

Aspect

for Kazakhstan



Grammar Schools

GRADE 11

Student's Book

Jenny Dooley - Bob Obee

Translation by: N. Mukhamedjanova



Express Publishing

WWW.EXPRESSPUBLISHING.COM

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

Exclusive Distributors

LLP 'EDU Stream'
104 Bogenbai batyr, 050002 Almaty, Kazakhstan
Tel: +7(727)293 85 89 – +7(727)293 94 20

© Jenny Dooley – Bob Obee, 2020

Design and Illustration © Express Publishing, 2020

Colour Illustrations: Andrew Simons © Express Publishing, 2020

Music Arrangements by Whouse studio © Express Publishing, 2020

First published 2020

Printed in Kazakhstan

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-8428-2

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Viki Davies, Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Whouse studio (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book. We thank EDU Stream for providing translations.

The authors and publishers wish to thank for the following who have kindly given permission for the use of copyright material.

Module 5: Reading 5a: Young entrepreneurs making their mark (texts A & B) © Guardian News & Media Ltd 2017 on p. 64; **Module 6: Progress Check 6:** Learning in the age of the goldfish © AP Simpson, Medium.com/the-mission 2016 on p. 89; **Module 7: Reading for pleasure:** All at sea (The Sea Wolf by Jack London review) © <https://www.theguardian.com/books/1904/nov/30/classics.fromthearchives> on p. 96

Photograph Acknowledgements

Module 7: Reading for pleasure: Jack London © published by L C Page and Company Boston from Wikimedia Commons on p. 92 ; The Sea Wolf cover © W.J.Aylward from Wikimedia Commons on p. 92; Drawing of Capt. Wolf Larsen from The Sea Wolf © Century Company, NY, 1921 from Wikimedia Commons on p. 95; drawing from the Sea Wolf, chapter 3 © Author Jack London Illustrator William James Aylward from Wikimedia Commons on p. 95

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Irregular Verbs

Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/
bear /beə/	bore /bɔ:/	borne /bɔ:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'ɡɪn/	began /bɪ'ɡeɪn/	begun /bɪ'ɡʌn/
bite /baɪt/	bite /baɪt/	bitten /'bɪtən/
blow /bləʊ/	blew /bləʊ/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt (burned)	burnt (burned)
	/bɜ:n/ (burned)	/bɜ:n/ (burned)
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kʊd/	(been able to be indefinite)
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃɔ:zn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /dəʊ/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamt (dreamed)	dreamt (dreamed)
	/dri:m/ (dreamed)	/dri:m/ (dreamed)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'draɪvn/
eat /i:t/	ate /eɪt/	eaten /'eɪtən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forbid /fɔ:'bɪd/	forbade /fɔ:'beɪd/	forbidden /fɔ:'bɪdn/
forget /fɔ:'ɡet/	forgot /fɔ:'ɡɒt/	forgotten /fɔ:'ɡɒtn/
forgive /fɔ:'ɡɪv/	forgave /fɔ:'ɡeɪv/	forgiven /fɔ:'ɡɪvn/
freeze /fri:z/	froze /froz/	frozen /'frozən/
get /ɡet/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /ɡeɪv/	given /'ɡɪvn/
go /ɡəʊ/	went /went/	gone /ɡɒn/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/
hang /hæŋ/	hung (hanged) /hʌŋ/	hung (hanged) /hʌŋ/
	/hæŋd/	/hæŋd/
have /hæv/	had /həd/	had /həd/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /haɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /keɪpt/	kept /keɪpt/
know /nəʊ/	knew /nju:/	known /'nəʊn/
lay /leɪ/	laid /leɪd/	laid /leɪd/
lead /li:d/	led /led/	led /led/
learn /lɜ:n/	learnt (learned) /lɜ:n/	learnt (learned) /lɜ:n/

Infinitive	Past	Past Participle
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
light /laɪt/	lit /lɪt/	lit /lɪt/
lose /ləʊz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /meɪnt/	meant /meɪnt/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'raɪzn/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /seɪd/	said /seɪd/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
sew /seʊ/	sewed /seʊd/	sewn /seʊn/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃəʊn/	shone /ʃəʊn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /'ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /sleɪpt/	slept /sleɪpt/
smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
	/smelt/	/smelt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkn/
spell /spel/	spelt (spelled) /spelt/	spelt (spelled) /spelt/
	/spelt/	/spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /steɪl/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
sweep /swi:p/	swept /swɛpt/	swept /swɛpt/
swim /swɪm/	swam /swæm/	swam /swæm/
take /teɪk/	took /tu:k/	taken /'teɪkn/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tear /tɪə/	tore /tɔ:/	torn /tɔ:n/
tell /tel/	told /tɔld/	told /tɔld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /'θrəʊn/
understand	understood /ʌndə'stʊnd/	understood /ʌndə'stʊnd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkn/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wɒn/	won /wɒn/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Aspect

