technology may solve old problems but create new ones.

2 When we dream about the future, many of us like to think that we will be able to exit our garages and take to the skies in our own **personal** flying car. The advantages are obvious. This technology would allow **three-dimensional** freedom of **movement**. We could fly at 480 kilometers per hour, avoiding traffic lights, busy roads, and speeding tickets. However, some people point to the disadvantages of flying cars. A big problem is mechanical failure. What will happen if the cars **break down**? These are problems we must expect if flying cars become a reality.

3 Most of us have printed out an **electronic** document on paper, but think about the possibility of printing out a three-dimensional object in plastic. 3D printers build an **object** using layers of liquid plastic. They build up the layers line by line like a normal printer until the object is complete. Car companies like BMW and Volkswagen already use 3D printers to make life-size models of car parts, and medical device companies have already used 3D printing to make body parts, such as **artificial** ears. In the future, we could make our own furniture, jewellery, cups, plates, shoes, and toys from designs on our computers. This could be the next big trend in online shopping.

4 Finally, imagine having your own Ironman suit. Several companies are trying to build a practical robot “exoskeleton.” It will allow the wearer to lift heavy objects, walk long distances and even punch through walls! There are obvious military advantages for this technology, but there are also benefits for people with disabilities. The suit might help people walk again after disease or injury. However, the obvious disadvantage at the moment is cost. Even a simple exoskeleton can cost hundreds of thousands of dollars. Another problem is battery life. A suit like this needs a lot of **power**; at the moment, the batteries last only about 15 minutes.

5 In the future, although we might be able to fly to work, print out a new pair of shoes, or lift a car above our heads, there are plenty of problems to solve before all of this will be possible. In the meantime, we can dream!

2 Write T (true) or F (false) next to the statements. Then correct the false statements.

_____ **1** Flying cars will allow us to avoid traffic congestion on the roads.

_____ **2** Mechanical failure will not be a problem for flying cars.

_____ **3** 3D printing uses paper.

_____ **4** BMW and Volkswagen are going to use 3D printing soon.

_____ **5** We might be able to print things like necklaces or chairs in the future.

_____ **6** Robot suits are cheap.

_____ **7** The battery life of a robot suit is short at the moment.

3 Read the rules below and write a summary of the text.
An effective summary:

- begins with an introductory sentence that states the text's title and author and restates its thesis or focus
- includes all of the text's main points and major supporting details
- deletes minor and irrelevant details
- combines similar ideas
- includes only the article's ideas; excludes personal opinion
- stays within appropriate length; is shorter than the original
- has few or no mechanical errors.



Workbook

Speaking

1 Work with a partner. Answer the questions.

- 1** Why is mechanical failure a possible problem for a flying car?
- 2** Why will flying cars cause traffic congestion instead of reducing it?
- 3** What do you think could be the benefits of robot suits?

2 Compare the pairs of sentences. Explain whether the sentences have the same or opposite meanings.

- 1** Flying cars are unsafe. Flying cars are dangerous.
- 2** We have to rethink the way we use technology. We have to think again about how we use technology.
- 3** Genetic engineering dehumanizes us. Genetic engineering makes us more human.
- 4** Can this software translate a document from French to English? Can this software change the language of a document from French to English?
- 5** Seat belts in cars prevent many injuries and deaths. Seat belts cause many injuries and deaths.
- 6** This laboratory is very disorganized. This laboratory is neat.
- 7** The font on your presentation is too small. Can you enlarge it? Can you make it bigger?

3 Read this quotation. What does it mean?

Logic will get you from A to Z; imagination will get you everywhere.

Thomas Edison

Reading

4 Read the text. What was the importance of EXPO-2017 for Kazakhstani people?

EXPO 2017

EXPO 2017 was the brainchild of our first president Nursultan Nazarbayev. The road to hosting the EXPO in Astana started in Paris 2011 when Kazakhstan officially presented its entry to host the event. The following year Astana's theme, Astana EXPO was Energy of the Future: alternative sources of energy and green technologies, was chosen as the best city to host

the exhibition. This was the first time that it would take place in one of the countries in the Commonwealth of Independent States.

Some facts about the Nur Alem pavilion:

- It was built especially for the EXPO.
- Nur Alem has a diameter of 80 meters.
- It is 100 meters tall.
- It has a total area of over 10,000 square meters.

Interesting facts about the EXPO:

- It took place over three months.
- 115 countries participated in it.
- 25 international organisations were present.
- 28 heads of state visited the exhibition.
- 36 Prime Ministers represented their countries there.
- Around 5 million people visited the EXPO.

Hosting the 2017 event meant that Kazakhstan and its capital Astana became worldwide news and appeared in stories on social media, in newspapers and on TV reports around the globe. Our capital city was visited by many people, who all enjoyed the event and got to see some of our beautiful country.

Since the event closed its doors for the last time, people are still visiting Nur Alem which became the Museum of the Energy of the Future. The whole museum is popular, but the viewing platform on the eighth floor is a favourite because of the wonderful views of Astana. The effects of hosting this event in our capital city will last for many years.

5 What is the impact of hosting a world EXPO for the country? Write a short paragraph answering the question.



Workbook

- 1** Work with a partner. Give examples of recent inventions in each area below.

areas of technology	inventions
medicine	
home	
space	
transportation	
entertainment	
computers	
agriculture	

- 2** Write key dates and events about young and adult inventors from Kazakhstan.
- 3** Read the text about improving village life. Write the short and expanded forms of numbers in the text.

Kazakhstan is looking to the future, and it is fast becoming a digital state. New technologies are being used to create smart cities. Akkol is the first smart city in the country. Here public and consumer services were all digitized. And now the city is much more efficient and many services can now be completed from homes around the city. Larger cities like Astana and Almaty will also be smart cities.

However, the government isn't only focused on urban areas. Rural areas are also a very important part of the government's plan. By 2020 it plans to bring high speed internet to 3,500 schools, hospitals and administrations. This means that the 2.4 million Kazakhstanis living in rural areas will eventually be more connected. There is a lot of work to do and it will be done in stages. For the end of 2019, it is hoped that 1.29 million people have high-speed internet access, with the remaining citizens getting access throughout 2020. The future for Kazakhstan is digital!

Writing

- 4** Write a report about inventions in Kazakhstan, include dates and important events.

 Workbook

Social change and further study

Analyzing the ingredients of a successful speech

Lead-in: Where is the best place to get advice on education and careers? Would you choose an advisor, a graduate student, or a family member? Why?

LESSON

1

Speaking

- 1** Discuss the questions with a partner.

Remember the last time you got advice on education. Was the advice helpful?

- 2** Answer these questions, using linking words.

- 1** What areas of study do you think you already have the skills to do?
- 2** How can you achieve your career goal? What steps do you need to take?

- 3** Read this quotation. Why is education a powerful weapon?

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

- 4** Check (✓) the statements that are true for you. Then discuss them with a partner.

- 1** I have visited an academic advisor. ____
- 2** I know what my major will be. ____
- 3** I know a lot about the field I want to study. ____
- 4** I know what I need to study for my future career. ____

Understanding key vocabulary

- 5** Match the words (1-8) with their definitions (a-h).

- 1** academic
- 2** acquire
- 3** advisor
- 4** internship
- 5** mechanical
- 6** specialist
- 7** understanding
- 8** vocational

- a** (adj) related to subjects that require thinking and studying
- b** (v) to get or receive something
- c** (n) someone whose job is to give advice about a subject
- d** (n) a short time spent training at a job in order to become qualified to do it
- e** (adj) related to machines
- f** (n) someone with a lot of skill or experience in a subject
- g** (adj) related to a particular type of work or a type of training
- h** (n) knowledge about a subject

6 Read the definitions. Complete the sentences with the correct form of the words (1-8) from ex. 5.

- 1** John did his _____ at an advertising firm last semester. He learned a lot about how he could use his marketing degree after graduating.
- 2** To be a doctor, students need to take _____ courses such as Biology and Chemistry.
- 3** Students should attend _____ a program to become mechanics.
- 4** Taking English classes and practicing with others every day will help you _____ the language much faster than studying on your own.
- 5** I have a greater _____ of government since I took a course in political science.
- 6** Li visited her college _____ to help her choose her major.
- 7** People who study engineering generally have excellent _____ skills.
- 8** After she became a doctor, Carolina took additional courses to become a sports medicine _____.



Workbook

ANALYZING THE INGREDIENTS OF A SUCCESSFUL SPEECH

LESSON

2

Listening



14 Listen to the meeting between a student and an academic advisor. Then answer the questions.

- 1** What is Ada trying to make a decision about? _____
- 2** What field is she interested in working in? _____
- 3** What do Ada and the academic advisor decide she should do? _____

Practice Idioms

- 2** Read the nouns and phrases in the box. What do you think they mean?

- | | |
|---------------------------------|--|
| 1 teach someone a lesson | 6 as easy as ABC |
| 2 school of thought | 7 cow college |
| 3 learn by heart/by rote | 8 crack a book |
| 4 copycat | 9 get credit for (a course) |
| 5 bookworm | 10 work one's way through college |

- 3** Complete the sentences with the correct parts of the expressions in Exercise 2.

- a** My brother worked _____ college at the local supermarket.
b The mother taught her son _____ after he skipped classes. He was grounded and not allowed out for two months.
c One school _____ suggests that we teach kids a second language at an early age.
d I had to study English grammar rules _____ because I wanted to write essays.
e She was called a _____ after she turned in an assignment that she copied from the person sitting beside her.
f Martha is a certified _____. She reads all day during weekends.
g Learning how to use a computer is as easy _____ for children.
h My cousin will go to a _____ college when she finishes high school.
i I did very well in the course even though I did not _____ book until the last week of classes.
j I was able to get _____ for the course which I took in the summer.

Speaking

- 4** Think of three things you CAN'T do, but that you would like to do.

- 1** _____
2 _____
3 _____

Writing

- 5 Read the task carefully and write your letter.

An informal letter

"Dear Me" is a letter you write to yourself. In your letter, tell yourself what career you would like to have in ten years' time. Say what steps you need to take to get that career. What challenges will there be and how can you overcome them?

Write your letter in about 100 words.

- 6 Work with a partner. Discuss the questions.

- 1 What exams do high school students have to take in Kazakhstan? And in other countries?
- 2 Is there anything in the education system you would like to change? Why or why not?
- 3 How can technology improve education?
- 4 Learning to do a specific skilled job, such as machine repair or farm work, is called vocational training. What are some advantages or disadvantages of vocational training over academic college study?

- 7 Read about expressing certainty through rising and falling intonation in questions.

Intonation is the rise and fall of pitch in a person's voice. Rising intonation, with a questioning intonation, often indicates uncertainty. Falling intonation often indicates certainty.

Listening

- 8  15 Listen to these examples. Do you hear rising or falling intonation?

The world will always need engineers. (certain)

Maybe you should consider mechanical engineering, then. (uncertain)

I'd like to study something technical, that's for sure. (certain)

Maybe I could do an internship at an engineering company, and then study after I see how the internship goes. (uncertain)

9



16 Listen to the sentences and answer the questions.

Does the speaker sound certain or uncertain?

Write C (certain) or U (uncertain).

1 U 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____



Workbook

LESSON

3

ANALYZING THE INGREDIENTS OF A SUCCESSFUL SPEECH

1

Study the STEM word cloud. Write 10 sentences using the vocabulary items. In pairs, try to define what STEM means.



2

Read the definition of STEM and check your predictions.

STEM stands for Science, Technology, Engineering and Math. The idea behind this **curriculum** is to **integrate** the four subjects so that students could study these subjects together, rather than individually. The aim of this **interdisciplinary** approach was to provide students with **real-world** learning situations. It brings together concepts from the different **disciplines** and shows how they can be used to find solutions to real-life situations.

This **application** of knowledge allows students to show what they have learned and how they use this knowledge. Lessons in STEM classrooms can vary, but students are often asked to find a **solution** to a problem or to work together doing projects. **Creativity** is an important part of technology and engineering, where it is necessary to design inventions. As such the letter 'A', which stands for art, is sometimes **included** to form the acronym STEAM. This **variation** of subjects should encourage students to use all of their knowledge to solve a problem.

Vocabulary

3 Write definitions for the words in bold in the text. Use a dictionary if necessary.

4 Now match the words with their synonyms.

1	curriculum	a	combine
2	interdisciplinary	b	use
3	real-world	c	imagination
4	disciplines	d	real-life
5	variation	e	programme
6	solution	f	alternative
7	include	g	answer
8	application	h	comprise
9	integrate	i	comprehensive
10	creativity	j	subjects

5 In pairs explain the meanings of the phrases below. Read the words before and/or after them in the text. Then, speak about STEM education using the words from Exercise 4 and phrases below.

- interdisciplinary approach
- real-world applications
- real-life situations
- finding a solution
- project-based learning
- essential skills

6 Answer the questions.

- 1 What does interdisciplinary approach mean?
- 2 Why are words like real-world, real-life important for STEM education?
- 3 What is unusual about STEM education?
- 4 What are the benefits of STEM education?
- 5 What is STEAM?
- 6 Why is art becoming part of STEM?

Watching and Listening

7 Go to <https://study.com/academy/lesson/what-is-stem-education-definition-importance-standards.html> and watch a video about STEM.

8 Do the following quiz after watching the video. In pairs write two more test questions about the video.

What does STEM stand for?

- a science, technology, engineering, and math
- b science, teaching, engaging, and math
- c society, technology, engineering, and marketing
- d society, teaching, engaging, and management

What word(s) describe STEM education?

- a problem-based
- b real-world
- c integrated
- d all listed answers

Writing

9 Read the question from a STEM discussion forum. Write your reply to the post, give examples to explain your views.

I love seeing how all of the subjects connect when I am doing a project. Lately, my teacher has focused on creativity and we have just finished a robotics project which combined technology, maths, art and physics. Our group created a new program, which really impressed the teacher!

Write your reply in about 100-120 words.



Workbook

Understanding key vocabulary

- I** Before reading an article about vocational education, read the words and definitions from the text.
 - 1 MBA (Masters of Business Administration)** (n) an advanced degree in business
 - 2 Humanities** (n) literature, language, history, philosophy, and other subjects that are not a science
 - 3 Engineering** (n) the study of scientific principles to design and build roads, bridges, machines and other structures; the E in STEM stands for engineering

Reading

- 2** Read the text. Work with a partner, answer the questions that follow.

College majors

- 1** Perhaps the most important decision a college student has to make is what subject to major in. Most colleges offer a wide variety of interesting subjects from which to choose. Some students want to follow their academic interests and major in something that is not directly linked to a future career, such as history or philosophy. Others are looking for a degree in a practical subject that provides concrete skills for the working world. For these students, subjects like business and engineering are attractive options.
- 2** Both business and engineering are viewed as majors that will help students launch their careers after graduation, but these disciplines also provide a good foundation for continued study in graduate school. Many students who pursue an MBA feel that the best way to get into a good program is to study business and management in college. Students who want to get a graduate degree in engineering will have a hard time with the subject if they have not already taken engineering courses in college. Finally, both areas require students to take classes in math.
- 3** On the other hand, these two majors differ quite a bit—both in terms of their popularity and the presence of a gender gap. By all measures, business is the most popular major for U.S. college students overall. Engineering subjects, in contrast, are much less popular. When asked why they have chosen business, many women say that they want to study something that

makes them employable but that also focuses on communication skills. In the case of engineering, which has less of a focus on communication skills, only 14% of students are women, according to the American Society of Engineering Education. For male students, engineering is the most popular STEM major, while for female students it is Biology. Some people think that it is simply because fewer women are interested in these fields, while others think that young girls may be discouraged by parents, teachers, and society in general from pursuing STEM occupations. Even though women make up 47% of all U.S. employees, only 14% of engineers are women.

To conclude, business and engineering are both practical, career-oriented majors that are attractive to U.S. college students, but which differ in significant ways. Business, the most popular major, has a 50–50 split between male and female students. Engineering, in contrast, is less popular with women — 86% of its majors are male students.

- 1 Which majors are mentioned as examples of ones which are not directly linked to careers?
- 2 What suggestion is given for people who plan to attend graduate school for engineering?
- 3 What is the most popular major in the U.S.?
- 4 What percentage of U.S. engineers are women?

Use of English

Past Perfect

The **Past Perfect** is used to describe a completed event that happened before another event in the past.

e.g. Police officers **spotted** a young leopard in the streets of Mumbai. The leopard **had moved** into the city from the nearby forest. (First, the leopard moved into the city from the forest; then the police spotted it.)
Form the Past Perfect with *had* + the past participle of the main verb.

3 Complete the sentences with the Past Perfect or the Simple Past form of the verbs in parentheses.

- 1 Before people _____ (settle) in the northernmost parts of the Arctic, the area _____ (be) mostly empty.
- 2 Before the city _____ (begin) developing the area for new residential buildings, people _____ (use) it as a park.
- 3 We _____ (not/notice) coyotes coming into in this neighborhood until we _____ (see) news reports about them on TV.
- 4 By the time the volcano _____ (erupt), the government _____ (evacuate) everyone from the area.

- 4 Search the internet and find which educational institutions in Kazakhstan train students for the following: MBA (Masters of Business Administration), Humanities and Engineering.
- 5 In pairs share some things you had never done before. You should use the Past Perfect in the negative form. For example, "I had never eaten pizza before my sister made me one".



Workbook

ANALYZING THE INGREDIENTS OF A SUCCESSFUL SPEECH

LESSON

5

Discussion

- 1 Work with a partner. Answer the questions.
 - 1 Why would a student prefer to major in a career-oriented subject?
 - 2 What are the disadvantages of majoring in business or engineering?
 - 3 Are you interested in Humanities or STEM subjects? Why?
- 2 What jobs are popular with job seekers? Choose one profession and explain why it is in high demand.

Example: Why do so many people want to become *IT-specialists*?

Information research scientist is the best paying STEM job, but it's also one of the fastest growing areas to work. To qualify for most open positions, you'll need at least a master's degree in computer science or a related field, though federal government jobs may only require a bachelor's.

- | | |
|----------------------|---|
| 1 Statistician | 6 Computer and Information Research Scientist |
| 2 Mathematician | 7 Biochemist |
| 3 Information | 8 Epidemiologist/Medical research Scientist |
| 4 IT Manager | 9 Psychologist |
| 5 Petroleum Engineer | 10 Accountant |

Speaking

- 3 Are the following jobs popular in Kazakhstan? Why? Why not? What skills are important for the following jobs?

A	a waitress	skills _____
B	an interior decorator	skills _____
C	a hotel receptionist	skills _____
D	a bank clerk	skills _____
E	a secretary	skills _____
F	a librarian	

- 4 Write an essay on the following question

Is college the best choice for everyone? Why or why not? What other options are there and what type of people would they suit?

Reading

- 5 Read the forum posts about lyceums and specialized schools in Kazakhstan.

Erika 9.02

Which is the best type of school?

Please, help me. My family and I are moving to Kazakhstan next year and my parents have been looking for schools for my brother and me. There are a lot of different types of schools and we are not sure which one would be the best one for us. Can anyone tell me about their schools and help me understand the differences between each type? Please, help me!

Nurislam 9.22

Hi Erika, I go to Lyceum 134 in Almaty. This was a new type of school which was first formed in 1989. The institution - a gymnasium school - was set up as a test. In 1993, our Lyceum passed the test and in 2010, it was given the title of lyceum.

Well, that's enough about the history. Let me tell you about how the school works. All our classes follow the curriculum and programmes and offer an in-depth study of subjects: Physics and Math or Chemistry and Biology. If you are interested in these subjects my school is the best one for you.

Students attending my school often win prizes at district, city, republic and international level. Every graduate of the Lyceum goes on to study at other higher level institutions around the country. A lot of students also go abroad to study. Does this sound like something you would be interested in?

Rayana 9.22

Hello Erika, Kazakhstan is a great place to live and study. I go to a NIS school. NIS stands for Nazarbayev Intellectual Schools. These schools got their name from the first president of Kazakhstan: Nursultan Nazarbayev, who believed in the importance of promoting education in the country. The curriculum and assessments for our schools have been developed over the years. Staff from institutions, like the University Pennsylvania Graduate school of education and the University of Cambridge have contributed to the creation of both of these.

NIS are schools for gifted students aged five to eighteen. They specialize in one area, for example physics and math, chemistry and biology, as well as foreign languages. To study here you must be good at languages and speak and write in at least three languages. At my school, classes are in Kazakh, Russian and English!

Sofia 9.22

Erika, I go to one of the twenty-seven Kazakh-Turkish lyceums and I love it. I am really happy here and I have lots of good friends. It's nice to spend part of the day with people who have a similar background to me. :) We are taught many subjects in English, but we also work in Kazakh and Russian.

There are 27 Kazakh-Turkish lyceums around the country, and the curriculum is based on a combination of international and Kazakh ones. Students in our schools always get good results and are often some of the top students in the country.

These schools are formed because of an agreement between the presidents of Kazakhstan and Turkey. However, they remain under the control of the Kazakhstani government.

Critical thinking

- 6 Make a graphic organizer and complete it with data about the different types of school in Kazakhstan. Add information about your school. Give as many details as possible.

- 7 Would you prefer to study at a university or attend a vocational program? Would you study in Kazakhstan or abroad?
- 8 Organize a round-table discussion on the question: *What are the advantages and disadvantages of studying in your country and abroad?*



Workbook

LESSON

6

ANALYZING THE INGREDIENTS OF A SUCCESSFUL SPEECH



- 1 Work in pairs. What do you know about green energy?

Understanding Key Vocabulary

- 2 How similar or how different are the following word pairs? What do the phrases mean? Use a dictionary.

renewable energy
to generate
solar power stations
wind farms
capacity

green energy
to provide
wind power stations
solar plants
ability

3 Read the text and choose a title.

- a Astana EXPO 2017
- b A green future
- c Energy in all parts of Kazakhstan

Oil, gas coal and uranium can all be found in Kazakhstan. In fact, Kazakhstan is in the top 12 countries with oil reserves, but since 2013, it has committed itself to producing **renewable energy**. In 2017, it held the EXPO in Astana. Its theme was Future Energy. By 2030, 30% of the country's domestic energy will be **green energy**, but how is it going to do this? Kazakhstan is rich in renewable energies of solar, wind and hydropower. The country **generates** 10% of its energy from water. In May 2017, the first solar power plant was opened in Mangystau. This facility can produce two megawatts of energy a year. In the next few years, Kazakhstan is going to open five **solar** and five **wind power stations** in the area. It is hoped they will produce over 225 megawatts of electricity. Two **wind farms** are going to open in Fort-Shevchenko in the near future. Based on current production levels these farms and plants are going to produce around 154 megawatts of energy. This green energy will then be redistributed to local towns and villages.

Future simple	Use
A: Coal is bad for the environment. B: Yes, we will reduce the amount of coal we use.	Decisions made at the time of speaking.
We need to act now or we will lose the Aral Sea forever.	Predictions: often with the word probably
be going to	Use
The government is going to create a wind farm.	Decisions made before speaking or a general plan that can change in the future,
The water levels are decreasing. The river is going to be dry by the end of the year.	Predictions: based on evidence
Present progressive	Use
They are meeting tomorrow to discuss the environment.	Fixed plans for the future.

- 4 Now read the rules below and say which of the meanings of future forms are used in the text.

Future forms

Decisions and plans

Use *will* to talk about decisions made at the time you are speaking.

Governments say they **will** invest money into science.

Use *be going to* to talk about decisions made before you speak or a general plan that can change in the future.

Mr. Dias **is going to** present information about green energy in Kazakhstan.

Use *the present progressive* (*be* + *-ing* form of a verb) to talk about fixed arrangements made for the future. It is difficult to change these arrangements.

During the next week, many people **are meeting** to talk about protecting the climate and saving the rainforests.

Predictions

Use *will* when you are guessing or are not certain about a future event. *Will* is often used with *probably*.

We need to plan now, or we **will probably** lose some species completely.

Use *be going to* to talk about a future event when there is evidence.

In fact, scientists believe the way we use energy is **going to** change completely in the next 80 years.

- 5 Use the future forms in parentheses and the prompts to complete the dialogue.

Fatima: What **are you doing** tonight?

Ainash: I have no idea. I / probably / **go** home and **do** some reading. (will)

(1) _____

How about you?

Fatima: Well, I / **visit** Chile next month. (present progressive) (2) _____

So I / **make** a hotel reservation. (going to) (3) _____

Ainash: Wow! That sounds great. I / **come** with you! (will) (4) _____

- 6 Write the correct future form of the verb in parentheses to complete the sentences. In some items, more than one answer is possible.

Decisions and plans

- 1 I just finished packing. I (leave) _____ tonight at six o'clock to catch the train.

- 2 I haven't finished my project on global warming because I don't have enough information. I (do) _____ some more research online at the weekend.
- 3 "I (go) _____ to the garden center this weekend. Does anyone want to come?" "OK, I _____ (come) with you."
- 4 Professor Lang (talk) _____ about global warming in his lecture tomorrow.

Predictions

- 5 You are carrying too many books! You (drop) _____ them.
- 6 The exam was really hard. I don't know if I (pass) _____.

Writing

Using future forms

- 7 Write an idea for each of the statements.
- a something I am going to do this weekend
e.g. *I am going hiking with my friends in the mountains.*

 - b a place I will visit one day

 - c something I am going to study or do when I get a job

 - d an event I'm planning to go to

- 8 Work with a partner. Take turns telling each other the ideas you wrote.
- 9 *Kazakhstan is moving towards green energy.* Write an opinion essay. Include government plans for the future, possible outcomes and some of your predictions.



Workbook

Discussing controversial issues Analysing academic language

Lead-in: Do you usually analyze the issues before taking a stand? Is it important to have some background information for supporting your point of view?

Speaking

1 Which themes can be controversial?

Health / Private life / Law and order / Languages / Technology / Mass Media / Sport

2 Answer these questions using linking words.

- 1 What kind of issues are discussed by you and your friends?
- 2 How do you usually reach consensus?

3 Read the quotation and explain what it means. Give examples of situations it applies to.

The truth is born of arguments.

Helpful steps for an argumentative speech

4 Read these steps and add examples from your experience.

Step1 Analyze the issues

Before you can take a stand, it is important to have some background information and to analyze the issues. The process of analysis can provide information to support your point of view.

Step 2 Identifying an argument

Most academic texts put forth an argument (or claim). It is important to be able to identify the central claim in a text and then to locate the evidence that the writer uses to support that argument.

Step 3 Rhetorical questions to signal opinions

Speakers often use rhetorical questions to introduce their opinion about some piece of information they are presenting. Using rhetorical questions is somewhat less direct than expressing the same idea in a statement.



Step 4 Challenging other points of view

In discussing important issues, people often want to challenge an opinion or point of view presented. It is important to be able to express your views clearly, yet remain polite. There are many ways to do this.

I agree up to a point. That's not (necessarily) true / the case.

That's irrelevant. You have a point. However,...

Not necessarily. That would be true, except ...

I suppose, but ... That may be true, but ...

That doesn't follow that ... That might be the case if ...

Step 5 Language for blame and responsibility

Here are some common expressions that can be used to attribute credit, responsibility, or blame someone for something when making a point in an argument.

	attribute	accept	avoid
credit	credit (someone) with have to thank (someone) for	take (the) credit	
responsibility	responsibility falls on the shoulders of be responsible for	step up bear responsibility	pass the buck duck responsibility
blame	point the finger at / point fingers (at) drop the ball fall down on the job be the fault of	take the blame take the heat fall on (one's) sword	

- 5** Choose two of the themes suggested in Exercise 1 and write two controversial questions on them.



Workbook

1 Complete the conversation with the expressions of agreement and, disagreement. There are two extras.

- | | |
|--------------------------------|------------------------------------|
| a Not necessarily | d I suppose, but |
| b That's not the point! | e I would agree with you if |
| c And what happens if | f Actually, |

Listen to the conversation to check your answers.

Sam: You're poisoning the groundwater by using those pesticides in your garden.

Mia: (1) _____. If you use pesticides carefully, they're totally safe. At least, that's what I've read.

Sam: (2) _____ there is no way to use these products safely. They should not be used under any circumstances.

Mia: (3) _____ there were any other options, but nothing works as well against the insects that ruin my flowers and vegetables.

Sam: (4) _____. So what if they work really well in your garden? It's irresponsible!

Mia: Well, then, maybe I should just give up gardening!

2 What does this quotation mean? What do you know about this great human rights activist?

Don't raise your voice, improve your argument.

Desmond Tutu

Phonetic drill

Intonation of complete and incomplete ideas

In English, intonation that falls level shows that an idea is complete. Intonation that rises or falls slightly can show that an idea is incomplete and that the speaker intends to say more.

Listening

3  **17** Listen and write I (incomplete) or C (complete).

- 1** I want to talk about some issues **I**
- 2** Let's start by talking about natural resources ____
- 3** I'm a professor of agricultural science now ____

- 4 These farmers are using animal waste ____
- 5 They're also rotating crops ____
- 6 Diversifying crops can reduce the number of pests ____
- 7 It's hard to talk about one critical resource ____
- 8 This practice is not sustainable ____

4 Read the paragraph and give it a title.

Kazakhstan is the ninth largest country in the world and it has a population of 18 million people. Its people are spread throughout the territory. It has three large urban centers: Nur-Sultan, Almaty and Shymkent, where almost 3 million people live. Approximately, another six million people live in smaller towns around country. All other citizens live in rural areas.

More and more people are moving to urban areas for work and to enjoy a life with more services. However, the peace and quiet of the countryside is something people in urban areas miss. As a result, they return to the country to relax, as well as to visit family and friends and participate in traditions.

Cities and towns have many services, such as movie theaters, shops, museums and clubs, which attract people from rural areas.

Citizens around the country enjoy the benefits of both the countryside and cities, and all members of society are respected.

5 In groups of four list the advantages of living in the countryside. Write an advertisement for a village in Kazakhstan for foreign visitors.



Workbook

1 Read the excerpts from blogs and write in the words *village*, *town* or *city*.

- 1** I moved here last year. I really enjoy living in this small _____. 30,000 people live here, but I love being able to escape and spend some hours by the river.
- 2** This used to be the capital _____. I really love living here because I am near the mountains but I can go to the shopping mall or movie theatre whenever I want. There really is a lot to do here.
- 3** My _____ is really small. Only 3,000 people live here. There is one main street and few smaller streets, which are surrounded by fields and animals.
- 4** This _____ hosted the EXPO in 2017.
- 5** My grandparents live in a small _____. I love going to visit them as we enjoy spending a lot of time together. Sometimes I go fishing with my grandfather and my father.
- 6** I prefer living in a _____ because it is not as busy or as crowded as a _____ and not as small as a _____.
- 7** My dad moved to a small _____ after the Aral Sea dried up. He said he couldn't live in a large _____ because it would be too noisy and busy for him. When the sea came back, we moved back to the _____.

Critical thinking

2 With your partner think of at least one strong reason to support each statement:

- 1** Life is quieter in the village.
- 2** City life offers more entertainment.

3 Now compare your reasons with another pair and decide whose reasons are stronger and why.

Writing

4 Write an essay on one of the statements from exercise 2. Support your opinion with examples.

5 Fill in the gaps with the right words.

November
Astana

Nur Alem
London

EXPO 2017
Eiffel Tower

_____ is a wonderful tourist attraction in _____, the capital city of Kazakhstan. This modern building was designed and made for _____. International media wrote about it a lot and it is representative of our country, just like the _____ is an icon in Paris or the Crystal Palace in _____. Nur Alem became a protected state architectural monument in _____ 2017. At present, it is one of the most visited tourist sites in Kazakhstan. When the Expo ended, the building became the Museum of the Energy of the Future. The sphere represents the very last drop of oil.

6 How are the following proper names used in the text? Write sentences using them.

- | | |
|------------|----------------|
| • Nur Alem | • EXPO 2017 |
| • Astana | • Eiffel Tower |
| • London | • November |

7 Work in pairs to speak about the Nur Alem centre using the words.

Understanding Key Vocabulary

8 Each level of Nur Alem is devoted to a different type of energy. The names of energies are listed below. Check if you understand all the words. Write 6 sentences about Nur Alem.

- | | |
|------------------|------------------|
| • Water energy | • Kinetic energy |
| • Biomass energy | • Wind energy |
| • Sun energy | • Space energy |

Reading

9 Read the descriptions of each level of Nur Alem. Then write the right type of energy in the gaps.

The main energy types (spacial, solar, biomass, wind, water and kinetic energies) are represented on each of the floors of the Nur Alem sphere. These exhibitions take place from the second to the eighth floors.

Level 2: _____ The demonstration of this type of energy starts with an artistic installation of the dam showing the process of energy creation with the help of water.

Level 3: _____ The exhibition starts from the archive of dynamic pictures demonstrating the historical artifacts related to this type of energy.

Level 4: _____ The 4th level is represented as a square of green panorama and shows different sorts of grains – the source of biomass representing the «warehouse» of this type of energy.

Level 5: _____ Demonstration of this level starts the Alley where visitors can feel different winds' speed.

Level 6: _____ The 6th level get visitors acquainted with various ways of using this type of energy: starting with those used by ancient civilizations and right up to modern leading technologies.

Level 7: _____ Presentation starts with a demonstration of scientific research illustrating the long-term plans and ideas of space energy production.

10 Project

You have to give a talk to primary school children about different types of green energy. Get into small groups and prepare a presentation. Each presentation will need to include: explanations, pictures and examples of green types of energy. Remember to make the talk fun and easy to understand.

Workbook

DISCUSSING CONTROVERSIAL ISSUES ANALYSING ACADEMIC LANGUAGE

LESSON

10

Understanding key vocabulary

- I** Before reading the text, learn this vocabulary, pay attention to the words in bold.

eyesore (n) something ugly and unpleasant to look at

starting from scratch (phr) starting over from the very beginning

environmental footprint (n phr) the impact something/someone has on the environment

Reading

- 2 Read the text. In a group, compare and analyze the arguments of citizens.

Dear members of the county board:

1 Cook County Hospital (CCH), which has been standing **vacant** for more than ten years, has become an eyesore in our neighborhood. In spite of the fact that the government has spent millions of dollars studying the best use for the site, we are still waiting for action. Let's stop trying to figure out how to save this out-of-date pile of bricks. Our neighborhood is expanding and **prospering**, and it's time to show some leadership by adopting a proposal for the future, not one that clings to the past.