for Kazakhstan

Grammar Schools
GRADE 11

Student's Book

Jenny Dooley – Bob Obee



Express Publishing

WWW.EXPRESSPUBLISHING.KZ

www.ExpressPublishing.kz

Contents

	Vocabulary	Use of English	Reading
Introductory Lesson (pp. 5-6)	<ul style="list-style-type: none"> extreme weather conditions the environment the Solar System appearance & character holidays means of transport entertainment 	<ul style="list-style-type: none"> present/past tenses 	
Module 1 Making contact (pp. 7-18)	<ul style="list-style-type: none"> new academic year resolutions countries & cities (architecture/history & traditions (architectural value of yurts) types of buildings construction materials types of roads/streets architectural styles dealing with culture shock phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> future tenses other future forms degrees of certainty adjective complements determiners transitive/intransitive verbs 	<ul style="list-style-type: none"> Unique Architectural Wonders (multiple matching; comprehension questions) Dealing with Culture Shock (T/F statements)
Progress Check 1 (pp. 19-20)			
Module 2 The Animal World (pp. 21-32)	<ul style="list-style-type: none"> ecosystems the animal world (bats, eagles, bees & dolphins) specific features of animals environmental problems phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> reported speech (statements/questions/commands) reporting verbs cleft sentences 	<ul style="list-style-type: none"> Magnificent Eagles (multiple choice; comprehension questions) Dark Side of Dolphins (missing sentences)
Progress Check 2 (pp. 33-34)			
Module 3 Interviews & instructions (pp. 35-46)	<ul style="list-style-type: none"> communication styles how to be successful in an interview non-verbal communication personal qualities analysis of an interview giving & following instructions using memory techniques idioms phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> modals words/phrases that express modality complex prepositional phrases conjunctions (concession/condition) 	<ul style="list-style-type: none"> On the Road to Success (multiple choice; comprehension questions) Interview Analysis (missing sentences)
Progress Check 3 (pp. 47-48)			
Module 4 Timekeeping devices (pp. 49-60)	<ul style="list-style-type: none"> the history of timekeeping devices units of time keeping track of time presenting information through PPT idioms phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> the passive personal/impersonal constructions 	<ul style="list-style-type: none"> The Star Clock of Ancient Egypt (missing sentences; complete sentences) Tips for a Successful PowerPoint Presentation (T/F/D5 statements)
Progress Check 4 (pp. 61-62)			
Module 5 Work & inventions (pp. 63-74)	<ul style="list-style-type: none"> investigating the world of work considering success in business jobs & qualities vocational training comparing, analysing and ranking inventions idioms phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> infinitive/-ing forms intensifiers pre- and post-modifying noun structures 	<ul style="list-style-type: none"> Young Entrepreneurs: Making Their Mark (multiple matching) Pushing Boundaries (comprehension questions)
Progress Check 5 (pp. 75-76)			
Module 6 Social change & further study (pp. 77-88)	<ul style="list-style-type: none"> our changing world discussing controversial issues technological change analysing the elements of a successful speech idioms phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> conditionals wishes/preference unreal past transitive/intransitive verbs 	<ul style="list-style-type: none"> Game, Set and Match (synonyms & summary) "Have you got the Gift of Gab?" (T/F statements)
Progress Check 6 (pp. 89-90)			
Module 7 Reading for Pleasure (pp. 91-96)	<ul style="list-style-type: none"> genres of fiction figurative language parts of a story style analysis character analysis 	<ul style="list-style-type: none"> present & past forms 	<ul style="list-style-type: none"> Jack London biography (answering questions) The Sea Wolf summary (T/F statements) extract from The Sea Wolf (multiple choice)
Module 8 Making statements & providing information (pp. 97-108)	<ul style="list-style-type: none"> different ways of self-expression radio/TV/film/theatre literature music options for future careers phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> relative clauses clauses cleft sentences transitive/intransitive verb complementation patterns 	<ul style="list-style-type: none"> What's in a Smile (T/F/D5 statements; multiple choice; synonyms/antonyms) Passion or Profit? (missing sentences)
Progress Check 8 (pp. 109-110)			
Module 9 Clothes' Journeys (pp. 111-122)	<ul style="list-style-type: none"> traditional clothes around the world investigating the resources and processes in manufacturing clothes (clothes' journeys) parts of clothes/textiles & materials issues related to the fashion industry idioms phrasal verbs/prepositions/word formation 	<ul style="list-style-type: none"> adjectives/adverbs position of adverbs comparisons/likes determiners normalisation cleft sentences/ impersonal structures 	<ul style="list-style-type: none"> The journey of clothes: from the design table to your wardrobe (multiple choice; putting information in order; comprehension questions) Fashion Power (multiple choice)
Progress Check 9 (pp. 123-124)			

Listening	Speaking	Writing	CLIL/Culture
	- everyday English expressions		
<ul style="list-style-type: none"> an interview (T/F statements; taking notes) 	<ul style="list-style-type: none"> talking about the architecture of buildings making predictions describing a building of the future discussing how to deal with culture shock making contact 	<ul style="list-style-type: none"> a presentation about yurts a leaflet about how to deal with culture shock formal/informal emails (formal/informal writing) 	<ul style="list-style-type: none"> CLIL (PSHE): Out into the World Culture Spot: Meet the Brits
<ul style="list-style-type: none"> an interview (T/F statements; taking notes) 	<ul style="list-style-type: none"> talking about: golden eagles/ environmental problems/features of animals making suggestions/agreeing-disagreeing 	<ul style="list-style-type: none"> a paragraph about how to protect golden eagles a presentation about the steppe eagle a fact file about Amazon river dolphins an opinion essay 	<ul style="list-style-type: none"> CLIL (Science): Unbelievable bees Culture Spot: National Animals of the USA
<ul style="list-style-type: none"> a talk (multiple choice) 	<ul style="list-style-type: none"> talking about aspects of interviews acting out a job interview 	<ul style="list-style-type: none"> a summary of a text an interviewer's questionnaire an instructional text (giving and following instructions – how to use a device) 	<ul style="list-style-type: none"> CLIL (PSHE): Mnemonic Devices for excellent memory Culture Spot: Sherlock Holmes and The Mind Palace
<ul style="list-style-type: none"> a speech (taking notes) 	<ul style="list-style-type: none"> talking about timekeeping devices and their importance evaluating PPT slides asking for/expressing opinion; expressing uncertainty; agreeing/disagreeing 	<ul style="list-style-type: none"> a presentation about shadow clocks a set of slides for PPT presentations a for-and-against essay 	<ul style="list-style-type: none"> CLIL (History): Timekeeping in Ancient Rome Culture Spot: London's timekeeper
<ul style="list-style-type: none"> a dialogue (multiple choice) 	<ul style="list-style-type: none"> talking about an entrepreneur's secret of success comparing/analysing/banking inventions 	<ul style="list-style-type: none"> a presentation about a successful entrepreneur a presentation about technological developments in education design and present your own invention a letter to the editor/authorities 	<ul style="list-style-type: none"> CLIL (PSHE): How to Stand out from the Crowd Culture Spot: Tim Berners-Lee
<ul style="list-style-type: none"> a dialogue (multiple choice) 	<ul style="list-style-type: none"> talking about gamifying the classroom giving/responding to advice 	<ul style="list-style-type: none"> an opinion essay a summary a speech (analysing academic language) 	<ul style="list-style-type: none"> CLIL (Careers): Success in a Rapidly Changing World Culture Spot: GiveMeTap
<ul style="list-style-type: none"> a lecture (complete a Venn diagram) 	<ul style="list-style-type: none"> evaluating & commenting on the views of others 	<ul style="list-style-type: none"> summary of an article an essay a film review 	
<ul style="list-style-type: none"> monologues (multiple matching) 	<ul style="list-style-type: none"> making suggestions accepting/rejecting suggestions 	<ul style="list-style-type: none"> a summary an informal email to make suggestions an information leaflet 	<ul style="list-style-type: none"> CLIL (Art): After the Impressionists Culture Spot: The Curly Sank Studio Theatre
<ul style="list-style-type: none"> interview (multiple choice; complete sentences) 	<ul style="list-style-type: none"> a summary making/responding to a complaint 	<ul style="list-style-type: none"> a short text about a clothing production stage a short text about a fashion designer a report (reporting/comparing findings) 	<ul style="list-style-type: none"> CLIL (History): The Silk Road Culture Spot: Welsh National Costume