2 Almost ten years ago, experts estimated that saving the CCH building would cost more than 150 million dollars. This figure may have been true then, but over the last decade, the building has **deteriorated** considerably, which would no doubt add to the cost of any renovation carried out today. Our experts agree that **updating** this one hundred-year-old building to meet modern safety standards would actually be more expensive than starting from scratch.

3 What this neighborhood needs is an up-to-date, green structure that will provide much-needed housing and retail space. Our proposal will replace the decaying hospital building with a hotel, apartments (including 15% **affordable** housing), and space for stores, restaurants, and medical offices. Just as important, construction of these structures, and the businesses that will be located in them, will provide good jobs for people in the community. How much longer do we have to wait for our leaders to make the right decision for the future of our neighborhood? Tear down CCH!

**Respectfully yours,
New Neighborhood Group**

Dear Cook County Board:

1 Cook County Hospital, which welcomed patients and their families for almost a century, is a community landmark. The building is beautiful, but more beautiful than the structure itself is the statement it made to the city and the world. When it opened its doors in 1916, Cook County Hospital offered an attractive, modern facility, not just to the city's elite, but also to the poor. It sent the message that the poor are just as deserving of quality healthcare as the wealthy. People in the neighborhood called the hospital, our Statue of Liberty.

2 In fact, renovating an existing structure can cost about \$25 per square foot less than even the most basic new construction, while preserving the beauty of the original building. And, although it is often claimed that old buildings have a more significant environmental footprint compared with new construction, architect and sustainability expert Carl Elefante maintains that the greenest building is the one that is already built. New construction almost always has a more serious environmental impact because it requires the use of all new materials.

3 Our group's proposal for renovation of the hospital site and building will allow it to continue to serve the community by providing affordable housing, medical clinics, a school, and a community center—resources that we badly need. If instead we allow developers to take over the project, the guiding principle will be profit, not neighborhood preservation. The people who will benefit most will be the investors in the project, not the people of our community. Save the Cook County Hospital building!

**Respectfully,
Citizens Neighborhood Coalition**

3 Identify whether the verbs in the sentences are transitive or intransitive? Write T or I.

1 Heat expands metals. ____

2 Metals expand on heating. ____

3 The driver stopped the car. ____

4 You must speak the truth. ____

5 You must speak loudly. ____

6 The birds are flying in the sky. ____

4 Work with a partner. Answer the questions.

Do you think it is better to try to preserve old buildings or tear them down to make way for new ones?

5 Read how to use impersonal statements.

Impersonal statement

When you state a position, there is no need to use phrases that mark it as your personal opinion such as *I think* or *we should*. The reader understands that you are making a case based on your view of the subject. Instead of writing a personal statement, like

In my opinion, the First National Bank should be torn down / restored.

Express the same idea with an impersonal statement:

The First National Bank has become an eyesore in our city, and the time has come to tear it down and replace it with a new building.

The First National Bank is of architectural and historical importance for our community and should be restored to its original beauty.

6 Read the letters in the previous lesson again. Choose all the answers that are correct.

- 1** What reasons does the New Neighborhood Group give to support its argument?

Its proposal ...

- a** is cheaper.
- b** has more community support.
- c** can be completed more quickly.
- d** will provide jobs.
- e** will last longer.

- 2** Underline or highlight these reasons in the letter.

- 3** What reasons does the Citizens Neighborhood Coalition give to support its argument?

Its proposal ...

- a** is cheaper.
 - b** meets more of the community's needs.
 - c** is more popular with the community.
 - d** is more practical.
 - e** is greener.
- 4** Underline or highlight these reasons in the letter.

Speaking

7 Work with a partner. Discuss the questions.

- 1** Who do you think are the people behind the New Neighborhood Group? What are the group's goals generally?
- 2** Who do you think are the people behind the Citizens Neighborhood Coalition? What are this group's goals generally?
- 3** Why do you think Cook County Hospital was once compared to the Statue of Liberty?
- 4** What does the statement "the greenest building is the one that is already built" mean?

8 In the area you live which old buildings would you prefer to be preserved and which ones should be torn down to make way for new ones?
Create your list and compare it with others in the class.



Workbook

DISCUSSING CONTROVERSIAL ISSUES ANALYSING ACADEMIC LANGUAGE

LESSON

11

Project

Using Academic Language: Education Portfolio

This is a compilation of the best work that represents a student. Devote time to this project. It must include:

I. Cover self-portrait. Collage of pictures or drawing.

II. Table of contents with detailed information.

III. It's All About Me

- 1 Letter to yourself (essay format)
- 2 A thank you letter to someone who has been there for you.
- 3 Three or more of your own values.

IV. School memories

- 1 Something funny about your schooldays. Include a picture if possible.
- 2 Your favourite jokes, riddles, puzzles, brain teasers.

V. Academic essays and other writings.

- 1 Description of my special place. Pictures included. (one or more pages)
- 2 Essay comparing a person you know to a character in literature.

VI. My STEM-self

Include something creative that you have made or done. This could be a picture or a text about it. Show something that distinguishes you from other students in the class. Describe how you got interested in STEM (science, technology, engineering or math). (Examples: crafts, art, woodworking, car restoration, remodeling of a room, music, writing).

Reading

- I** Read and analyze the information about the reconstruction of the botanical garden.



Thumbs up for Main Garden

My family and I visited the Central Botanical Garden of the Academy of Sciences of Kazakhstan while we were visiting Almaty. We booked a guided tour through the excursion department. Nurilla, our guide was very knowledgeable and she informed us about the history of the gardens and she pointed out a lot of unusual plants.

The gardens have a long history - they are almost 100 years old! They were founded in 1932 by B.K. Shishkin, M.G. Popov, B.M. Kozo-Polyansky and N.V. Pavlov. They are at about 900 meters above sea level. The gardens are huge and you won't get bored there as there is so much to see. In fact, there is something for everyone!

My dad loved walking through the conifer grove, but my mum and I really enjoyed the Japanese garden. There is a beautiful wooden bridge and we got some fantastic photos there. We were surprised at the amount of flowers in the gardens. There were roses, peonies and my personal favourites, lilacs. We had a great laugh when my brother refused to believe that tulips were originally from Kazakhstan. He was amazed when "Central Asia" appeared on his screen after he googled it. It was lovely to see flowers from so many places: Russia, the Crimea, North America and, of course, Kazakhstan. We also visited the greenhouse, where there are over 1000 plant species, including bamboo and banana trees.

The gardens do need some work, but the guide told us that the government had just announced that they will be carrying out some improvements to the gardens.

We really enjoyed a relaxing afternoon in the gardens and I would definitely recommend it to anyone visiting Almaty. The entrance fee to the gardens was very reasonable, and the money goes towards maintaining the gardens.

2 Do you like your city? What will you do for your city when you grow up? What kind of places of interest would you develop or revive?

3 Underline the expressions of opinion in the sentences. Then, write sentences using expressions of opinion about a place in your town or city.

- 1** It is only my opinion, but I believe that city leaders did not act responsibly when they voted to allow construction on the site of the botanical gardens.
- 2** As far as I am concerned, it is always better to reuse the resources that we have instead of using up additional resources.
- 3** As I see it, a new garden concept would be an incredible benefit for this city and its citizens, as it would provide both jobs and revenue.

Project

4 Search for information on the latest innovations and reconstructions in your city and prepare a presentation.

Do some research to find an aging but culturally or historically important building in your city or country.

- 1** What do you think should be done with it and why? Make notes about its history, physical condition, and location.
- 2** Do you think it should be renovated or torn down? Why?
- 3** What are the main alternative plans or controversial issues?

5 Write a report about any building which has been reconstructed or completely renovated in Kazakhstan.



Workbook

Learners read non-fiction

Lead-in: Do you enjoy reading books? Do you prefer to read fiction or non-fiction?

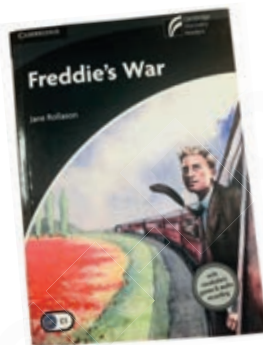
LESSON

1

Speaking

1 Look at the photos. Ask and answer in pairs:

- Which pictures show fiction and which show non-fiction? Give reasons for your choices.
- How is fiction different from non-fiction?



2 Read the definition of non-fiction and check your answers.

Non-fiction are texts which are about real people, places, events or things. These can be newspaper articles, poems, history books or biographies. Fiction includes texts, stories or poems which an author has invented. Sometimes an author can mix real people or events in an invented story or poem.

3 Read the list. Take turns with a partner to explain each one. Do you know what they all are?

Most non-fiction books will have helpful features that are not usually found in works of fiction. These include:

- 1 a table of contents
- 2 an index
- 3 a glossary
- 4 photographs and charts with captions
- 5 a list of sources.

4 Read the definitions and match them with the non-fiction features in Exercise 3. Put the letters in the correct column. Use a dictionary to help you with new words.

- A** A lot of information can be found by "reading" them found within non-fiction text.
- B** Located at the front of a book, it displays a list of the main sections within the book and where to find them.
- C** These tell you where the author got the information from.
- D** Located at the back of the book, it contains key words that are related to the topic and their definitions. These definitions provide more information about new vocabulary words.
- E** It is an alphabetical list of almost everything covered within the book, with page numbers.

Table of Contents	Index	Glossary	Sources	Photos/Charts
B				

Now check as a class.

Reading

5 Read the text. Then match the ideas to the correct paragraph.

Why is it important to read non-fiction?

- 1** _____: Biographies offer stories about the lives of famous people in history. Reading about notable people can teach you valuable life lessons, help you avoid mistakes and use new opportunities.
- 2** _____: Reading requires concentrating, so you'll find it easier to be more productive. Reading non-fiction will put you in a more focused mindset.
- 3** _____: Reading non-fiction, gives you more words to use in everyday conversations. You'll also become a better speaker.
- 4** _____: Reading non-fiction is exercise for your brain. It improves memory and analytical skills.
- 5** _____: Non-fiction will make you more intelligent and well-rounded.

- a** Reading upgrades your brain
- b** You'll become brighter
- c** Learn life lessons
- d** Your concentration will improve
- e** You'll become a better communicator

- 6 Read the following quote. Pay attention to the words in bold. Do you like the comparison? Why? Why not?

*Some books are to be **tasted**; others to be **swallowed**; and few to be **chewed** and **digested**.*

Give examples of books that should be

- tasted
- swallowed
- chewed
- digested.

Compare your examples.



Workbook

LESSON

2

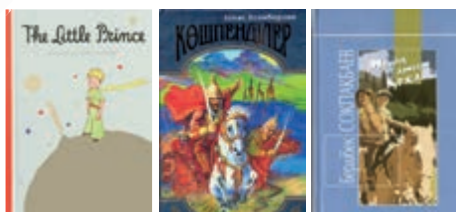
LEARNERS READ NON-FICTION

Vocabulary

- I Work in pairs. Which words/phrases in bold do you know? Ask and answer the questions.
- 1 Who's your favourite **fantasy author**?
 - 2 What's your favourite **genre**: fantasy, horror, crime, etc.?
 - 3 What was the last book you read and what was the **plot**?
 - 4 When you buy a book, are you influenced by the **cover** or the **blurb**?
 - 5 Which books are **best-sellers** in Kazakhstan at the moment?
 - 6 Do you enjoy **browsing in bookshops**?
 - 7 Do you usually buy **paperbacks**, **hardbacks** or **e-books**?
 - 8 Do you always read the **contents page** before you buy books?

Speaking

- 2 Look at the book covers. Have you read these books or seen the films that were based on them? If so, what did you think of them?



3 Have a class vote to find out which genre is the most popular.

- Action
- Mystery
- Detective
- Travel books
- History

4 In small groups, discuss the questions.

- 1** What is the longest book you have ever read?
- 2** How long did it take you to read it?
- 3** What is the funniest book you have ever read?
- 4** Has any book ever made you cry or laugh out loud? Which one and why?
- 5** Which book was the strangest one you have ever read? Why?

Writing

5 Work in pairs and read the following tasks. Choose one task. Discuss the question in pairs and write your composition.

- a** “A book must always have a happy ending”. With reference to the book you have read, write a composition, saying whether you agree or disagree with this statement and why.
- b** Write a composition, comparing two characters from the story you have read and saying which of the two you prefer and why.
- c** “I would have preferred to see this story on film and not to have read it”. Based on the book you have chosen, write a composition, saying whether you agree or disagree with this statement and why.
- d** “This book is not really suitable for young people”. Write a composition saying whether you think this is true of any book you have read or heard of. Give reasons to support your answer.



Workbook

I Work with a partner. Discuss the questions.

- 1 Describe a personal experience of reading a non-fiction book. How long did it take to read it? What kind of experience was it – productive, pleasant, or frustrating?
- 2 Do you prefer to read self-help books, educational books, business books, or something else?

*The Difference Between **Fiction** and **Non-fiction**. ... In general, **fiction** refers to plot, settings, and characters created from the imagination, while **non-fiction** refers to factual stories focused on real events and people.*

2 Read the quotation. Do you agree with it?

A room without books is a body without soul.

Cicero

***Emphasis** is the extra stress placed on the most important word in a thought group. Usually, the last content word in a thought group is emphasized, but sometimes other words, such as transition words or words signaling particular or new information, are emphasized because they are more important.*

Listening

3 18 Listen to these examples

Eva: OK, / so has everyone read / all the material?

Leo: Yep. / So how do you think / we should organize it? / There is so much information.

4



19 Listen to the excerpts from two conversations and underline the emphasized word(s).

Eva: So / what about some of the cues?

Leo: For first impressions / in a nutshell / it's physical appearance. / It's the most important cue.

Leo: In general / being able to decide / if you can trust someone quickly / was really important / during early human evolution.

Eva: It probably still is! / That's really interesting. / I read another study / on a similar topic / but it was / a little more specific.

Alexa: Some of the photos / were of really attractive / people / and all the participants / pretty much agreed / they were four. But there were some photos / that only a few people found attractive.

Alexa: Our first response / is to go for someone / who is generally attractive, / what they call "a good catch."

Alexa: But the different preferences / suggest we also make judgments / about who would be / "a good catch for me."

5

What would you prefer: to read an e-book or a paper book? Write a short essay answering the question.



Workbook

LESSON

4

LEARNERS READ NON-FICTION

Vocabulary

1

Read the paragraph. Write in the missing words. Discuss in pairs.

famous people \ well-known \ experience \ autobiography \ non-fiction \ to inform \ life

A biography is _____; it is a text about someone's _____.

If someone is writing about their own life it is called _____.

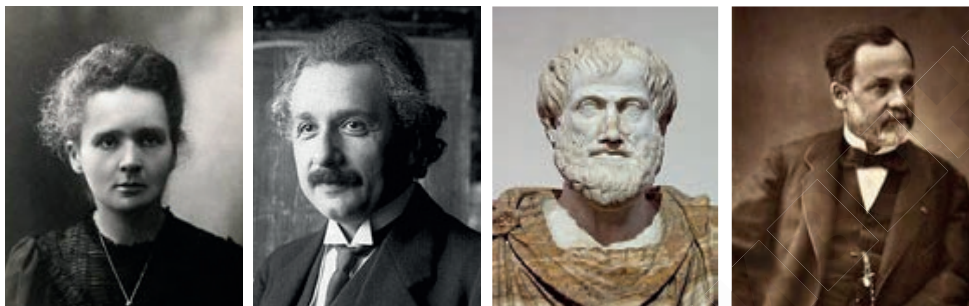
Biographies are usually written both _____ and to entertain.

Often they are about _____, e.g. singers, models or sports personalities. Nevertheless, sometimes biographies about people who aren't _____ can be interesting because of their extraordinary _____.

Reading

Biographies

- 2 Look at the photos of some famous scientists. Who are they? What do you know about them? Share information in groups.



- 3 Look at the list of top scientists of all time and match the names with the short profiles.

- 1 Galileo
- 2 Marie Curie
- 3 Aristotle
- 4 Louis Pasteur
- 5 Albert Einstein
- 6 Sir Isaac Newton

- 1 (1642–1727) _____ made investigations into subjects including Mathematics, Optics, Physics, and Astronomy. He laid the foundations for classical mechanics, explaining the law of gravity and the laws of motion.
- 2 (1822–1895) _____ contributed greatly towards the advancement of medical sciences developing cures for some infectious diseases. This scientist also invented the process of pasteurisation to make milk safer to drink. This has helped to save the lives of many people.
- 3 (1564–1642) The creation of one of the first modern telescopes, _____ revolutionized our understanding of the world, successfully proving the Earth revolves around the Sun and not the other way around.
- 4 (1867–1934) _____ Polish physicist and chemist, who discovered radiation and helped develop X-rays. This scientist won the Nobel Prize in both Chemistry and Physics.
- 5 (1879–1955) _____ revolutionized modern physics with the theory of relativity. This scientist was awarded the Nobel Prize in Physics (1921) for his discovery of the photoelectric effect, which formed the basis of *Quantum Theory*.

- 6 (384 BCE–322 BCE) A great early Greek scientist _____, who investigated natural sciences including Botany, Zoology, Physics, Astronomy, Chemistry, Meteorology and Geometry.

Writing

4 Write a biography of a famous person you know.

- 1 Choose a person you are interested in or know well.
- 2 Find out the basic facts of the person's life. Use reference books, such as encyclopedias, etc.

Try to find answers to these questions for the person you have chosen.

- What makes this person special or interesting?
- How did he/she influence the world?
- What are the adjectives you would most use to describe the person?
- What examples from their life illustrate those qualities?
- What events changed this person's life?
- Did he or she overcome difficulties?
- Would the world be better or worse if this person hadn't lived? How and why?

5 Organize your ideas to tell an interesting story.

6 Write your biography.



Workbook

LEARNERS READ NON-FICTION

LESSON

5

1 Work with a partner. Discuss.

- 1 Who are the most famous people in Kazakhstan?
- 2 How can famous people inspire others to do good things?
- 3 Why do the mass media often write about famous people?

2 Read this quotation. How do you understand it?

The only way to do this — and so become a 'cultured' person — is by reading.

André Maurois

Understanding motivation

Controversial issues can often provoke emotional responses because the stakes are high. If you want to persuade others to adopt your position, it is useful to understand the motivation of the people you are speaking to – what they want and what makes them behave as they do. Understanding the motivation of all parties in a situation can help you anticipate and challenge other points of view.

Many students do a lot of their research on the internet. But well-informed students also know that libraries and librarians are great resources on college campuses.

3 Work with a partner. Discuss the questions.

- 1 How many libraries are there in your town? How many of them have you visited?
- 2 Have you ever asked a librarian a question? Why or why not?
- 3 How often do you use the library for research?
- 4 What are the advantages of using a library instead of the internet?

4 Circle the answer to complete each sentence.

- 1 A database of journals in a library is a good resource for students because _____.
a the information can be trusted **b** it is at the university
- 2 Google isn't a good tool for research because _____.
a it takes too long to find information **b** not everything is true
- 3 Reference librarians like to _____.
a do research at the library **b** answer students' questions
- 4 When a student asks the librarian for help, he or she should _____.
a be specific
b know key words about the topic

5 Write T (true) or F (false) next to the statements.

- _____ 1 Students should use databases instead of books for resources.
- _____ 2 Archives are available for everyone online.
- _____ 3 It's important to start early on a research project.
- _____ 4 Reference librarians want to help students with their research.
- _____ 5 A student can find anything on the Internet.
- _____ 6 Sometimes it's hard to find the name of the writer on the Internet.



Workbook

Speaking

I Think about the following questions: *Do young people read books nowadays? Why do some teenagers prefer films to books?*

- | | |
|-----------------------------------|---|
| 1 White Hat/ Informative | What do we know? What does this tell us? |
| 2 Blue Hat/ Reflective | How do we approach this problem? What are the ground rules? |
| 3 Green Hat/ Creative | What are some alternatives? How can we innovate? |
| 4 Yellow Hat/ Constructive | What works? What are the benefits? |
| 5 Red Hat/ Intuitive | How does it make us feel? How will the customers feel? |
| 6 Black Hat/ Cautious | What doesn't work? What could go wrong? |

White



I tend to be very rational and objective; I feel most comfortable looking at the facts.

Yellow



I tend to be optimistic, seeing the good side of everything.

Black



It is easy for me to see the flaws in things and to know when an idea is wrong. I tend to be very logical.

Red



I tend to be emotional, and to think about how things make me and other people feel.

Green



I tend to think about how things could be improved or changed. I like to invent and create things.

Blue



I tend to think about how a situation needs to be managed or handled – I like to be in charge.

Writing

2 Work with a partner. Choose a topic to research. Write two questions you can ask a reference librarian about your topic. Go to the library. Tell the librarian about your topic and ask your questions. Ask the librarian if the library has the following items: databases, maps, newspapers and archives.

3 Write a report about your visit to the library.



Workbook

REVIEW 3 UNITS 5-7

Use of English

Vocabulary

1 Write words for the following definitions.

- a** (n) a promise to yourself to do something, often made at the start of a new year _____
- b** (adj) not yet used or taken advantage of _____
- c** (n) a period of time spent receiving or completing training at a job as a part of becoming qualified to do it _____
- d** (idiom) not able to decide something _____
- e** (v phr) to go for something; to take one's chances _____
- f** (n phr) the suitable, skilled people who are available to be chosen to do a particular type of job _____

2 Write explanations for the following key vocabulary.

- 1** academic
- 2** acquire
- 3** advisor
- 4** internship
- 5** mechanical
- 6** specialist
- 7** understanding
- 8** vocational

3 Unscramble the non-fiction terms.

- a** ytsohist
- b** apiogrhyB
- c** narlinfomatlo ionficnton
- d** obiraphAutgyo
- e** iaEncyopedcl
- f** teviewlnr
- g** wsperNepa lesAicrt
- h** ooxtbTek
- i** ryLitera ionficnton
- j** ionficntoN

4 Now match them to their definitions.

- 1 _____ The description or the documenting of historical, or "real life" events. The main types are autobiographies, biographies, encyclopedias, essays, feature stories, interviews, newspaper articles, and textbooks.
- 2 _____ Non-fiction that is written mainly to provide factual information.
- 3 _____ Non-fiction that is read like fiction but provides factual information.
- 4 _____ A book written about a person's life or one main event.
- 5 _____ A book written by the author about himself or herself.
- 6 _____ The information is organized alphabetically by the topic. The entries are short and it is commonly used for research.
- 7 _____ A conversation between two people where questions and answers are exchanged. These conversations are recorded and then broadcasted or reported.
- 8 _____ Focuses on one topic or main idea.
- 9 _____ When information is organized chronologically or by topic and is used for reference.
- 10 _____ An online source of information providing international access.

5 Write examples of ...

- 1 something created by you
- 2 something designed by your friend
- 3 something invented in Kazakhstan
- 4 something you are allowed to do at school
- 5 something produced in Kazakhstan
- 6 something used by you every day
- 7 a new mobile application
- 8 an industry in the region you live in
- 9 your favourite device
- 10 a well-known scientist

Reading

6 Read the paragraphs and summarize them in one sentences.

- 1** Maybe you make the world's best peanut butter cookies, or you've always helped your friends and neighbors by fixing their computers, or perhaps you have a green thumb and your garden is the envy of the neighborhood. A lot of businesses are started by people who have hobbies or special talents and want to turn these interests into a business. But scaling up from a hobby to a real business, such as a bakery, restaurant, or store, requires business know-how and a substantial investment. Many entrepreneurs don't have enough of either of these, so they never take the first step.

One sentence summary: _____

- 2** An increasing number of aspiring business owners have found a way to take a first step that makes this transition from hobby to business more gradual, less expensive, and less risky. They are taking their dreams and talents on the road—in trucks. The first entrepreneurs to do this were in the food business.

In recent years, a wave of food trucks have arrived on the scene, serving everything from gourmet muffins to empanadas to Korean tacos. Food trucks became a way for aspiring chefs to try out recipes and test the waters before making a big investment in a traditional, brick-and-mortar business.

One sentence summary: _____

6 Scan the paragraphs again to find these phrases. Use context to try to understand them. Then match them to the correct meaning.

- 1** (para 1) have a green thumb
- 2** (para 1) the envy of the neighborhood
- 3** (para 1) scale up
- 4** (para 2) arrive on the scene
- 5** (para 2) test the waters
- a** try out in a safe way or on a small scale
- b** be good at growing plants
- c** appear
- e** something your neighbors wish they had
- g** take something to the next level

Writing

- 8** Think about a book or a short story you have read. Write your essay answering the questions below in about 120-150 words.

Who are the characters in this story?

Who is the most important character in the story?

Who is telling the story?

Do the characters remind you of anyone you know?

Which character interested you most?

Were there any characters that you didn't like?

Why does that character behave in that way?

What would you have done in that situation?

What do you think the character was thinking?

Did the characters change throughout the story?

Making statements and providing information

Different ways of self-expression

Lead-in: What is self-expression? What are the forms of self-expression?

LESSON

1

Speaking

- 1 Look at the pictures and answer the questions.



- 1 What are these people doing?
- 2 What kind of emotions can you see?

Self-expression is a cluster of values that include social toleration, life satisfaction, public **expression** and an aspiration to liberty. **Self-expression** is to say something that you truly believe is important in a form of communication, such as art, speech and dance.

- 2 Answer these questions using linking words: *in addition, so, however, also, furthermore, while*.

- 1 What are the common problems of teenagers?
- 2 Why is self-expression so important?
- 3 How do you express yourself?

- 3 Read this quotation and explain its meaning.

«Love of self and love of life connects us with the prosperity of the Universe. Self-love creates self-expression and allows us to be creative in deeply fulfilling ways.»

Louise Hay

Discussion

4 Check (✓) the ideas you agree with. Discuss your choices with a partner.

- 1** I prefer to study alone. ____
- 2** I prefer to study with others. ____
- 3** I like studying in a quiet environment. ____
- 4** I like studying in an open space where I can hear others. ____
- 5** I would like to go to a college that has a lot of social activities. ____
- 6** I would like to go to a college that has a variety of courses. ____

5 Discuss the questions with your partner.

- 1** What are the advantages of studying in open spaces? What are the disadvantages?
- 2** What things do you like to do to express your feelings, go to basketball courts, play table tennis, or go to meditation gardens?

Understating key vocabulary

6 Read this vocabulary before watching the video.

- | | | |
|------------------------|---------------------------------|----------------------|
| 1 indelible | 2 congregate | 3 communal |
| 4 synergy | 5 pull | 6 all-nighter |
| 7 one-upmanship | 8 rule with an iron fist | 9 mindset |
-
- a** (adj) impossible to remove by washing or any other method
b (n) a person's way of thinking and their opinions
c (v) to gather together into a large group
d (adj) belonging to or used by all members of a group
e (n) the combined power of a group of things when they are working together that is greater than the total power achieved by each working separately
f (v, informal) to do or accomplish something, such as an extended period of work
g (n) a time when you spend all night working on something
h (n) an effort to show that you are better than someone you are competing with
i (idm) to control a group of people very firmly, having complete power over everything they do

7 Make sentences using the vocabulary.



Workbook

DIFFERENT WAYS OF SELF-EXPRESSION

I  **11** Watch the video *Modern Shock Therapy*. Circle the correct answer.

- 1** What does the informal workspace reduce?
 - a** collaboration
 - b** seriousness
 - c** the need to meet people
- 2** Which of the following is not common at this creative company?
 - a** working over a hundred hours a week
 - b** synergy between people
 - c** scheduling a place to get work done
- 3** What does the president, Carisa Bianci, believe this type of workspace encourages?
 - a** an employee's best performance
 - b** competition from other companies
 - c** relaxation

Practise Idioms

2 Match the words and phrases with their explanations. Then, write sentences with the idioms.

- | | | |
|--------------------------|---------------------------|---------------------------|
| 1 armchair critic | 2 cheapskate | 3 couch potato |
| 4 down-to-earth | 5 behind the times | 6 go-getter |
| 7 goody-goody | 8 man of his word | 9 social butterfly |

- a** a person who is active, energetic, and has the initiative to pursue the things they want
- b** a person who hates to spend much money, a stingy person
- c** a lazy person who spends a lot of time sitting down or lying down
- d** a person you can trust because they tell the truth and keep promises
- e** a person who always acts good, sweet, or nice, and follows the rules perfectly
- f** a person who makes comments and criticisms about a situation that they are not actually doing anything to help fix
- g** a person is old-fashioned and has not adopted certain modern customs
- h** an extroverted person who loves to socialize.
- i** a person who is practical, sensible, and realistic

- 3** You have been asked by your head to find out what the advantages and disadvantages of making the study area are more informal. Is it a good idea?
Write your report to the head in 100-110 words.

- 4** Use the following outline to write your report

To: _____

From: _____

Date: _____

Subject: The advantages and disadvantages of making the study area are more informal

Introduction

The aim of this report is to give my views and suggestions about ...

Advantages

Firstly, I must say _____

Disadvantages

There were, however, some disadvantages

My opinion

I would like to say that



Workbook

- 1** Read the quotation. What do you think it means? What do you know about this great thinker?

Human behavior flows from three main sources: desire, emotion, and knowledge.

Plato

Pronunciation

- 2**  **20** Listen to these examples of generalizations and summaries.

Listening for generalizations and summaries

Speakers often help listeners understand their main ideas by providing signals that they are going to offer a generalization or summarize what they have said. Here are some signals to listen for:

In general, ... / Generally, ... / ... a generalization ... Overall, ... A rule of thumb, ...

In short, ... / In a nutshell, ... (informal) / To conclude, ... / In conclusion, ... / We/They can conclude that ... / X leads us to conclude that ... / To summarize, ...

In summary, ... / To sum up, ... / The bottom line is ... / Bottom line – ...

Listening

- 3**  **20** Listen to the conversation. Check (✓) the topics that the students discuss.

- a** scientific studies ___ **b** newspaper stories ___ **c** their class readings ___
d plans for their presentation ___ **e** their professor ___

- 4**  **20** Listen again. Write down the generalizations that you hear after these signal phrases, paraphrasing as needed.

- 1** OK, if I had to draw one generalization from all the readings, it would be _____.
- 2** For first impressions, in a nutshell, it's _____.
- 3** The scientists who conducted the study speculate that, in general, _____.

- 4 Overall, it turns out the judgments were pretty accurate. Most participants _____.
- 5 Well, the authors of the study had an interesting explanation. They conclude that _____.
- 6 Can you just summarize it? _____.
- 7 Bottom line – he was able to _____.

5 **20** Listen to the conversation again to check your answers.

- 1 Participants in the studies described by the students had to make decisions about people's character based on their faces. What traits were mentioned in the studies? Check (✓) all the traits that were discussed.

- a** aggressive ____
b approachable ____
c attractive ____
d competent ____
e thoughtful ____

- f** dominant ____
g likeable ____
h nervous ____
i sincere ____
j trustworthy ____

 Workbook

DIFFERENT WAYS OF SELF-EXPRESSION

LESSON

4

Reading

- I** Read the summary of a child development study. Write the words and phrases in bold next to their definitions below.

A study that began in 1986 **established a causal link** between the behavior of parents and the success of their children. The **research subjects** in this study were the families of 129 children living in poverty

in Jamaica. There were two **experimental groups**, and each group received a different treatment. In one, the children received extra food and milk. In the other, the families received visits from an expert in early childhood development, who encouraged the parents to spend more time engaged with their children: reading books, singing songs, or simply playing. The third set of families, the **control group**, received no treatment. The experiment lasted for two years, but the researchers who **conducted the study** continued to follow the children. The researchers found out that the **intervention** that made the most difference in the children's lives was early parental interaction. As they were growing up, the children in this group exhibited more positive behavior and had higher IQ scores than the children in the other groups. As adults, they earn 25% more than the other participants in the study. The researchers **contend** that their results have clear **implications**. To ensure the future success of children living in poverty, educate parents about the importance of parent–child interaction.

- 1 _____ (v phr) to do academic research, such as an experiment
- 2 _____ (n) action taken to deal with a problem
- 3 _____ (n) conclusions suggested by the results of an academic study
- 4 _____ (n phr) participants in an experiment who do not receive experimental treatment
- 5 _____ (n phr) participants in an experiment who receive experimental treatment
- 6 _____ (n) all the participants in an experiment
- 7 _____ (v phr) to show a cause-and-effect connection
- 8 _____ (v) to claim

Use of English

Dependent prepositions with less common nouns, adjectives and verbs

Certain verbs, adjectives and nouns naturally take certain prepositions when placed in a sentence – these are called dependent prepositions, **e.g.** *object* **to** (something), *participate* **in** (something), *complain* **about** (something).

Unfortunately there are no fixed rules that can help you decide which dependent prepositions should be placed with which words, you really just need to learn them.

2 Complete the phrases and phrasal verbs with the correct prepositions (in, of, on, up, with).

- | | |
|----------------------|-------------------------|
| 1 _____ brief | 5 identify _____ |
| 2 range _____ | 6 _____ theory |
| 3 focus _____ | 7 rely _____ |
| 4 sum _____ | 8 _____ contrast |

3 Read the text about a child development study again. Write a summary of the text in 100 words using phrasal verbs.

4 Revise the tips of writing a summary.

How to write an effective summary:

- Begin with an introductory sentence that states the text title and author and restates its thesis.
- Include all of the main points and major supporting details
- Delete minor details.
- Combine similar ideas
- Paraphrase accurately and preserve the text's meaning.
- Use quotation marks when using words directly from the text.
- Include only the text's ideas; exclude personal opinion.
- Check you summary for mechanical errors.



Workbook

DIFFERENT WAYS OF SELF-EXPRESSION

LESSON

5

I Read this quotation. Do you agree with it? Share your opinion.

«In the process of educating a person, it is necessary to introduce the science of conscience. Scientists should take care of this. They must develop this doctrine as an obligatory subject for all.»

Shakarim Kudaiberdiyev

Problem and solution collocations

There are many nouns and verbs which can be used to describe problems and solutions. Some form typical or frequent collocations.

	Verbs	Nouns
stating the existence of a problem	become, face	an issue a problem
	face, pose, present, represent	a challenge, a danger, a problem, a risk, a threat
	cause, run into	trouble, problems
describing solutions	address, confront, eliminate, respond to	a challenge, a danger, an issue, a problem, a risk, a threat
	fix, resolve, solve	a problem
	resolve	an issue

Reading

- 2** Work the scenarios with a partner. Discuss them, using the language in the chart to describe the problems and solutions. How would you react, express your feelings and your decision?