Style (p. ST1)

Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)

Irregular Verbs

Textbook language

In **THINK!**, we develop our critical thinking skills.

In **Words of wisdom**, we learn what famous people said and use these quotes as a starting point for discussion in class.

Video indicates there is a video to watch, that is related to the theme of the module text.

In **STUDY SKILLS**, we learn a helpful tip that helps us become autonomous learners.

Check these words means we check that we know the meanings of the key vocabulary items from a text, or else we look them up in the Word List or dictionary.

In **Speaking**, we use the vocabulary/grammar taught in the lesson to interact in English on a variety of topics.



means we work in pairs (collaboration).

In **Writing**, we learn about different types of writing in the English language.

In **Reading**, we practise reading skills in English.

In **Listening**, we develop our listening skills through a variety of tasks.

In **Vocabulary**, we learn and practise new vocabulary.

In **ICT** (Information & Communication Technology), we do projects using the Internet to develop our research skills.

In **Use of English**, we learn and practise English grammar structures.

see p. GR means that we refer to the corresponding page of the Grammar Reference to get more information about the grammar structures presented in the module.

In **Skills**, we practise all four language skills (Reading, Listening, Speaking and Writing).

Plan provides us with a useful plan of the writing task we have to complete.

Checklist is a useful guide to help us revise and correct our piece of writing.

In **CLIL** (Content Language Integrated Learning), we link the theme of the module to a subject on the school curriculum.

Culture Spot, we learn more about different cultures; this section promotes cultural awareness.

Progress Check, we test our understanding of the topics, vocabulary and structures presented in the module.

In **Competences**, we evaluate our own progress and identify our strengths and weaknesses.

Introductory Lesson

Extreme weather conditions

1 11.5.2 Label the photos.

- drought • thunderstorm • dust storm
- hurricane • flood • heatwave



The environment

2 11.5.2 Fill in: warming, fuels, smog, layer, spill, greenhouse, conservation, waste.

- The effect is causing weather changes around the world.
- Pollution from cars and factories has created a thick above the city.
- Recycling and composting are environmentally-friendly methods of disposing
- Sea levels are rising due to global
- 200 miles of coastline was polluted by the oil, killing thousands of birds and other marine wildlife.
- This year, we'll be planting 1,000 trees as part of our project.
- Fossil such as petroleum, are non-renewable resources because they take a long time to replace.
- Scientists believe the hole in the earth's ozone is shrinking.

Means of transport

3 11.5.2 Circle the odd one out.

MOTORBIKE: tyre – handlebars – brakes – rails

BUS: mirror – wheel – nose – windscreen

PLANE: wing – cabin – licence plate – cockpit

SHIP: pedal – harbor – deck – anchor

TRAIN: platform – carriage – steering wheel – engine

The Solar System

4 11.5.2 Label the pictures.

- constellation • eclipse • meteorite
- Milky Way • satellite • spacecraft



Introductory Lesson

Entertainment

- 5 **11.5.2** Fill in: cast, plotline, stage, costume, interval, audience, award, season, rehearsal, set.
- The story is in a small American town.
 - The second will be aired on Channel 4 next April.
 - At the end of the performance, the actors bowed and left the
 - I made my own for the school play; it fits me perfectly.
 - Refreshments will be available during the
 - The leading actress was nominated for a(n)
 - The were asked to turn off their phones before the play began.
 - Tonight is our last before opening night.
 - The is really difficult to follow; I've got no idea what's going on!
 - The are all well-known actors and actresses.

Appearance & Character

- 6 **11.5.2** Underline the correct item.
- Guñaz was very tanned/pale when she came back from her holiday in Spain.
 - Bolat decided to join the gym as he was getting a bit overweight/well-built.
 - My hair used to be really frizzy/straight but with this new conditioner it feels really smooth.
 - Using suntan cream protects your skin from signs of aging such as wrinkles/freckles.
 - Sezim is really easy-going/open-minded; she never gets stressed out or angry.
 - I'm a really arrogant/ambitious person; I'm planning to own my own business by the time I'm 25.
 - My grandfather is very forgetful/truthful these days; he often loses things or misses appointments.
 - Our neighbours are so nosey/noisy; they're always shouting and playing loud music.
 - My flat mate is really messy/bossy; she never washes the dishes or tidies up.
 - Our oldest daughter Anargul is very sensitive/sensible and always makes good decisions.

Holidays

- 7 **11.5.2** Cross the odd one out.

TYPES OF HOLIDAYS: skiing – plane – cruise – sightseeing
ACCOMMODATION: B&B – hostel – campsite – limo
TRANSPORT: villa – taxi – ferry – subway
PLACES: ancient site – art gallery – museum – café
EATING OUT: pizzeria – fishmonger's – fish restaurant – steakhouse

Present/ Past tenses

- 8 **11.6.9** Put the verbs in brackets into the correct present or past tense forms.
- By the time I arrived at the cinema, the film (already/start).
 - We need to hurry. The next bus (leave) at 8.
 - The birthday party was a great success because we (prepare) for it all week.
 - I (watch) three films this week.
 - Ulan (play) a board game with his brother when Mum arrived.
 - He (study) hard for his exams these days.
 - Last year, Amir and Rayana (decide) to buy a house outside the city.
 - The dog is out of breath. He (run) around the garden for hours.