1 Two neighbours both wanted to park their cars in a space next to their apartment building. They argued about it constantly. Neighbor A had a violent temper and frightened Neighbor B, who complained to the owner of the building. The owner decided to park his own car in the space so neither neighbor could use it.

2 In the past, passengers arriving at the Houston Airport complained constantly about the length of time they had to wait for their baggage. Airport officials tried several approaches to solve the problem, including hiring extra staff. With these adjustments, the wait time was reduced to about the average at most airports, but passengers still complained. Eventually, the officials decided on a more extreme solution. They moved the baggage claim area.

3 A city neighbourhood was having a problem with rats. The rats lived on the garbage people had thrown out. The neighbours considered using poison, but they worried about pets or even children coming into contact with it. They tried traps, but the rats were too smart. One neighbor had read about an organization that brings feral cats (wild cats that live on the streets) into neighborhoods with rat problems. The neighbours contacted the organization which delivered five feral cats. A week later, the rats were gone. The neighbours don't think the cats killed all the rats, but those they did not kill were certainly scared away.

- 3** Work in small groups. Talk about negative or abusive behavior in public places. How would you react and what would you do in such situations?



Workbook

DIFFERENT WAYS OF SELF-EXPRESSION

LESSON

6

Reading

- 1** In pairs make two lists

- 1** sources which offer reliable information.
- 2** sources which offer unreliable information

Compare your lists with other pairs.

- 2** Read the text to check your answers.

FINDING RELIABLE SOURCES

UNRELIABLE SOURCES

Blogs: Anyone can write a blog. The writer may not be an expert or even have any real knowledge of the subject. Blogs often include biased information and personal opinions, not factual data or research.

Company websites: Sites that end in “.com” are commercial sites. These sites may provide information for customers, but they are often designed to sell products or services. These sites may present a biased point of view.

Wikipedia: Many different people contribute to the pages of Wikipedia. The writers are not necessarily experts in the field. Students should never

use Wikipedia as a source, but there are a few ways that Wikipedia may be useful in your research: you can get general background information on your topic, find key words to do other searches, and find reliable sources in their list of resources.

RELIABLE SOURCES

Educational sites: Sites that end in “.edu” are typically reliable sources. People that contribute to these sites are often professors or researchers. Articles on these sites are based on studies and research.

Government sites: Websites that end in “.gov” can be trusted. They often present data or statistics from government agencies. Often, there is no author for these sources, but they are written by experts.

Online professional journals: These sources are based on research and present balanced information. The articles are written by professionals for other people in their field.

Newspapers: Newspapers respected for their accuracy and balanced reporting are good sources.

SITES THAT NEED MORE RESEARCH

Nonprofit sites: A website that ends in “.org” is nonprofit. Nonprofit organizations include groups like the Red Cross, an international relief organization. However, they can also include groups who have a religious or political bias. Always do your own research to learn more.

OTHER SOURCES

Article and research databases: College subscribes to a lot of research databases, data, and scholarly articles. With your student ID, you can use these databases and find good, reliable sources. A reference librarian can show you how to find the right database.

Critical thinking

- 3** With your partner, imagine you are writing a paper on the attitudes of young people about online privacy. Find some reliable sources on the topic.

- a** one government source: _____
- b** one educational source: _____
- c** one news source: _____

- 4** Write a paragraph about the pros and cons of online privacy in about 120-150 words.



Workbook

Options for future careers. Producing information leaflets

Lead-in: Which jobs will be in demand in 10 years' time? Which jobs will disappear in the future? Which jobs no longer exist?



Speaking

1 Look at the pictures and answer the questions.

- 1** Are there a lot of food trucks and other mobile businesses where you live? Do you ever buy from these businesses?
- 2** What makes you choose to shop at one company instead of another?
- 3** If you were going to start your own small business, what would it be? Give reasons for your answer.

2 Answer these questions about you.

- 1** What are the career options available?
- 2** Why do businesses use information leaflets?
- 3** What are your future career goals? How are you going to achieve them?
- 4** Where do you see yourself in the next 5 years?

A career is a job or a profession that you have been trained for, and which you do for a long period of your life.

3 Read this quotation and explain what it means.

When you want something, all the universe conspires in helping you to achieve it.

Paulo Coelho

4 Work with a partner. Discuss the questions.

- 1** What are typical things that teenagers like to do?
- 2** What are some of the ways that teenagers can earn money in Kazakhstan?
- 3** Do you know a teenager who owns a business? What kind of business?

Understanding key vocabulary

- 5** Read this vocabulary before watching the video. Match the words to the definitions.

1 <i>foreclosure</i>	4 <i>deed</i>
2 <i>garage sale</i>	5 <i>take stock</i>
3 <i>attention deficit hyperactivity disorder (ADHD)</i>	

- a** (n) the act of taking back property that was bought with borrowed money because the money was not paid as agreed
- b** (n) an occasion when people sell things they no longer want but feel someone else might want; often done in a garage
- c** (n) a condition in which someone, especially a child, is often in a state of activity or excitement and unable to direct their attention toward what they are doing
- d** (n) a legal document that is an official record and proof of ownership of property
- e** (idm) to examine a situation carefully

- 6** Make a five-minute presentation about the attitudes of Kazakhstani teenagers to part-time jobs.



Workbook

OPTIONS FOR FUTURE CAREERS. PRODUCING INFORMATION LEAFLETS

LESSON

8

Understating key vocabulary

- I** **12** Watch the video *Florida Teen Buys Houses*. Check (✓) the ideas you hear.

- 1** Willow is a landlord. ____
- 2** Willow has sold furniture and other items to earn money to buy houses. ____
- 3** Once Willow is a legal adult, all the properties will belong to her. ____
- 4** Willow has a goal of owning 10 houses by the time she is 18. ____
- 5** Willow plans to become a realtor. ____

2 Discuss the questions in pairs.

- 1** What activities does the teenage girl like?
- 2** What kind of business does she have?
- 3** How much money does she earn?

3 Watch the video again. Write a detail for each main idea.

- 1** Willow made a good deal of money selling furniture, allowing her to buy her first home.

- 2** Her goal is to buy two houses a year.

- 3** Willow's mother is helping her.

- 4** Willow participates in many tasks as a landlord and business owner.

Practise phrasal verbs

4 Match the phrasal verbs with their meanings. Write a sentence for each one.

1 <i>carry out (smt)</i>	4 <i>lay off (sb)</i>	7 <i>burn out</i>
2 <i>take over (smt)</i>	5 <i>knuckle down</i>	8 <i>knock off</i>
3 <i>take on (sb)</i>	6 <i>hand in (smt)</i>	9 <i>call off (smt)</i>

- a** to stop being distracted and to focus on work
- b** to cancel an event
- c** to perform work, to do a job
- d** to submit, to deliver work
- e** to accept; to take control of something; when one company is absorbed by another company
- f** to become exhausted from work
- g** to end the work day
- h** to dismiss employees from their jobs; (US) to fire employees; (UK) to sack employees
- i** to accept new employees; to hire

5 Choose two phrasal verbs and write situations demonstrating their meanings.



Workbook

- I** Read the quotation. What do you think it means?

The most difficult profession is to be human.

Pronunciation

Question intonation

Intonation rises at the end of **yes/no** questions, and it falls at the end of **wh-** (information) questions. Using the correct intonation helps listeners understand the type of question you are asking.

Should companies have to hand over information about their customers?

Lauren, what do you think?

Listening

- 2**  **21** Listen to the questions and decide whether each one ends with rising intonation or falling intonation. Circle the appropriate arrow.

- 1 a ↗ b ↘ 2 a ↗ b ↘ 3 a ↗ b ↘
4 a ↗ b ↘ 5 a ↗ b ↘ 6 a ↗ b ↘ 7 a ↗ b ↘

- 3** You are going to read an article about customer loyalty. Read the sentences and choose the right answer.

- 1** When gasoline prices are low, drivers have no incentive to leave their cars at home and take public transport.
a alternative b encouragement c argument
- 2** Some investors shrewdly bought property when prices were very low.
a based on good judgment b based on illegal actions
c based on luck or coincidence
- 3** It is important to set goals that are attainable; otherwise, you will just get discouraged.
a able to be reached b practical; sensible
c simple; able to be explained clearly
- 4** There is an ongoing debate in this country about the role of education in economic success.
a formal b highly emotional c continuing

- 4** What do you think the article will be about? Discuss in pairs.

Workbook

- I** Read the text and check your predictions.

Reading

Keeping your customers

- 1** It costs five to ten times more to sell a product to a new customer than to an existing one. So what are businesses doing to hold on to their customers? Two popular business strategies with successful track records for customer retention are rewards programs, often also referred to as loyalty programs, and subscription services.
- 2** Loyalty programs encourage customers to continue buying products or services from one particular company by offering customers rewards. Airlines, pioneers of loyalty programs, provide a good example. When customers fly with one airline on multiple trips, that airline rewards them with free travel. Generally, customers have to accumulate a specific number of “miles” or “points” in order to receive their reward, providing an incentive to continue flying with one airline. Other companies, from Starbucks to Best Buy, have followed suit, offering rewards to loyal customers.
- 3** American consumers often belong to multiple loyalty programs, yet most people participate actively in only a few. Companies are interested in understanding the reasons behind this behavior. The most successful loyalty programs have several features in common. They are simple and easy to understand, but most important, their rewards are attainable. Customers receive rewards often enough that they see the benefit of remaining loyal to the company. The programs not only keep customers buying the company’s products or services, they also provide the company with valuable information about their customers’ behavior and preferences.
- 4** A second successful strategy for maintaining customer relationships is the subscription service. In these programs customers sign up to purchase items, such as shaving products, snacks, or makeup, on a regular basis. These items are delivered to the customer’s home. They offer customers products that are tailored to their own personal needs and desires. This kind of treatment makes customers feel special and deepens their connection to the brand. In a retail environment where consumers are faced with a dizzying array of products, this kind of service can combat what has been referred to as “the paralysis of choice.” In other words, the service makes decisions for consumers who may have difficulty making decisions for themselves. For the

company, subscription services offer guaranteed regular sales, an ongoing relationship with their customers, and, like loyalty programs, a rich source of data about buying behavior.

- 5 Rewards programs and subscription services are just two of the marketing tools that businesses use to hold on to customers. They have learned that it makes better business sense to devote attention and even money to their current customers than to try to attract new ones.

2 Work with a partner. Discuss the questions.

- 1 How do you think loyalty programs provide companies with data on customer behavior?
- 2 Why might customers join a loyalty program but then not participate actively in it?
- 3 What does the term the "paralysis of choice" mean?
- 4 Why might products, such as snacks, razors for shaving, and makeup be popular items for services?

Use of English

Concession

There are many different ways to signal that you are contrasting ideas.

e.g. Unlike other companies, Amazon charges for its subscription service.

Many subscription services are free; Amazon, **by contrast**, charges a substantial fee for its program.

contrasting ideas	transition word or phrase
direct contrast	unlike / in contrast to / by contrast / however / on the other hand
concession: to show that the contrast might not be complete or is unexpected	despite / in spite of / nevertheless / yet / however
correction or replacement: to show that the first clause or phrase is wrong or insufficient	instead of / rather than / instead / on the contrary / in fact / rather/however

3 Write sentences with these words.

4 Think of business companies in Kazakhstan. How do they keep their customers? Are those ways effective? Which are the most effective ways to attract and keep the customers?

5 Write a paragraph about one of the business companies in Kazakhstan.



Workbook

LESSON

11

OPTIONS FOR FUTURE CAREERS. PRODUCING INFORMATION LEAFLETS

1 Read this quotation. What does it mean?

Have the end in mind and every day make sure you're working towards it.

Ryan Allis

Business and marketing vocabulary

2 Complete the information about business and marketing with the correct form of the words and phrases from the box.

1 break even

4 marketing tool

7 track record

2 brick-and-mortar

5 on a large/small scale

8 turn a profit

3 generate revenue

6 start-up costs

9 utilities

For many people, the dream of a lifetime is to own their own business. If you are one of them, it is a good idea to start (1) _____. You may want to begin with a mobile business, where (2) _____ and (3) _____ are low. Whatever you decide, you should set goals for your new business. For example, how long do you expect it to take before your business (4) _____? How much longer after that will it take for the business to (5) _____? Even for an established (6) _____ business with a good (7) _____, there comes a time when sales start to slow down, and you need to find a new way to (8) _____. The question is, "What do your customers want?" There are lots of online (9) _____ that can help you learn more about your customers. So don't wait—start thinking about your marketing strategy today!

Listening

- 3** You are going to listen to an informative presentation on nonprofit organizations. Before you listen, study the table and answer the questions.

A selection of the ranking of 145 countries for charitable behavior

A selection of the ranking of 145 countries for charitable behavior

COUNTRY	RANKING	COUNTRY	RANKING	COUNTRY	RANKING
Burma	1	Malaysia	10	Sierra Leone	54
U.S.A.	2	Kenya	11	South Korea	64
New Zealand	3	United Arab Emirates	14	Vietnam	79
Canada	4	Guatemala	16	Portugal	82
Australia	5	Thailand	19	Mexico	90
U.K.	6	Germany	20	Japan	102
Netherlands	7	Kuwait	24	Brazil	105
Sri Lanka	8	Costa Rica	36	Russia	129
Ireland	9	Saudi Arabia	47	Burundi	145

Listening

- 4**  **22** Listen to the talk. Write T (true), F (false), or DNS (does not say).

- _____ **1** The purpose of the presentation is to give the students an introduction to nonprofit organizations.
- _____ **2** The main difference between a for-profit business and a nonprofit organization is that a nonprofit has no revenue.
- _____ **3** Donations to nonprofit cannot be used for administrative functions.
- _____ **4** Nonprofit organizations have no owner.
- _____ **5** Ninety percent of nonprofit revenue comes from fundraising.
- _____ **6** Nonprofit organizations are not affected by market forces.

- 1** Do you think that donating money and volunteering time are the best ways to help people in need? What other ways are there to help?
- 2** Do you think that charitable organizations do a good job of helping people in need? Give an example of an organization that you are familiar with and explain the work it does. What about your country? Are there any funds, donating centres in your city?

- 5**  **22** Listen again. Define the terms as they relate to nonprofit organizations.

- 1** nonprofit organization: _____
- 2** mission: _____
- 3** revenue: _____
- 4** program: _____
- 5** equity: _____
- 6** board of directors: _____
- 7** fundraising: _____

- 6** Use the correct forms of the terms in previous task to complete the paragraph.

(1) _____ differ from businesses that operate for a profit in that they cannot keep the money they raise or distribute it to owners or shareholders as (2) _____. Instead, their (3) _____, most of which is provided through (4) _____, must be used to pay for the organization's (5) _____. To ensure that the (6) _____ of the organization is protected, a (7) _____ maintains oversight of all operations.

With your group, discuss the questions.

- 1** How do you choose an organization to donate your time or money?
- 2** A lot of people – especially donors – believe that the best charities are the ones that do the most with the least. They look for charities with low expenses and ones that pay their staff very little. Yet, the presenter advises the students to invest in administration. Why do you think he gives this advice?
- 3** What kinds of lessons do you think nonprofit organizations can learn from for-profit businesses?
- 4** Do you think an aggregator, a curator, or a concierge service could work in the nonprofit world? Why or why not?

Project

- 7** Work with a partner. Invent your own potential business product for a future career. Produce an information leaflet. Complete the tasks.

- 1** Review the list of potential new businesses below.
- 2** Decide whether each one would work better as a mobile or a traditional business. Give reasons for your choice.
- 3** Add one more idea of your own for a product or service that you think would make a good mobile business.

a yoga studio / a tanning salon / vintage clothing / legal advice / organic fruit and vegetables / pizza / T-shirts / health screening / simple blood tests, blood pressure/ books / art classes for children / mobile phone and tablet repair / tax return preparation

Writing

- 8** Write an essay about a charity organization in Kazakhstan.



Workbook

9 Clothes journeys

Introduction to the lesson

Lead-in: What do you do with your old clothes when you buy new ones? Is making your own clothes cheaper than buying them?

LESSON

1



Speaking

I Answer the questions.

- 1 Which clothing companies or designers are popular in Kazakhstan? Why are they popular?
- 2 Why do people buy designer clothing?
- 3 Do you prefer designer clothing? Why or why not?
- 4 Are stores that sell cheap clothes popular in your country?

2 Write a paragraph to answer the questions.

- 1** What are some careers in the clothing industry? Is designing a good career?
- 2** Why do young girls dream of a career in fashion?
- 3** Would you like to start a career in the fashion industry?

3 Read this quotation. What do you think it means?

Simplicity is the keynote of all true elegance.

Coco Chanel

Understanding key vocabulary

- 4** Read the words and phrases before watching the video and match them with their definitions.

1 <i>dressed to the nines</i>	3 <i>fabric</i>	5 <i>client</i>
2 <i>mow the lawn</i>	4 <i>bespoke tailor</i>	6 <i>elegantly</i>

- a** _____ (adv) in a stylish and beautiful way
b _____ (idm) wearing fashionable or formal clothes for a special occasion
c _____ (v phr) to cut an area of grass, especially near a house or in a park, to keep it short
d _____ (n) cloth; material made from cotton, wool, etc., and used to make clothes, curtains, etc.
e _____ (n) a person who makes or sells clothing that is specially made for the customer
f _____ (n) a customer; someone who pays someone else for services

- 5**  **13** Watch the video *A Life Tailored Around Clothes*. Number the notes in order (1–6).

- a** father and son talk ____
b man signs his name on drawing of a suit ____
c two men look at the inside of a jacket ____
d man cuts material with scissors ____
e man puts on black jacket ____
f man looks closely at the material of a jacket ____

- 6** Watch the video again. Check ☒ the clothes you see.

- 1** ____ hat **2** ____ jacket **3** ____ pants **4** ____ shirt
5 ____ shoes **6** ____ sweater **7** ____ tie **8** ____ winter coat

- 7** Work with a partner. Discuss the questions.

- 1** Does the designer prefer formal or informal clothes?
2 Do you think his company makes a large number of jackets each year?
3 How do you think the speaker feels about the way many young people dress today?
4 What does the speaker mean when he says that he wants his clients to step out of their comfort zone?

Practise phrasal verbs

- 8** Explain the meaning of phrasal verbs, fill in the sentences.

1 <i>do up</i>	6 <i>let out</i>	11 <i>take up</i>
2 <i>dress up</i>	7 <i>put on</i>	12 <i>throw on</i>
3 <i>hang out</i>	8 <i>slip on</i>	13 <i>turn up</i>
4 <i>have on</i>	9 <i>take in</i>	14 <i>zip up</i>
5 <i>kick off</i>	10 <i>take off</i>	

- a** It's cold outside so _____ your coat.
b Here I am, all _____ and ready to go!
c She washed the skirt and _____ it _____ to dry.
d "What did she _____ when you saw her?"
e He arrived home exhausted. He _____ his shoes and lay down on the sofa.
f The skirt is tight so I'll have to _____ it.
g He _____ his coat and then left the house.
h She _____ a pair of comfortable jeans and went downstairs.
i The dress is too wide for me but I can have it _____.
j Come in and _____ your coat.
k My dress is too long. It needs to be _____.
l He _____ an old jacket and rushed out.
m He _____ his jacket before stepping out into the snow.
n The sleeves are a bit long. I'm going to _____ them _____.

- 9** Look at the clothes you have on now. Where were they made? Who do you think made them? Describe the clothes of your classmates. If you could have one item of clothing specially made just for you, what would that be?



Workbook

- 1 Do you agree with this quotation? Share your opinion.

Dressing well is a form of good manners.

Tom Ford

Pronunciation

Vowel omission

Speakers don't always pronounce every letter in a word. Unstressed vowels are sometimes not pronounced when they appear between a consonant and /l/ or /r/.

Every is usually pronounced /'ev • ri/. **Family** is often pronounced /'fam • li/. Common words in which a vowel is often omitted:

typically / family / basically / finally / chocolate / favorite / average / every / several / interesting / different / camera / temperature / natural / general

Listening

- 2  **23** Listen to **Vowel omission** with these examples for the words in bold, circle the vowels that are not pronounced.

- 1 I've been looking for an **interesting** topic, but to be honest, I haven't come up with anything yet.
- 2 And eco-friendly clothing **typically** helps protect the environment, too.
- 3 Well, these fabrics keep your body **temperature** the same in any kind of weather.
- 4 Anyway, it looks like we've **finally** come up with some good ideas.
- 5 There are a lot of **different** articles on the topic.

- 3 You are going to read an article about fashion. Read the sentences. Complete the definitions with the correct form of the words in bold.

- 1 When you shop for clothes, do you search for specific **brands**, or do you just buy what you like?
- 2 When a clothing company raises its prices, it is not unusual for the company's sales **volume** to fall.
- 3 Everyone was talking about the new designer **collections** at the spring fashion show in Milan.
- 4 My favorite store just launched their new coats for the fall **season**.
- 5 **Cotton** clothes are cool and soft, but they wrinkle easily.

- 6 These days, many clothing companies **manufacture** their clothes in Vietnam, Cambodia, or other countries in Southeast Asia.
- 7 New companies have to **invest** millions of dollars in building factories and training employees.
- a _____ (n) a time of year when particular things happen
- b _____ (v) to make goods in a large quantity in a factory
- c _____ (n) amount of something, especially when it is large
- d _____ (n) a range of new clothes produced by a fashion house
- e _____ (n) a plant with white fibers used for making cloth
- f _____ (v) to use money for the purpose of making a profit, by building a factory
- g _____ (n) the name of a product or group of products made by a company

Reading

- 4 Read the text. What do you think "fast fashion" means?

Is fast fashion taking over?

- 1 The fashion industry has changed significantly in recent years. Traditionally, fashion retailers created two clothing collections per year, called seasons. Each season was a collection of clothes for spring/summer and fall/winter. Nowadays, in contrast, they can design and manufacture clothes in as little as four weeks. Fast fashion means that the latest designs shown at the fashion shows in Paris, London, New York, and Milan can be copied and sold in shopping malls within a month. A typical fast-fashion retailer can stock 10,000 designs annually, compared with 2,000 for its high-fashion competitors. The largest fast-fashion retailers have annual sales in the billions of dollars.
- 2 The advantages of rapidly changing fashions are clear. Shortening the life cycle of a product means that if a design doesn't sell well within a week, it is taken out of the stores and replaced with a new one. This is good for manufacturers as it means a greater volume of sales. It is also good for customers, who can keep up with fast moving trends cheaply and who can enjoy finding something new every time they visit a store.
- 3 However, there are also a number of disadvantages to the fast-fashion approach. Perhaps the biggest concern is the impact of wasted clothes on the environment. The low cost of most fast fashion enables shoppers to buy several new sets of clothes each season instead of wearing the same outfits year after year. This means that huge amounts of clothing are thrown away. Furthermore, with fashions changing so quickly, cotton growers need to produce more cotton more cheaply, and that means using more pesticides

and chemicals. The third problem is the theft of ideas. Fashion houses invest a lot of time and money in new designs, only to see these ideas stolen and copied by fast-fashion companies.

4 Fast fashion rests at one end of the fashion scale. At the same time as fast fashion is becoming more and more popular, wealthy consumers worldwide are buying more and more expensive, luxury brands. Many well-off customers buy designer clothes just to show that they can afford them, but others choose luxury brands for their quality, saying that they will last longer.

5 In short, these days it seems that the fashion industry is changing almost as fast as the fashion it produces — but what do you think?

5 Work with a partner. Read the article again and number the main ideas in the order that they are mentioned. Not all the ideas are mentioned. Remember that you can annotate the article as you read. The first example is given.

- | | |
|--|---|
| a designer clothing ____ | d the definition of fast fashion – 1 |
| b advantages of fast fashion ____ | e disadvantages of fast fashion ____ |
| c fast fashion shows ____ | f conclusion ____ |

6 Look at the article *Is fast fashion taking over?* again and correct the factual mistakes in the sentences. The first one has been done for you as an example.

1 Traditional fashion retailers annually produce 10,000 designs.

Traditional fashion retailers annually produce 2,000 designs.

2 High-end fashion designs that are unpopular are withdrawn in less than a month. _____

3 Traditional fashion is good for the manufacturer because of the greater volume of sales. _____

4 The biggest problem with fast fashion is the theft of ideas. _____

5 Cotton growers need to produce more, so they have to use less fertilizer. _____

6 Designer clothing is popular with all shoppers. _____



Workbook

INTRODUCTION TO THE LESSON

- 1** Work in pairs. Answer the questions.
- What do you know about the following Kazakhstani designers?
 - a** Aida Kaumenova
 - b** Kuralai Nurkadilova
 - c** Oxana Korby
 - d** Balnur Assanova
 - What are the main duties of a fashion designer?
 - Why is it important to follow the design process?

- 2** Work with a partner. Discuss the questions.
- 1** Do you know the top designers in Kazakhstan?
 - 2** Do you have any fast-fashion clothing stores in your country?
 - 3** Do you shop at fast fashion stores? How often? What do you buy?

- 3** Read this quotation. Do you agree or disagree with it?

Being well dressed is a beautiful form of politeness.

Coco Chanel

Use of English

- 4** Complete the paragraph using the words in the box to make it cohesive.

change / In addition / Meanwhile / ones / that / them / these / they / this / This

The speed of change in the fashion world means that we buy many more clothes than we need. To keep up with (1) _____ fast pace of (2) _____, retailers create a constant demand for new clothes by selling (3) _____ cheaply and changing items every week. To make space for the new clothes, customers throw away the old (4) _____ as soon as (5) _____ are out of style. (6) _____ way of shopping leads to a higher demand for cotton, and (7) _____ means more intensive agriculture and damage to the environment. (8) _____, many of (9) _____ cheap clothes are sewn in sweatshops in countries where workers earn less than a dollar a day. (10) _____, the clothing companies keep nearly all the profits.

Reading

- 5 Read the article about a Kazakhstani designer. Would you like to become a famous designer?

Love is the main recipe for beauty!

Kuralai Nurkadilova is no stranger to hard work, and she has never let anything get in her way to achieve her dreams. Her perseverance, creativity and generosity makes the designer is a role model for all Kazakhstani citizens.

Kuralai is now known around the world, but it wasn't always this way. When she first started out, there were no other fashion houses in Kazakhstan so she had to work by herself to develop her fashion house. She opened it with a loan of \$15,000. Since then she has had many achievements, including designing the outfits for the Kazakhstani Olympics teams in 2008 and 2011, dressing famous stars, having her clothes in international magazines.

The designer creates two sets of clothes: one for Europe, which tends to be monochrome, and another set for Kazakhstan. She understands that tastes vary between regions, and as a Kazakhstani woman she knows how important colours are to women in our country. She creates beautiful outfits to suit the style and culture here. She has another line of clothing for Muslim women called: Kuralai-Muslim. This stylish line is designed in beautiful colours and with some interesting twists on the traditional clothings.

Kuralai considers designing the Kazakhstani teams' outfits for the Olympics among her greatest achievements. The uniform she designed consisted of shirt, trousers, a tie, shoes, jacket and cap. The word Kazakhstan formed a part of the design. The highest praise she received was from an athlete who said the clothes were so comfortable that he didn't "want to take them off". In addition to designing all of the clothes, Nurkadilova also manages her company, and she has qualified as a psychologist. She sets a really high standards for all of us!

- 6 Does the author have a positive or negative opinion of Kuralai Nurkadilova?

- 7 Work with a partner. Find information about fashion in different decades. Answer the questions.

- 1 Do you like fashion from the 1990s?
- 2 What do you think about the fashion trends from movies from 2000 to 2009?
- 3 What is your opinion of the fashions from the 1980s?
- 4 Can you describe what fashion trends are like nowadays?



Workbook

Investigating the resources and processes involved in manufacturing clothes

Lead-in: Has fashion changed a lot in Kazakhstan in the last 10 years? How has it changed?



Critical thinking

1 Answer the question.

Can you think of some reasons why fashions change? List your reasons in small groups.

2 Discuss the questions in small groups.

- 1 Why is there a difference in the quality of clothing, e.g. good and bad quality? Are expensive clothes worth the money?
- 2 Why is the fashion industry bad for the environment?
- 3 How can social media influence the fashion industry?

3 Read this quotation. What does it mean?

Buy less, choose well, make it last.

Vivienne Westwood

4 Work with a partner. Discuss the questions.

- 1 Can you name any fashion designers?
- 2 What are the most popular clothing brands at the moment?
- 3 What stores are famous for selling very expensive clothes?

Understanding key vocabulary

- 5** Read the words and the definitions before watching the video. Then, write a sentence for each word.

1 *branch out* 2 *strategy* 3 *delicate* 4 *the masses* 5 *exclusive*

- a** (phr v) to begin to do more different kinds of activities or work
- b** (n) a plan that you use to achieve something
- c** (adj) needing to be dealt with carefully in order to avoid causing trouble or offense
- d** (n phr) the ordinary people who make up most of society
- e** (adj) expensive and only for people who are rich or of a high social class

- 6**  **14** Watch the video *The Growth of Louis Vuitton*. Circle the correct answers.

- 1** Louis Vuitton has always made products for ____.
 - a** large number of people
 - b** stores around the world
 - c** the rich and famous
- 2** In the last 25 years, the company began making ____.
 - a** expensive luggage
 - b** luxury clothing
 - c** beautiful shoes
- 3** Today Louis Vuitton products are sold ____ .
 - a** in 40 countries
 - b** in more than 620 stores
 - c** all over the world
- 4** For some top customers the company will make ____.
 - a** beautiful fabrics for the masses
 - b** products you can walk into any store and buy
 - c** anything they want
- 5** The company sells the greatest number of items to ____ .
 - a** rich people
 - b** Hollywood stars
 - c** ordinary people

- 7** Watch the video again. Correct the sentences.

- 1** A Louis Vuitton handbag can cost \$150,000 and a coat can cost \$50,000.

- 2** It is difficult to sell to masses of people and remain exclusive to others.

3 You can walk into a store and buy things in the top range.

4 They sell very little stuff in the bottom range.

5 Owning a Louis Vuitton item shows that you can use it.

Practise phrasal verbs

8 Fill in the gaps with the correct phrasal verbs. More than one answer may be possible.

1 <i>get rid of</i>	4 <i>put away</i>	7 <i>stand out</i>	10 <i>fold up</i>
2 <i>go with</i>	5 <i>put on</i>	8 <i>take off</i>	11 <i>wear out</i>
3 <i>try on</i>	6 <i>pick out</i>	9 <i>grow out of</i>	

- a Please _____ of those awful pants!
- b I really don't think your shoes and pants _____ one another. Put on the blue pants instead.
- c He _____ his skates. - the wheels are damaged
- d Why don't you _____ this hat _____ ?
- e I need to _____ my clothes before going to bed.
- f Children, please _____ your shoes on _____ .
- g Frank is _____ a new tie _____ .
- h She really _____ in the crowd. - she is so tall
- i Marley, if you want to go outside you must _____ your raincoat _____ !
- j Every night _____ his clothes _____ for the next day.
- k My daughter _____ her clothes before she has time to _____ them _____ .



Workbook

1 Work in a small group. Discuss the questions.

- 1** When buying new clothes, what is more important: the style, the cost, or the quality?
- 2** What does wearing designer clothing tell us about a person?

2 Read the quotation. What do you think it means?

Clothing is the first step to building a character.

Sylvester Stallone

Pronunciation

Auxiliary verbs for emphasis

In fluent speech, speakers usually contract auxiliary verbs (am → 'm, have → 've, etc.). However, to emphasize a point, they sometimes use the full form and stress the auxiliary verb.

That is interesting. (= emphasizes that **that** is interesting)

Speakers sometimes add *do* or *does* to an affirmative sentence to emphasize a point.

I like it. I do like it. (emphasizes or suggests that the listener didn't expect me to like it.)

Listening

3 **24** Listen to the sentences below. Underline the stressed word in the sentence.

- 1 a** I've been reading about fashion of the future
b I have been reading about fashion of the future.
- 2 a** That's amazing
b That is amazing.
- 3 a** I agree that it's not very practical
b I do agree that it's not very practical.
- 4 a** I think it'll be interesting
b I do think it'll be interesting.

4 Change the sentences to emphasize the words in bold by adding *do* or *does* and making any necessary changes.

- 1** I **believe** they can be used to make sports clothing.

- 2** It **seems** we have a lot of ideas for the future of fashion.

3 I **agree**.

4 I **like** the idea of clothes that help people with health problems.

5 She **buys** a lot of clothes.

5 Read the definitions. Then, complete the sentences with the correct form of the words in bold.

convert (v) to change something into something else

design (n) the way in which something is arranged or shaped

fabric (n) cloth, material

focus on (phr v) to give a lot of attention to one subject or thing

local (adj) related to an area nearby

practical (adj) suitable for the situation in which something is used

smart (adj) operated by computer or digital technology

useless (adj) not useful

1 Our clothes are made from 100% natural _____.

2 My _____ shopping center has lots of great clothing stores.

3 You don't need to pack boots. We're going on a beach vacation – they'll be _____!

4 Solar panels _____ sunlight into energy.

5 _____ technology, like smartphones and smart watches, allows us to be constantly connected to the internet.

6 Those high-heeled shoes are not _____ for hiking up a mountain!

7 We're going to _____ clothes manufacturing, rather than fashion in general.

8 I love this shirt! The _____ is great.

6  25 You are going to listen to a discussion about clothes of the future. Listen to the discussion and complete the outline.

Fashion of the (1) _____

A Eco-clothes – good for the (2) _____ (3) _____ friendly / not made by people working in bad (4) _____ / collect (5) _____ when you move energy converted into (6) _____

B (7) _____ fabrics can (8) _____ bacteria can regulate body (9) _____ can make (10) _____ clothing to help people exercise in hot or cold climates / can reduce muscle aches and prevent us from getting (11) _____

C Designers used (12) _____ in clothes (13) _____ made from lights change (14) _____ / as you move.

- 7 Listen to the discussion again. Write the adjective(s) the students use to describe each type of future clothing and their opinions.

type of clothing	adjective(s)	speaker's opinion (P = positive, N) negative
eco-clothes		
fabrics that regulate body temperature		
fabrics that prevent people from getting sick	so	
dress made of lights	not very	



Workbook

LESSON

6

INVESTIGATING THE RESOURCES AND PROCESSES INVOLVED IN MANUFACTURING CLOTHES

- 1 Read the sentences paying attention to the phrases in bold. What are their functions? Write your own sentences about clothing manufacturers in Kazakhstan using the phrases.
- It is only my opinion, but I believe** that city leaders did not act responsibly when they voted to allow construction on park land.
 - As far as I am concerned**, it is always better to reuse and recycle the resources that we have instead of using up additional resources.
 - As I see it**, a new convention center would be an incredible benefit for this city and its citizens, as it would provide both jobs and revenue. It would be foolish to pass up this opportunity.
 - It seems to me** that by designating this neighborhood a historic area, we are telling all low-income homebuyers to stay away.
 - From my point of view**, placing this building on the register of historic places is a step in the right direction because it has the potential to draw tourists who are interested in architectural and cultural history.
- 2 Get into small groups. Read the following project outline. Make a detailed plan and present your projects in the next class. Project work.