Everyday English

- 9 **11.3.7** Choose the correct response.
- Did you hear that the homeless shelter was closed down?
 a That's terrible news!
 b This is great!
 - The way I see it, the problem of poverty is not easy to solve.
 a What a nightmare!
 b I couldn't agree more.
 - How about going to the cinema tonight?
 a Yes, you're right.
 b That's a great idea.
 - I had a fight with my best friend.
 a I'm sorry to hear that.
 b You don't look happy.
 - Why don't you talk to your teacher about it?
 a I'll give it a try.
 b That can't be easy.

Making contact

Module 1

MODULE OBJECTIVES

Vocabulary

- new academic year resolutions
- countries & cities (architecture)
- types of buildings
- construction materials
- types of roads/streets
- architectural styles
- culture shock
- phrasal verbs
- prepositions
- word formation

Reading

- articles (multiple matching)
- a blog entry (T/F statements)

Use of English

- future tenses
- other future forms
- degrees of certainty
- adjective complements
- determiners
- transitive/intransitive verbs

Listening

- an interview (T/F statements; taking notes)

Speaking

- talking about the architecture of buildings
- making predictions
- describing a building of the future
- discussing how to deal with culture shock
- making contacts

Writing

- a presentation about yurts
 - a leaflet about how to deal with culture shock
 - formal/informal emails
- ▶ **CLIL (P5HE):** Out into the World
Culture: Meet the Brits

Progress Check

Words of wisdom

"Learning never exhausts the mind."

(Leonardo da Vinci)

Discuss

New academic year resolutions



- 1 **11.5.2** Use the words/phrases: direction, environment, gap year, internship, mentality, networking, option, study to complete the gaps.



John, 17,
London, UK

This summer I've decided to go to Kazakhstan on a student exchange programme. I really hope to be a geologist in the future, so for me Kazakhstan is a great 1) as a lot of the industry there is based on the extraction of natural resources. That makes it a great place to learn more about geology as a form of 2) as well as make potentially valuable contacts for the future. It's an amazing opportunity, totally different from anything I can do here in London, so I'm going to make the most of it!



Kyle, 18,
Cape Town, South Africa

Last year, all of my test results were great! I got an A in every subject. If I keep working hard, this year will be the same. That should give me lots of options, but to be honest, I'm not quite sure what 3) I want to take career-wise. So I've decided to take a(n) 4) and try jobs in different industries, in order to figure out which path I want to pursue. I'm planning on making an informed decision when I eventually choose my course at university.



Khanh, 18,
Ho Chi Minh, Viet Nam

They say that travel broadens the mind, so I've decided to study Art in Paris this coming year. Honestly, I don't know much about the social etiquette or the 5) of the people, so I think I might be in for a culture shock. I'm really excited to study in one of the most glamorous cities in the world, but I tend to be shy and nervous in new situations. It'll be tough, but I intend to push myself and hopefully learn lots during my studies. I would also like to meet some local artists who can mentor me and teach me about the day-to-day challenges of the job. That will definitely give me a chance to do some 6) for the future.



Dilmaz, 19,
Karaganda, Kazakhstan

I've always wanted to be an architect, so when I finish school, my plan is to study architecture in Florence, Italy. I'm a huge fan of Renaissance architecture, in particular the way it used older roman arches and columns in combination with newer techniques. Florence was the obvious choice because it's where Filippo Brunelleschi first created the style in the early 15th century. I'm going to tour the whole city, learning as much as I can by studying the work of the old masters. After I earn my bachelor's degree, I hope to be able to get a(n) 7) at a local architecture firm and be exposed to the working 8)

- 2 a) **11.2.6** **11.3.7** **11.6.8** **THINK!** What are your new academic year resolutions? Tell the class.
- b) **11.1.1** **11.1.5** **11.2.6** **11.3.2** Is there someone in the class with the same resolutions as yours? Discuss in pairs or groups.

1a

Countries & Cities (architecture)

- 1 **11.4.8** Check these words/phrases in the Word List or in your dictionary (paper or digital).

• captivated • robust • portability and sturdiness
• coat of arms • masterpiece
• spires and rounded windows • perforated • apex

- 2 a) **11.5.2** Use words/phrases from Ex. 1 to complete the sentences.

- The exterior of the building is making it look like a piece of cheese.
- As they are mostly used by nomadic tribes in harsh weather conditions, are important.
- Built at the of a man-made island, this luxury resort is a perfect combination of design and construction.
- This unfinished is a typical example of Gothic architecture.

- b) **11.4.3** Which of the buildings in the texts does each sentence match?

11.2.9 Listen, read and check. What is each speaker's attitude?

STUDY SKILLS

Multiple matching

Read the questions and underline the key words. Scan the text for the information you need. As you are reading, underline the parts related to the questions. Read the questions again and answer them one by one, referring to the texts. Some information may be paraphrased.

- 3 **11.5.8** **11.4.2** Read the text about architectural wonders. For questions 1-7, choose from the people A-C. The people may be chosen more than once. Give reasons for your answers.

Which person:

had been intending to visit a place for quite some time before they did?

1

visited a landmark which has not yet been completed?

2

talks about part of a structure with important traditional value?

3

visited a building which was built with techniques never used before?

4

observed influences from different time periods?

5

visited a structure where an unusual space-saving technique was used?

6

didn't expect to be impressed by the particular structure?

7 

UNIQUE ARCHITECTURAL WONDERS

The Romanian artist Constantin Brâncuși once said that "Architecture is inhabited sculpture". Here, three ambitious young architecture students talk about their first-hand experiences with some of the most iconic and awe-inspiring structures to live with.

A Kazakhstan Alps

"Futuristic buildings have always captivated me, so when I arrived in Nur-Sultan for the first time I was in awe. The city was beyond impressive. It in my time in Kazakhstan, what has struck me the most is the yurt: the traditional home of the nomadic tribes. As an aspiring architect, I can say that the simplicity and effectiveness of the yurt's design is remarkable.