Theme: KAZAKHSTANI FASHION INDUSTRY

Problem: Students' are influenced by image of foreign fashion companies operating in Kazakhstan.

Idea: Defining problem areas and searching for solutions

Aim: To find out how foreign fashion companies operating in students' country influence how students dress.

Objectives:

- 1 Research and make a survey of products available in local shops.
A study of a foreign company operating in the town, include facts about the company, including number of employees.
- 2 Study in more detail the position of the foreign company in relation to national companies with which they compete.
- 3 Finding solutions to possible problems.
- 4 Interviewing people.

End products:

- Written, audio-visual or verbal reports summarizing survey findings.
- Classroom display including reports, photographs, actual products, charts, graphs, maps and diagrams.



Workbook

LESSON

7

INVESTIGATING THE RESOURCES AND PROCESSES INVOLVED IN MANUFACTURING CLOTHES

- 1 Read this quotation. Do you agree or disagree with it?

You can never be overdressed or overeducated.

Oscar Wilde

- 2 You are going to listen to an interview with a fashion designer. Before you listen, complete the definitions with the correct form of the words in bold.

- 1 Aysha's **collection** was presented during the most recent Fashion Week in Doha.
- 2 I have always tried to **combine** my culture with fashion.
- 3 As a teenager, I would make my own skirts and scarves. I wanted my designs to be **individual**. They were **unique**, and eventually, people **admired** my clothes rather than laughing at me.
- 4 Many traditional clothing **styles** are being reused by young designers.

5 My philosophy is to create clothes that are **modest**, but at the same time, give women **confidence**.

- a** _____ (v) to respect or approve of something
b _____ (adj) not showing too much of a person's body
c _____ (adj) different from everyone or everything else
d _____ (n) a selection of clothing designs that are sold at particular times of the year
e _____ (adj) considered as one thing, not part of a group
f _____ (v) to mix or join things together
g _____ (n) a feeling of being certain about yourself and your abilities
h _____ (n) ways of designing hair, clothes, furniture, etc.

3 Work with a partner. Discuss the questions.

- 1 What does the word *fashion* mean to you?
- 2 Does fashion allow people to show their personality or does it make people look and act the same?

4  26 Listen to the first part of the interview. Answer the questions.

- 1 Who is Aysha Al-Husaini?
- 2 Where is she from?
- 3 What is she famous for?

Listening

5  27 Listen to the interview again. Write T (true), F (false), or DNS (does not say) next to the statements. Correct the false statements.

- ___ 1 Aysha grew up in Doha.
___ 2 It can be difficult to buy long-sleeved clothes in New York.
___ 3 Aysha started making clothes when she was a teenager.
___ 4 Most Muslim women wear a burka.
___ 5 Aysha's teachers asked her why she didn't design Western styles.
___ 6 Aysha's designs are for women who like to be modest.
___ 7 Many Muslim women want to wear fashionable clothes.
___ 8 Chinese and Indian designers don't use traditional designs.
___ 9 You can buy Aysha's collection in Malaysia and Singapore.

6 Look at your notes from the interview and answer the questions.

- 1 Does the fashion world respect Aysha's work?

- 2 Did Aysha enjoy growing up in New York?

3 Do non-Muslim people understand what Muslim fashion is?

4 Was becoming a fashion designer easy for Aysha?

5 Is Aysha's fashion company successful?

7 Do you think it's possible to combine fashion with tradition? Do you follow your customs and traditions and respect other people's traditions?



Workbook

LESSON

8

INVESTIGATING THE RESOURCES AND PROCESSES INVOLVED IN MANUFACTURING CLOTHES

I Find logos for three of the following brands in the Internet.

- Do you like the design of the logos?
- What are the logos used for?
- Do you know logos of any Kasakhstani brands?

1 Gucci	6 New balance	11 Geox
2 Levis	7 Nike	12 Nina Ricci
3 S.Oliver	8 Dolce Gabbana	13 Escada
4 Reebok	9 Hugo Boss	14 Louis Vuitton
5 Puma	10 Pierre Cardin	15 Versace

2 Work in a small group. Discuss the questions.

- 1** Why should people buy or wear eco-friendly clothes?
- 2** Do you agree that clothes can influence how people feel about themselves? Why or why not?
- 3** Do you think it's better to dress in an individual way, or to dress in a similar way to everyone else?

3 Work with a partner. Invent your own fashion design for teenagers or adults. Prepare a presentation or an information leaflet and describe it.



Workbook

Reporting and comparing findings

Lead-in: The fashion industry is harmful to society and the environment. Do you agree or disagree?

- 1 Read this quotation and explain what it means.

Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening.

Coco Chanel

- 2 Answer these questions.

- 1 Why do you think fast fashion exists?
- 2 How does the government control the pollution produced by the fashion industry?

Speaking

- 3 Work with a partner. Answer the following questions.

- 1 These days the production of both designer fashion and fast fashion is outsourced to factories in developing countries. Do you think workers make more money if they are producing designer fashions?
- 2 In your opinion, do the working conditions change depending on the type of fashion local workers are making?
- 3 Do you think that multinationals that outsource their production to developing countries should do more for the local community? What should they do?

Vocabulary

- 4 Work with a partner. Match the definitions with the words in bold.

- 1 One of the biggest costs for retailers is **advertising**, but without it, customers have no way of getting information about stores and products.
- 2 Smart **consumers** shop for clothes during the off-season. For example, they buy winter coats in spring.
- 3 Some shoppers only buy clothes made by **designer** labels. If it's not Gucci® or Prada®, they are not interested.
- 4 In the United States, Forever 21® and H&M® are **competitors**. They have similar prices and they try to attract similar customers.
- 5 In the clothing business, very little **manufacturing** is done in the United States. Most companies have their factories in other countries.

- 6** China and India are the two biggest **suppliers** of cotton in the world. Every big clothing company buys from them.
- 7** In some countries, workers are paid only 14 cents an hour for their **labor**.
- 8** As well as clothing companies, computer companies also find it cheaper to make their products **overseas**, mainly in Asia.

- a** _____ (n) a person or company that sells a product or service
- b** _____ (n) a person who designs fashionable clothes
- c** _____ (adv) in, from or to another country, especially located across the ocean
- d** _____ (n) a person who buys things to use
- e** _____ (n) the business of creating or sending out announcements in magazines, on television, etc. to attract shoppers
- f** _____ (n) businesses that try to win or do better than other businesses selling almost the same products
- g** _____ (n) work
- h** _____ (n) the process of making things, especially in a factory

- 5** Make up sentences with the words from the box to describe your favourite shopping mall, your favourite fashion brand and style.

Adjectives that collocate with fashion

contemporary / current / latest / modern / popular

Verbs that collocate with fashion

be in fashion / come into fashion / become fashionable / set fashions / start fashions / keep up with fashion / follow fashions / wear fashions

Phrasal verbs: fashion

fall out of fashion / be out of fashion / go out of fashion / come back into fashion / be back in fashion

Fashion events

fashion shows / fashion shoots / fashion magazines / fashion spreads in magazines / fashion runways

Noun collocations with fashion

fashion business / fashion industry / fashion market / fashion trade / fashion retailer / fashion boutique / store / shop / fashion design / fashion photography / fashion brands / fashion companies / fashion houses / fashion labels / fashion lines

People in fashion

fashion editor / fashion designer / fashion photographer / fashion stylist / fashion maven

e.g. *I'm amazed at some pieces of modern fashion.
What's in fashion this year is different to last years style.
I try to keep up with fashion, but it's breaking my bank account!
Those jeans fell out of fashion ten years ago.
She likes to wear clothes that are out of fashion. I guess she's thinking about the environment.
The magazine is having a fashion shoot in Hawaii.
Fashion business is big money, don't doubt it!
The fashion market is very quick to change directions.
He works in the fashion trade designing men's suits.
Good fashion photography can make all the difference in setting a trend.
Fashion companies drive billions in sales every year.
Fashion lines are created by individual fashion designers.*

6 Get into groups of three students and do the following speaking tasks.

Student A:

Describe your favorite piece of clothing.

You should say:

- Where you got it
- Do you often dress it
- When you wear it

and explain why it is your favorite clothing.

Student B:

Describe a person whose appearance you like.

You should say:

- who this person is
- what their relationship is to you
- what they look like

and say what it is about their appearance you like.

Student C:

Describe someone you know who dresses well.

You should say:

- who they are
- how you know them
- what kind of clothes they wear

say why you like the way they dress.



Workbook

REPORTING AND COMPARING FINDINGS

1 Read this quotation. What do you think it means?

Language is the dress of thought.

Samuel Johnson

2 Work in a small group. Complete the sentences with the correct form of the words in bold.

- 1 conditions** (n) the physical environment where people live or work
 - 2 import** (v) to buy a product from another country and bring it into your country
 - 3 multinational** (adj) referring to a business or company that has offices, stores, in several countries
 - 4 offshore** (adj) located in another country
 - 5 outsource** (v) to have work done by another company, in another country than in your own company
 - 6 textile** (n) cloth or fabric that is made by crossing threads under and over each other
 - 7 wage** (n) money that people earn for working
- a** Some _____ companies are so big that they have branches in more than a hundred countries.
 - b** Designers at famous fashion houses can earn high _____.
 - c** The workers at that factory are well-paid, and their working _____ are safe and comfortable.
 - d** Scotland is famous for producing beautiful woollen _____, which are often used to make skirts for men called kilts.
 - e** At one time, the company made all its products in the United States. In recent years, however, it decided to _____ its production to Singapore.
 - f** Many manufacturers carry out large parts of their production in _____ factories because materials and labor are cheaper in other countries.
 - g** We _____ the fabric from China, then we sew and finish the shirts here.

3 Work with a partner. Discuss the questions.

- 1** Why do some companies outsource their production to other countries?
- 2** What are the benefits for a country when a multinational company moves its production there?
- 3** Are there any disadvantages for workers when multinational companies base their factories in their countries?

Reading

- 4 Read the title of the text. What do you think it will be about? Discuss with a partner. Then, read the text to check your answer.

Offshore production

- 1 The world's consumption of fashion is huge. To give just one example, the United States alone **imported** almost 122 billion dollars' worth of **textiles** in 2014. As consumption has risen, prices have fallen. Today, a hand-finished shirt may cost as little as five dollars. To make clothes at these low prices, companies have to keep costs down. They use **offshore** production to do this. Large **multinational** companies **outsource** their production to developing countries like Egypt or Cambodia, where workers are paid much less than in developed countries. Supporters of outsourcing claim that it helps local economies, but I believe it is harmful for two main reasons.
- 2 First, overseas workers usually receive very low **wages**. These workers, many of them women and children, often work 14 hours a day and earn less than a hundred dollars a month. One study of 15 countries found that textile workers earned less than 40% of the money they needed to live on each month. In some countries this figure is even lower. Also, most workers are paid by the piece. This means they might earn only a few cents for making a dress that sells for hundreds of dollars in the United States or Europe. Such low wages are wrong and unfair. As Priya Kapoor, a human rights researcher in Delhi, says, "Garment workers in countries like India and Bangladesh can't afford to pay their basic needs like food and healthcare. We need to establish a fair wage for the work they do."
- 3 The second problem with outsourcing is that working **conditions** in many offshore factories are uncomfortable and unsafe. It is a fact that worker protection laws like those in developed nations either don't exist or often are not followed. As a result, workers are exposed to chemicals, dust, and unsafe levels of noise from sewing machines. I saw this myself when I visited a clothing factory in Bangladesh in 2015.
- 4 I realize some experts, like the economist David Schneider, say that outsourcing benefits local economies by providing jobs at higher wages than local workers can make by working in agriculture. These arguments may be correct, but in my opinion they do not justify the low wages and dangerous conditions found in many overseas factories today. I believe they should contribute a much larger share of their massive profits to correcting these problems and improving social conditions in the countries where they are located—starting today.

Use of English

Multi-word prepositions

Single-word prepositions like **for** and **with** as well as multiword prepositions like **because of** are followed by nouns, noun phrases, pronouns or gerunds. Some multiword prepositions can be used to join two pieces of information. In the following example, which ideas are connected by the multiword preposition **rather than**?

Critics of outsourcing claim that children should be in full-time education rather than working in a factory.

Common multiword prepositions and their meanings include the following:

Reason: because of, due to, as a result of

Exception: except for, other than, apart from

Addition: in addition to, along with

Preference: rather than, instead of

Concession/contrast: in spite of

Choice: instead of

5 Read the sentences and underline the multiword prepositions. What comes after each preposition—a noun, noun phrase, pronoun or gerund?

- 1** The low cost of most fast fashion enables shoppers to buy several new sets of clothes each season instead of wearing the same outfits year after year. *Gerund.*
- 2** Due to their longer lifespan, expensive designer clothes are more environmentally friendly than cheap clothes. _____.
- 3** Because of the low labor costs in developing nations, multinational companies are able to keep most of the profits from the sale of the clothes produced overseas. _____.
- 4** Conditions in some overseas factories are terrible. In spite of this, many local workers want to get jobs in these factories. _____.
- 5** The United States, along with Europe and Japan, are the leading consumers of fast fashion. _____.



Workbook

1 What do the expressions below mean? Discuss in pairs.

Try to explain the expressions in your own words.

- to dress for the occasion
- to look attractive
- to dress casually
- to dress down
- to dress up
- to replace traditional fashion
- to make a good impression
- to preserve typical traditional clothing
- to dress down in the workplace
- to be quite girly

2 Work with a partner. Which of these statements are true about you? Ask your partner questions based on these statements.

- I spend a lot of time to get dressed in the morning.
- I love buying new clothes.
- I really don't think much about what I wear.
- I hate having the same clothes as my friends.
- It's important for me to be fashionable.

Reading

3 Read the text. Discuss with a partner.

Made in Kazakhstan

The development of fashion and clothing industries is really important for the growth of a country. It is also really important as national designers are the only ones to really understand the style and tastes of their fellow citizens. In Kazakhstan, the effects of global trends are obvious, but the national fashion industry continues to go from strength to strength, offering fashion-conscious citizens a wonderful choice of clothing.

The people of our country are very stylish and have been interested in fashion trends and good-quality clothing for a long time.

1947 The Symbat Fashion Academy was founded. It is responsible for production of fashionable clothes, and it has an education center.

1972 The academy presented Kazakh fashion abroad for the first time.

1993 This was the year the knitwear company Altex was formed. Altex makes the knitted pieces of uniforms for schools, the police force, security guards, as well as producing advertising products and business clothing.

1996 In this year, Zibroo was founded. It made homeware and clothes, before starting to create sports clothes. It has since made clothes for the Asian Games in 2011 and the Sochi Games in 2014. They also make workwear, for example overalls, and protective clothing, and safety shoes.

1997 A year later, Tagam was established. It manufactures hosiery. They produce tights, socks, and stockings for adults and children. They use a variety of materials, like wool and cotton in their clothing, which can be worn throughout the year.

Textiline was also formed in the same year. Its line includes clothes for men, women, children, work and sports. It was the first Kazakh company to export clothes to Europe. It linked up with the Swiss company ASSOS in 2001 to make sportswear.

1998 The following year another textile company was founded. Glasman make uniforms and mens clothing. In 2008 they asked some designers to come up with some school uniforms and menswear. Since then, they continue to design products for the company. They use high-tech equipment and quality textiles to produce all their top quality products. Their men's suits are very popular.

2007 Caramel is Endeavor's line of clothing for babies. It supplies clothes for babies and older kids. It fabricates clothes for summer and winter.

2009 Textiline launched a new line of children's clothing: Mimioriki. The maximum age of clothing it produces is nine years old.

2017 Symbat celebrated its 70th anniversary.

4 Look through this fashion quiz.

Match these brands (1-5) with the dates (a-e).

1 "Symbat"

a 2009

2 "Zibroo"

b 1993

3 "Glasman"

c 1997

4 "Mimioriki"

d 1996

5 "Altex"

e 1947

6 "Angelcher"

f 2010

5 Work on pairs and prioritize the following Kazakhstani brands according to

- their popularity
- your preferences

1 «Symbat»

2 «Zibroo»

3 «Glasman»

4 «Mimioriki»

5 «Altex»

6 “Angelcher”

Choose one of the brands and present more interesting facts about the brand in the next class.

6 Read the summary of some ideas from previous texts. Complete the paragraph using the words in the box to make it cohesive.

change In addition Meanwhile ones that them these they this

This speed of change in the fashion world means that we buy many more clothes than we need. To keep up with (1) _____ fast pace of (2) _____, retailers create a constant demand for new clothes by selling (3) _____ cheaply and changing items every week. To make space for new clothes, consumers throw away their old (4) _____ as soon as (5) _____ are out of style. (6) _____ way of shopping leads to a higher demand for cotton, and (7) _____ means more intensive agriculture and damage to the environment. (8) _____, many of (9) _____ cheap clothes are sewn in sweatshops in countries where workers earn less than a dollar a day. (10) _____, the clothing companies keep nearly all the profits.

7 Work with a partner. Choose one Kazakhstani brand and create a word cluster.

8 Write an essay about your favourite fashion brand.



Workbook

REVIEW 4 UNITS 8-9

Use of English

Vocabulary

1 Give examples of people you know who would suit the following:

- | | |
|---------------------------|---------------------------------------|
| 1 cheapskate | 6 go-getter |
| 2 goody-goody | 7 armchair critic |
| 3 behind the times | 8 man / woman of his /her word |
| 4 down-to-earth | 9 couch potato |
| 5 social butterfly | |

2 Write appropriate words for the definitions.

- a** a person who makes comments and criticisms about a situation that they are not actually doing anything to help fix the problem

- b** a person who hates to spend much money, a stingy person

- c** a lazy person who spends a lot of time sitting down or lying down

- d** a person who is practical, sensible, and realistic is _____
- e** a person who is old-fashioned and has not adopted certain modern customs _____
- f** a person who is active, energetic, and has the initiative to pursue the things they want _____
- g** a person who always acts good, sweet, or nice, and follows the rules perfectly _____
- h** a person you can trust because they tell the truth and keep promises

- i** an extroverted person who loves to socialize _____

3 Write sentences using fashion vocabulary.

- a** designer clothing

- b** advantages of fast fashion

- c** fast fashion shows

- d** the definition of fast fashion

- e** disadvantages of fast fashion

Reading

- 4 Scan the excerpt from a magazine article and entitle it.

What is art? This question has puzzled philosophers and great thinkers for centuries. In fact, there is disagreement about exactly what art is. Most of us would agree that Leonardo da Vinci's *Mona Lisa* is art, but what about a video game? One dictionary definition states that art is "making objects, images, or music, etc. that are beautiful or that express certain feelings." This, however, could be regarded as too broad a definition. There are actually a number of different categories of objects and processes under the umbrella term of art that can be explored.

Art is typically divided into two areas: fine art (such as painting, sculpture, music, and poetry) and applied art (such as pottery, weaving, metalworking, furniture making, and calligraphy). However, some claim that the art label can also be attached to car design, fashion, photography, cooking, or even sports. Fine art is categorized as something that only has an aesthetic or conceptual function. This point was made over a thousand years ago by the Greek philosopher Aristotle, who wrote, "The aim of art is to represent not the outward appearance of things but their inward significance." He noted that artists produced objects, drama, and music that reflected their emotions and ideas, rather than just trying to capture a true image of nature. Andy Warhol, the American artist famous for his Pop Art in the 1960s, once said, "An artist produces things that people don't need to have." This is the distinction between fine and applied art. Applied arts require an object to be functional as well as beautiful.

- 5 Read the magazine article again. Write T (true), F (false), or DNS (does not say) next to the statements. Then correct the false statements.

- ___ 1 The writer feels that the dictionary definition of art is too wide.
- ___ 2 Metalworking is an example of fine art.
- ___ 3 Some people argue that sports are a type of art.
- ___ 4 Aristotle was the first to say that art should be affordable for all.
- ___ 5 Andy Warhol invented Pop Art.

Writing

- 6 Write a paragraph expressing your opinion about teenage fashion in Kazakhstan. Is your opinion more positive or negative? Write 100-130 words.

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was/were	been
bear	bore	borne/born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dive	dived	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven

IRREGULAR VERBS

Base form	Past simple	Past participle
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left

IRREGULAR VERBS

Base form	Past simple	Past participle
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misunderstand	misunderstood	misunderstood
overcome	overcame	overcome
pay	paid	paid
put	put	put
quit	quit	quit
read/ri:d/	read/red	read/red
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut

IRREGULAR VERBS

Base form	Past simple	Past participle
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

WORDLIST

Unit 1

English	Kazakh	Russian
appearance (n) /ə'piərəns/	сырт келбет	внешность
bankruptcy (n) /'bæŋkrəptsi/	банкроттық	банкротство
bar chart (n) /'bɑ: 'tʃɑ:t/	гистограмма, бағандық кесте	гистограмма, столбчатый график
compromise (v) /'kɒmprəmaɪz/	келісімге келу	идти на компромисс
conservation (n) /kɒnsə'veɪʃn/	сақтау	сохранение
consumer (n) /kən'sju:mə/	тұтынушы	потребитель
core principle (n phr) /kə:'prɪnsəpl /	басты ұстаным	главный принцип
courtship (n) /'kɔ:tʃɪp/	көңілін табу	ухаживание
culture (n) /'kʌltʃə/	мәдениет	культура
distance learning (n phr) / 'dɪstəns 'lɜ:nɪŋ/	қашықтан оқыту	дистанционное обучение
durable (adj) /'dʒʊərəbl/	ұзақ мерзімді	долговременный, длительный
efficiency (n) /ɪ'fɪʃnsi/	тиімділік	эффективность
exchange (n) /ɪks'tʃeɪndʒ/	айырбас	обмен
expect (v) /ɪk'spekt/	күту	ожидать
federal (adj) /'fedərəl/	федералды	федеральный, союзный
fine print (n) /faɪn'prɪnt/	ұсақ баспа	мелкая печать
formal (adj) /'fɔ:.məl/	ресми	формальный, официальный
fossil fuels (n) /'fɒsəl 'fjuəl/	жанғыш қазбалар	горючие ископаемые
harass (v) /hə'ræs/	мазалау	тревожить, беспокоить

modern phenomenon (n phr) /'mɒdən /fə'nɒmɪnən/ /	заманауи феномен	современный феномен
mortgage (n) /'mɔ:ɡɪdʒ/	кепіл	залог
relationship (n) /rɪ'leɪʃənʃɪp/	қарым-қатынас	отношение
relevant (adj) /'reləvənt/	қатысты	относящийся к
repeal (v) /rɪ'pi:l/	жою	аннулировать
return on investment (n phr) /rɪ'tʃ:n ən ɪn'vestmənt/ /	инвестициядан табыс	инвестиционный доход
rooster (n) /'ru:stər/	сотқар	задира
secondhand (adj) /'sekənd'hænd/	бұрын қолданылған	бывший в употреблении
sector (n) /'sektər/	бөлім, сектор	сектор
significant difference (n phr) /'sɪɡ'nɪfɪkənt 'dɪfərəns/ /	айтарлықтай ерекшелік	значительное отличие
skyline (n) /'skaɪlaɪn/	көрінетін көкжиек	видимый горизонт
stately (adj) /'steɪtli/	айбынды	величавый
symbol (n) /'sɪmbəl/	символ	символ
technological advances (n phr) / 'teknə'lɒdʒɪkəl əd'væns/	технологиялық жетістіктер	технический прогресс/достижения
testify (v) /'testɪfaɪ/	растау	засвидетельствовать
variable (adj) /'veəriəbəl/	құбылмалы	изменчивый
virtual classroom (n phr) /'vɜ:tʃuəl 'kla:sru:m/	виртуалды кабинет	виртуальный кабинет

Unit 2

abuse (v) /ə'bjʊ:z/	қорлау	оскорблять
common (adj) /'kɒmən/	ортақ	общий; совместный
conditions (n) /kən'dɪʃ·ənz/	жағдай	обстоятельства
cruel (adj) /'kru:əl/	мейірімсіз	жестокий

depend on (v) /di'pend on/	тәуелді болу	зависеть
disease (n) /di'zi:z/	ауру	болезнь
egret (n) /'i:grət/	аққұтан	белая цапля
fatal (adj) /'feitəl/	пешенеге жазылған	фатальный
in the wild (p phr) /in ði: waɪld/	табиғатта	на природе
issue (n) /'ɪʃu:/	мәселе	вопрос, проблема
marsh (n) /mɑ:ʃ/	саз	болото
maze (n) /meɪz/	былық	путаница
mental (adj) /'mentəl/	интеллектуалды, ақыл-ой, қабілет	интеллектуальный, умственный
protect (v) /prə'tekt/	қорғау	защищать
shore (n) /ʃɔ:/	жаға	берег
suffer (v) /'sʌfər/	азаптану	страдать
survive (v) /sə'vaɪv/	аман қалу	выживать
welfare (n) /'welfeər/	ауқаттылық	благополучие

Unit 3

beneficial (adj) /,benɪ'fɪʃəl/	пайдалы	выгодный
breakthrough (n) /'breɪkθru:/	ашылу	открытие
confidentiality (n) /kən'fɪdənʃi'æləti/	құпиялылық	конфиденциальность
crash (n) /kræʃ/	қақтығыс	столкновение
eureka moment /ju'ri:kə'məʊmənt/	көзі ашылу	озарение
fiber optic cables / 'faɪbə'ɒptɪk 'keɪbəl/	фибра-оптикалық кабель	фибра-оптический кабель
frontal (adj) /'frʌntəl/	маңдай алды	лобовой, лобный
hippocampus (n) /,hɪpə'kæmpəs/	ми қатпары	мозговая извилина
incubation (n) /'ɪŋkjəbeɪʃən/	инкубация	инкубация

luxury (n) /'lʌkʃəri/	сән-салтанаттылық	роскошь
neuroscientist (n) /njʊərəʊ'saɪəntɪst/	нейроғалым	нейроучёный
occipital (n) /ɒk'sɪpɪtəl/	қарақұс	затылочная кость
parietal (n) /pə'raɪətəl/	төбе	теменной (париетальный)
procrastination (n) /prəkræstri'neɪʃən/	созбақтау	затягивание
stimulation (n) /stɪmjə'leɪʃən/	ынталандыру	стимуляция
temporal (adj) /'tempərəl/	уақытша	временный
trigger (n) /'trɪgər/	шүріппе	пусковой сигнал (курок)
violent (adj) /'vaɪələnt/	қатыгез	насильственный
volcanic (adj) /vɒl'kænɪk/	жанартаулық	вулканический
wired (adj) /waɪəd/	желілік	проводной

Unit 4

abundance (n) /ə'bʌndəns/	молшылық	изобилие
access (n) /'ækses/	қолжетімділік	доступ
application (n) /,æplɪ'keɪʃən/	қосымша, сұраным	приложение, заявка
assignment (n) /ə'saɪnmənt/	тапсырма	задание
break (n) /breɪk	үзіліс	перерыв
colleague (n) /'kɒli:g	әріптес	коллега
consequence (n) /'kɒnsɪkwəns/	салдар	следствие
contribution (n) /kɒntrɪ'bju:ʃən/	үлес	вклад
crankshaft (n) /'kræŋkʃɑ:ft/	иіндібілік	коленвал
develop (v) /dɪ'veləp/	дамыту	развивать
device (n) /dɪ'vaɪs/	құрылғы	устройство

discover (v) /dɪ'skʌvər/	ашу	открыть
duration (n) /dʒʊə'reɪʃən	ұзақтық	продолжительность
graphics (n) /'græfɪks	графикалық кескін	графическое изображение
hourglass (n) /'aʊəglɑ:s	құмсағат	песочные часы
longitude (n) /'lɒŋɡɪtju:d/	ұзындық	длина, долгота
measure (v) /'meʒər	өлшеу	измерять
millennia (n) /mɪ'leniə	мыңжылдық	тысячелетие
mythology (n) /mɪ'thɒlədʒi/	мифология	мифология
obsolescence (n) /,ɒbsə'lesəns	ескіру	устаревание
pendulum (n) /'pendzələm	маятник	маятник
predecessor (n) /'pri:dɪ'sesər	бастамашы	предшественник
procrastinate (v) /prə'kræstɪneɪt/	созбақтау	откладывать
profit (n) /'prɒfɪt	табыс	прибыль
recalibration (n) /rɪ,kælrɪ'breɪʃən	қайта баптау	перенастройка
schedule (n) /'ʃedʒu:l	кесте	расписание
shadow (n) /'ʃædəʊ	көлеңке	тень
sundial (n) /'sʌndaɪl	күн сағаты	солнечные часы
waste time (v phr) /weɪst taɪm	уақытты босқа құрту	тратить время попусту

Unit 5

alternative (n) /ɒl'tɜ:nətv/	балама	альтернатива
artificial (adj) /,ɑ:tɪ'fɪʃəl/	жасанды	искусственный
assertive (adj) /ə'sɜ:tɪv/	өз күшіне сенімді	уверенный в своих силах
boast (n) /bəʊst/	мақтаншақтық	хвастовство

chain (n) /tʃeɪn/	шынжыр	цепь
consultant (n) /kən'sʌltənt/	кеңесші	консультант
crane (n) /kreɪn/	көтергіш кран	подъемный кран
customer (n) /'kʌstəmə/	клиент	клиент
domain name /də'meɪn/	доменнің атауы	название домена
expertise (n) /ˌekspɜːtiːz/	сараптама	экспертиза
headquarter (n) /ˌhedkwɔːtəz/	басқару орталығы	центр управления
internship (n) /'ɪntɜːnʃɪp/	тағылымдама	стажировка
persistent (adj) /pə'sɪstənt/	табанды	упорный
prospective (adj) /prə'spektɪv/	алдағы	предстоящий
pump (n) /pʌmp/	сорғыш	насос
qualified (adj) /'kwɒlɪfaɪd/	білікті, критерийлерге жауап беретін	квалифицированный, отвечающий критериям
register (v) /'redʒɪstə/	тіркеу	регистрировать
resolution (n) /ˌrezəʊ'lʊːʃən/	қарар, шешім	резолюция, решение
survey (n) /'sɜːveɪ/	бақылау	наблюдение

Unit 6

academic (n) /ˌækə'demɪk/	академиялық, оқу	академический, учебный
acquire (v) /ə'kwaɪə/	алу	приобрести
advisor (n) /əd'vaɪzə/	кеңесші	советник
affordable (adj) /ə'fɔːdəbəl/	жарамды	приемлемый
deteriorate (v) /dɪ'tɪəriəreɪt/	бүлдіру	испортить
eyesore (n) /'aɪsɔːr/	көріксіздік	уродство
footprint (n) /'fʊtprɪnt/	таңба	отпечаток

landmark (n) /'lændmɑ:k/	бағдар	ориентир
mechanical (adj) /mə'kænikəl/	механикалық	механический
prosper (v) /'prɒspər/	гүлдену	процветать
rhetorical (adj) /rɪ'tɒrɪkəl/	риторикалық	риторический
specialist (n) /'speʃəlist/	маман	специалист
vacant (adj) /'veɪkənt/	вакантты	вакантный
vocational (adj) /vəʊ'keɪʃənəl/	кәсіби	профессиональный

Unit 7

automotive (adj) /,ɔ:tə'məʊtɪv/	автомеханикалық	автомеханический
constant (adj) /'kɒnstənt/	тұрақты	постоянный
entrepreneur (n) /,ɒntrəprə'nɜ:r/	кәсіпкер	предприниматель
flaw (n) /flɔ:/	кемшілік	дефект
forerunner (n) /'fɔ:ˌrʌnər/	ізашар	предшественник
misery (n) /'mɪzəri/	бейнет	страдание
occur (v) /ə'kɜ:r/	шығу	происходить
quotation (n) /kwəʊ'teɪʃən/	дәйексөз	цитата

Unit 8

accumulate (v) /ə'kju:mjəleɪt/	жинақтау	аккумулировать
all-nighter (n) /,ɔ:l'naɪtər/	түншіл	полуночник
attainable (adj) /ə'teɪnəbəl/	жетімді	достижимый
attention deficit hyperactivity disorder (ADHD)	гипербелсенділіктен байқампаздықтың бұзылу синдромы	синдром нарушения внимания с гиперактивностью
communal (adj) /kə'mju:nəl/	коммуналдық	коммунальный
congregate (n) /'kɒŋgrɪgeɪt/	діни бауырластық	религиозное братство

deed (n) /di:d/	әрекет	действие
foreclosure (n) /fə:'kləʊʒər/	ақы өндіріп алу	обращение взыскания
incentive (n) /ɪn'sentɪv/	ынта	побуждение
indelible (adj) /ɪn'deləbəl/	ұмытылмас	незабываемый
mindset (n) /'maɪndset/	дүниетаным	мировоззрение
one-upmanship (n) /,wʌn'ʌpmənʃɪp/	үздіксіз артықшылық	постоянное преимущество
retention (n) /rɪ'tenʃən/	ұстап қалу	удержание
synergy (n) /'sɪnədʒi	синергия, іс-қимылды келісу	синергия, согласование действий
take stock (v) /teɪk stɒk/	есеп жүргізу	вести учёт

Unit 9

bespoke tailor (n) /bɪ'spəʊk 'teɪlər/	арнайы тапсырыс бойынша жұмыс жасайтын тігінші	портной работающий по индивидуальному заказу
branch out (v) /brɑːntʃ aʊt/	кәсіпті ұлғайту	расширить дело
convert (v) /kən'vɜːt/	түрлендіру	конвертировать
delicate (adj) /'delɪkət/	талғампаз	изысканный
elegantly (adv) /'eləɡəntli/	сәнді	элегантно
exclusive (adj) /ɪk'skluːsɪv/	эксклюзивті	эксклюзивный
fabric (n) /'fæbrɪk/	мата	ткань
strategy (n) /'strætədʒi/	стратегия	стратегия
masses (n) /'mæsɪz/	бұқара халық	народные массы