Yurts, which have a distinctive circular shape, are constructed from portable pieces of wood bound together with fabric. A part of nomadic culture, they are portable and can usually be taken down in a couple of hours. Nomads typically live on the steppe: open plains with harsh, unrelenting weather conditions, which means that yurts need to be robust. The clever blend of portability and sturdiness makes them unique, however it is the interior that really sets them apart. The moment I walked into a yurt, my eyes met an amazing feast of colours: the walls and floor were decorated with colourful tekemets. Soft felt rugs used to insulate the yurt. A stove, with a chimney reaching up through a circular opening in the roof, stood in the centre. I learnt that the opening in the roof, which has wooden beams intersecting in its centre, is called a shanyrak. It is an integral part of Kazakh culture, symbolising peace and calmness in the home, and can even be seen on the country's coat of arms.

Often pieces of the shanyrak are passed on from generation to generation as family heirlooms; such is its significance.

For thousands of years, yurts have allowed people to live in harmony with nature. For me,

it was fascinating to observe the stark contrast between the past and present of Kazakhstan, and to experience a piece of the country's rich culture."



Check these words

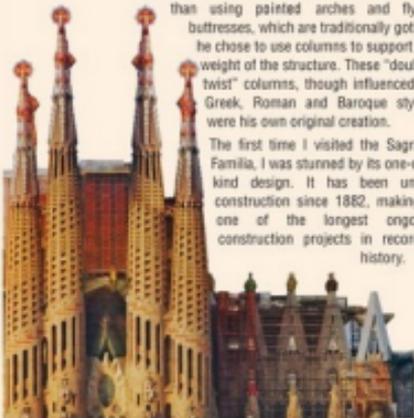
• inhabited • awe-inspiring • aspiring • distinctive
• bind • unrelenting • insulate • intersect • heirloom
• stark • blow sb away • arch • flying buttress
• stunned • sheer • mind-boggling • exoskeleton
• slab • lateral • core • load-bearing • centrepiece
• be infused with • adorn • do sth justice

B Barcelona, Spain Aruzhan

"I've been studying in Barcelona for the past couple of months, and the architecture of this city never fails to amaze me. In particular, the work of Antoni Gaudí, the Catalan architect, has blown me away.

It's incredible how he used aspects of different types of architecture to create his own unmistakable style. I think this is most evident when looking at the world-famous cathedral, La Sagrada Família: Gaudí's unfinished masterpiece. What's so interesting about it is that it revolutionised the way people imagined cathedrals, while also staying true to the traditions of the past. When designing the cathedral, Gaudí used some typical features of Gothic architecture, such as spires and rounded windows, called oculi. However, rather than using pointed arches and flying buttresses, which are traditionally gothic, he chose to use columns to support the weight of the structure. These "double-twists" columns, though influenced by Greek, Roman and Baroque styles, were his own original creation.

The first time I visited the Sagrada Família, I was stunned by its one-of-a-kind design. It has been under construction since 1882, making it one of the longest ongoing construction projects in recorded history.

**C Dubai Serik**

Nothing quite prepares you for the sense of wonder and awe you feel the moment you set eyes on Dubai's modern landmarks. The sheer scale of them is immense, and I found many of them positively mind-boggling to look at.

The first building that really struck me was the 0+14 tower in Business Bay. The tower is twenty-two stories tall, but what's truly impressive is its huge concrete exoskeleton. This outer layer is perforated. In other words it has holes all over it, and so it actually bears a resemblance to an enormous slab of Swiss cheese! But it's not only for show. Apparently, by designing the lateral support structures on the outside of the building, architects Reiser and Ungerle ensured that they could minimise the use of structural supports in the core of the building, and provide more open interior spaces that didn't require load-bearing columns. At first, it might seem a strange idea to create a building that is essentially inside-out, but from the perspective of an architect, it's incredibly innovative.

Another building that has made a lasting impression on me is Atlantis The Palm, a huge hotel resort at the apex of the man-made palm islands. The whole area is a feat of design and construction, with Atlantis itself as the spectacular centrepiece. The building incorporates typical Arabian architecture infused with a modern twist that gives it a sense of wonder and adventure. It's a luxury resort and so is adorned with precious stones and shells. There's nothing like it anywhere in the world.

Seeing Dubai had been on my to-do list for ages. I'd heard it was unique, but that word simply does not do it justice. It is a spectacle of modern engineering."



4 **11.3.2** Based on information in the text, answer the questions in your own words.

- 1 What is the importance of the shanyrak?
- 2 How did Antoni Gaudí manage to combine different architectural styles when designing La Sagrada Família?
- 3 Which aspect of Dubai impressed Serik the most?

5 **11.4.5** Match the words in bold to their meanings.

- accomplishment • amazement • combination
- distinct • important • massive • sharp
- viewpoint

6 a) **11.5.2** **11.6.1** Match the words to create collocations.

1	nomadic	a	impression
2	integral	b	contrast
3	family	c	experience
4	stark	d	tribe
5	typical	e	heirloom
6	lasting	f	part
7	first-hand	g	feature

b) **11.5.2** Use the collocations to write sentences based on the texts.

Speaking & Writing

11.10 **11.10** **11.3.5** **11.5.5** Which building do you find the most impressive? Discuss in pairs. Then, write a short text about it, giving a reasons for your choice.

Writing – History & traditions
(Architectural value of yurts)

11.10 **11.10** **11.5.10** **11.6.3** **ICT** Collect more information about yurts. Prepare and give a presentation to the class about their historical, cultural and architectural value.

1b

Vocabulary

Vocabulary from the text

- 1 **11.52** Fill in: iconic, distinctive, flexible, portable, one-of-a-kind, innovative.
- Using building materials helps to prevent a structure from cracking.
 - Arabian architecture has a very look; it's very easy to recognise.
 - The most architects tend to think outside the box.
 - Dubai is a truly place; there's simply nowhere like it.
 - The Eiffel Tower is undoubtedly the most landmark of France.
 - Nomadic people need homes because of their constant movement.

- 2 **11.52** Replace the words in bold with words from the list.

- construct • intersect
- revolutionise • minimise
- incorporate

- A great architect can **transform** the way we think about buildings.
- There are plans to **build** a new road bridge across the river.
- The most interesting buildings **include** aspects of different architectural styles.
- Open-plan spaces are designed to **reduce** the presence of walls and columns.
- The building's two main corridors **meet** in the reception area.

- 3 **11.6.14** Fill in: bear, live, make, set, stay.

- a resemblance
- in harmony
- true to sth
- eyes on sth
- an impression on sb

Topic vocabulary
Types of buildings

- 4 **Label the buildings:** observatory, tower, amphitheatre, temple, lighthouse, pyramid.



1 2 3



4 5 6

Construction materials

- 5 **11.52** Fill in: brick, clay, concrete, fabric, metal, wood.

-, a natural material that is soft when wet and hard when baked, is used to make bricks and pottery.
- Two well-known types of tents used by nomadic tribes around the world – the conical teepee and the circular yurt – are built with
- Boards and planks of are often used in construction for flooring, doors and window frames.
- The – a rectangular unit made of clay – has been used as a building material for more than 6,000 years.
- is a hard material used for building; it is made by mixing cement with sand, water and small stones.
- Various types of, such as iron and steel, are used for the structural frameworks of high-rise buildings.

Types of roads/streets

- 6 **11.52** Fill in: bike, cobbled, dead, motorway, pedestrian, rural, toll, winding.

- lanes are for use by cyclists only.
- The speed limit on the in the UK is 70mph.
- There's less traffic on roads but there are other hazards such as livestock.
- No vehicles are allowed on a(n) way; it is intended for people only.
- We wandered around the well-preserved streets of Edinburgh's Old Town.
- A narrow, path lined with trees led up to the old house.
- We have to pay to use the road on our way to the airport.
- You can't drive down that road; it's a(n) end.

Architectural styles

- 7 a)** **11.1.8** Check in your dictionary or search online and match the architectural styles with their descriptions.

- | | |
|---|---------------------------------------|
| 1 | Gothic (mid-12th Century) |
| 2 | Renaissance (15th century) |
| 3 | Baroque (late 16th century) |
| 4 | Neo-classical (from mid-18th century) |
| 5 | Bauhaus (early 1900s) |
| 6 | Art Nouveau (1890 - 1910) |
| 7 | Post Modern (1960 -) |
| 8 | Futuristic (early 20th century) |

- a** a reaction against formality, it placed importance on the appearance of the building's facade and experimented with unusual materials.
- b** art and technology combined under the idea of simplistic design and mass-production.
- c** influenced by classical styles, it was characterised by harmony, clarity and elegance.
- d** inspired by the mechanical world, it introduced new ways of building based on motion and machine and focused on simplicity, lightness and flexibility.
- e** featured tall and grandiose buildings with pointed arches, windows adorned with stained glass and vaulted ceilings.
- f** inspired by Ancient Greek and Roman styles, it focused on simplicity and symmetry as the core values.
- g** ornamental style of art characterised by long, curved, organic lines, inspired by plants and flowers.
- h** characterised by complex, often oval shapes, grandeur, contrasts in lighting curves, vivid colours and brightly painted ceilings.

- b)** **11.1.6** **11.1.8** **ICT** Work with a partner. Choose one of the architectural styles above and research online to find photos of buildings that are characteristic of this style. Present your photos to the class.



Phrasal Verbs

- 8** **11.6.14** Underline the correct item. Check in Appendix I.

- The old barn was turned **into/up** in an art gallery.
- The tall impressive building stands **off/out** against the city skyline.
- Let's go **about/over** the plan once again just to make sure we haven't forgotten anything.
- Bodiam Castle in East Sussex, England dates **back/about** to medieval times.
- Japanese architect Kisho Kurokawa was looked **up/for** as a leading figure in architecture.

Prepositions

- 9** **11.6.31** Fill in: behind, by, in, of. Check in Appendix II.

- After years of renovation, the palace is now perfect condition.
- Everyone agreed that the young architect was worthy the Sustainable Architect of the Year Award.
- Workers at the construction site are obliged law to wear protective gear.
- Unfortunately we are running schedule and we won't be finished on time.
- The plan sounds fine theory but I doubt whether it will actually work.

Word Formation (adjectives from nouns)

- 10** **11.6.14** Complete the gaps with the correct adjective derived from the noun in bold.

The capital city of Kazakhstan, Nur-Sultan, which used to be a small town on the northern steppe, has been transformed into an amazing 1) (FUTURE) city! Designed by world-2) (FAME) architects, it is full of 3) (TOWER) skyscrapers that make the whole city look as if it sprang from a science-fiction film. Bayterek Tower – the symbol of Nur-Sultan – can be seen from almost everywhere in the city and symbolises an egg in a 4) (MYTH) tree. Another amazing construction is the Golden Towers, which stand at the entrance of Ak Orda, the 5) (PRESIDENT) palace. Shopping enthusiasts should head to Khan Shatyr – the strange looking structure which is actually a 6) (LUXURY) shopping mall and entertainment centre. Last but not least, Kazakhstan's Central Concert Hall looks like a rose and hosts 7) (NUMBER) performances throughout the year. Nur-Sultan is indeed an 8) (ARCHITECT) masterpiece.

1c

Use of English

Tenses

> see pp. GR1-GR4

- 1 a) **11.6.8** **11.6.9** Read the text and choose the correct option.

My dream job in the eternal city!

Three weeks ago, I **1) moved/have moved** to Rome, the most beautiful city in Italy in my opinion, to start a job as a junior restoration architect at a small firm. It has been a long journey for me to get this far, and I **2) feel/am feeling** absolutely ecstatic to see all of my efforts finally paying off.

3) I've always been/I am always interested in learning about history. When I was in secondary school, that **4) was/had been** my favourite subject. But then, I went to Strasbourg, a small but fascinating town in Alsace, to take part in a three-month student exchange programme. While I **5) was walking/walked** around, I was awestruck by the splendour of the historical buildings there. Honestly, I **6) had never thought/never thought** about architecture until that point, but by the end of those three months, I had made up my mind: I would combine my love for history with architecture. As soon as I got back home, I signed up for classes in engineering and design. As it turns out, I had a knack for it and aced every exam. I went on to study Architectural Conservation and Restoration in university, and for the last five years, **7) I seldom thought/I've seldom thought** about anything else.

Time has flown by, and in a few days, I **8) will have been living/will be living** in Rome for a whole month already. It's been incredible to practise my craft here. After all, who's better to hone my skills than in the heart of one of the world's most ancient civilisations? I'm early at the beginning of this new chapter in my life, but I already know **9) I'm going to do/I'm doing** great things here. I feel certain that before the year is out, I **10) will have helped/will help** to transform the façade of some of the city's historical buildings that are in desperate need of renovation. And I just hope that 100 years from now, people **11) are still going to/will still** remember my name!

- b) **11.6.8** **11.6.9** Identify the tenses in bold in Ex. 1a. Explain how we use each.
- c) **11.6.8** What tense do we use after time words (when, by the time, until, before, after, etc) to refer to the future? Find an example in the text, then write two more examples of your own.

- 2 **11.6.8** Put the verbs in brackets in the correct future tense. Justify your answers.

- 1 A: Look at the time! We (be) late for the meeting.
B: Sorry, I (get) the blueprints right away.
- 2 A: I can't believe we've finished the site survey.
B: I know. This time next week, we (present) our findings to the board.
- 3 A: Do you think people (grow) food on vertical farms in a hundred years?
B: I'm not sure, but I think that by 2100, we (discover) new types of buildings to deal with overpopulation.
- 4 A: Could you help me with this analytical sketch?
B: Well, I'm swamped right now but I (give) you a hand later.
- 5 A: (Suaile/get) a job as an architect after his degree?
B: Oh, he's already got one. By the end of the year, he (work) for six months already.

Other future forms > see p. GR4

- 3 a) **11.6.8** Read the sentences in the box. Which phrases are used to imply the future?

- | | |
|---|--|
| 1 Architects are on the verge of designing fully automated buildings. | 3 The professor is due to give a presentation on eco-friendly construction materials in a few minutes. |
| 2 Aziza has been studying very hard, so she is bound to do well in her exams. | 4 When the interns arrive, they are to sign in at reception. |

- b) Rewrite the notices/headlines below using the expressions in Ex. 3a, as in the example.

Dr Robinson is to speak on sustainable architecture at 9 pm in the main auditorium.

- 1 Dr Robinson speaking on Sustainable Architecture
9 pm, Main Auditorium
- 2 **IMMINENT IMPLEMENTATION OF NEW SUSTAINABLE CONSTRUCTION MATERIALS, LEADING ENGINEERS ANNOUNCE**

- 3 next tour of Guggenheim Museum begins in: 15 minutes
- 4 **DESIGN WEEK TO START IN STOCKHOLM THIS WEEKEND**



Degrees of certainty see p. GR4

- 4 a) **11.6.8** Look at the phrases (A-J) and put them in order of certainty from the most to the least likely.

A I'm positive it will	<input type="checkbox"/>
B There's no way we will	<input type="checkbox"/>
C I'm almost certain	<input type="checkbox"/>
D It's unlikely that we will	<input type="checkbox"/>
E I'm fairly sure	<input type="checkbox"/>
F I suppose	<input type="checkbox"/>
G I doubt	<input type="checkbox"/>
H It's possible that	<input type="checkbox"/>
I There's not much chance	<input type="checkbox"/>
J I wouldn't be surprised if we had	<input type="checkbox"/>

- b) **11.6.8** Replace the words in bold in the sentences about the future with synonymous phrases from the box in Ex. 4a.

In fifty years' time:

- maybe** people will build underwater cities.
- we probably won't** use organic construction materials.
- I'm **neary sure** all buildings will incorporate hydroponic growth technologies.
- I'm **certain** we won't all live in space.
- I **don't** think we will build skyscrapers inside trees.
- I'm **pretty sure** buildings of the future will run on solar power.
- there's a chance** that all new buildings might be carbon neutral.
- the building industry is **definitely going** to change.
- we might have** self-sufficient buildings.
- I **don't** believe that we will live in floating homes.

11.6.8 THINK SPEAKING

Make predictions about your educational & professional future. Use the phrases in Ex. 4a to tell the class.

Adjective complements

- Adjectives can be followed by *that* + noun phrase, *to*-infinitive or *wh*-clauses (*who, what, where, when, which, why, whether, how*)
I'm afraid that we've run out of ideas.
I'm pleased to meet you.
The team felt disappointed when the project was cancelled.

see p. GR4

- 5 a) **11.6.3** Find examples in Ex. 1a.
 b) **11.6.3** Match the phrases to create complete sentences.

- | | |
|-------------------------|--|
| 1 He is always prepared | a to guess what will be happening in 100 years. |
| 2 It's obvious | b where I found the information. |
| 3 I'm still not certain | c when he realised everyone was watching him. |
| 4 Kairat felt funny | d to help the team. |
| 5 It's so wonderful | e whether I want to go to college or get a job. |
| 6 It's difficult | f what the construction firm did for the homeless in the city. |
| 7 It's not important | g that we won't finish on time. |

Determiners see pp. GR4-GR6

- 6 a) **11.6.2** Look at the underlined determiners in Ex. 1a. Which are articles/demonstratives/quantifiers? Explain their use. Check in the Grammar Reference section.

- b) **11.6.2** Choose the correct item.

- Many/Several/A lot of/Lots** information about sustainable architecture is available online.
- Either/Both/Not either/None** of the students will take part in the after-school club; they just love art and design.
- The architect's new office is nice but I think **the other one/the other/others/each other** was better.
- Only a **lot/a little/a few/wany** of the interns will be participating in the Design Expo next week.
- The engineer just retired and I'm looking for **another/ other/every/each** one.
- I feel exhausted **this/these/those/that** days; I need to rest more.

- 7 **11.1.6 11.1.9 11.6.8 ICT SPEAKING** Research online about what buildings will look like in the future. Choose one and say what it will be used for. Present it to the class.

1d Skills

Reading

- 1 **11.1.3** **11.1.4** Read the dictionary entry about culture shock. Have you ever experienced this feeling?

culture shock (n) = the feeling of anxiety or confusion a person might experience when they visit a place where the culture or way of life is completely different to what they are familiar with

- 2 **11.1.8** **11.4.6** **11.4.8** Look at the following words/phrases. Check their meaning in the Word List or in your dictionary (paper or digital). How do they relate to culture shock?

- transition • homesick • assimilate • at home
- miscommunication • diversity

11.2.1 **11.4.1** Listen and read to find out.

- 3 **11.4.1** **11.4.2** Read the text again and for questions 1-8, decide if each sentence is T (true) or F (false).

- 1 Yenik believes that culture shock is normal for people who travel to another country.
- 2 Yenik claims that Nur-Sultan and Edinburgh are not that different.
- 3 At first, she was surprised by one local characteristic.
- 4 She felt that everyone there spoke in a similar way.
- 5 Yenik thought that people in Edinburgh lived life at a slower pace.
- 6 After a few months, Yenik realised that she had integrated into society quite quickly.
- 7 From time to time, Yenik still has issues finding her way around the city.
- 8 She thinks she will need to readjust to life in Kazakhstan.

- 4 **11.1.3** **11.1.10** **11.3.2** What do you think this quotation means? Discuss with your partner.

"There is wisdom in turning as often as possible from the familiar to the unfamiliar: it keeps the mind nimble, it kills prejudice, and it fosters humour."

George Santayana (Spanish-American philosopher)



DEALING WITH CULTURE SHOCK

Posted today

Hey readers, it's Yenik. I know it's been a while, but guess what? I'm in Edinburgh, in the UK! I moved here from Kazakhstan almost 6 months ago, on a year-long exchange programme, and it was a tough transition. I read somewhere that this is called "culture shock", and it's a total natural response to moving country.

When I first arrived, I was wide-eyed with amazement. I'm from Nur-Sultan, so I'm used to super tall skyscrapers and shiny, modern buildings. Edinburgh is nothing like that. Every building is made from stone and has a long, rich history behind it. The people were friendly and welcoming too, and I giggled at how they seemed to apologise for everything. I once stepped on a man's foot at the bus station, only for him to tell me he was sorry!

A couple of months in, the novelty started to wear off. I was terribly homesick. Little things began to bother me. For instance, there was such a diversity of accents here. No two people sounded the same, so often I couldn't understand what the locals were saying. Another issue I had was that the stores closed so early. I would try to go shopping in the evening, only to find that everything had already closed at 6 pm! I couldn't understand how people managed to get what they needed while also studying or working in the daytime. Suddenly I understood why everyone on the street seemed to be in such a hurry.

Month four. I started getting used to how people talked and miscommunication became less of a problem. I started scheduling my day to fit the pace of life here. My frustration and homesickness faded, and I made some friends which really helped to assimilate gradually.

These days, I'm totally at home here. I've got loads of great friends, and I know the place like the back of my hand. In another few months, I'll be heading back to Kazakhstan. It might take some time to get used to being in my home country again though, because I have a feeling I'm going to be hit with a case of reverse culture shock!

Post your comment

08 17 74

Check these words

- response • wide-eyed • giggle • novelty
- wear off • pace of life • fade • like the back of my hand • reverse culture shock

Transitive/Intransitive verbs > see p. GR6

5 a) **11.6.5** Look at the underlined verbs in the text. Which ones are *transitive* (need an object)? *intransitive* (don't need an object)?

b) **11.6.5** Fill in the gaps with the appropriate form of the verbs below and decide whether they are transitive (T) or intransitive (I).

• answer • cost • hear • leave • sleep

- The lecturer all the students' questions when he finished his lecture.
- Don't call her now. She
- I was so tired of waiting, so I got up and
- He estimates that the road trip along the US east coast a small fortune.
- This is the most exciting story I in my life!

Listening

6 a) **11.2.1** You are going to listen to a radio interview with a social psychologist about culture shock. Before you listen, check these words in the Word List or your dictionary. What do you think they represent?

• euphoria • frustration • adjustment
• acceptance

b) **11.2.2 11.2.4 11.2.5 11.2.7** Listen to the interview and mark the sentences T (true) or F (false).

- The symptoms of culture shock always follow a specific pattern.
- The first stage of culture shock is more significant than the others.
- The progression through the stages of culture shock cannot be avoided.
- Disorientation is the only cause of frustration in stage two.
- The acceptance stage is when one enjoys the details of a culture.
- It normally takes years to develop a social circle in a new country.
- Comparisons between cultures only encourage negative attitudes.
- Professor Davis believes it is beneficial to blend aspects of different cultures.

c) **11.3.1 11.2.7 11.3.3 11.3.4** **SPEAKING** Listen again and make notes. How can someone deal with culture shock? Discuss with your partner.

Speaking (Making contact)

7 **11.3.6** Read the dialogue. Replace the phrases in bold with similar phrases from the Useful Language box.

- A: Hi I'm Inzhu. I think you're in my English class.
B: Hi. My name is Mading. Where **are you from**?
A: I was born in Karaganda but I grew up in Almaty. And you?
B: I've lived here all my life. **1) What are your favourite subjects**?
A: Maths and Science. And yours?
B: **2) I really love** Science, Maths and Chemistry.
A: So, **3) what do you plan on doing** after you graduate?
B: **4) I'm not sure**. I hope to do a degree in Engineering abroad.
A: Really? Me too! I've already started looking for good courses in London.
B: Have you found anything interesting?
A: Yes, in fact I've got some brochures with me if you'd like to take a look.
B: Sure. I'd love to.

8 **11.3.1 11.3.7** Work in pairs. Imagine a new student has come to your class. Use the phrases in the Useful Language box and/or your own ideas to act out a dialogue similar to the one in Ex. 7.

Homes and Family

- | | |
|--|---|
| • Where are you from?
Where do you come from? | • I was born in ...
I come/am from ... |
|--|---|

Studies

- | | |
|---|--|
| • Which (school) subject do you prefer/do you find most interesting/appeals to you? | • I quite like ...
I'm particularly interested in .../
I'm keen on ... |
|---|--|

Future plans

- | | |
|---|--|
| • What are your plans for the future? Have you thought about the future/what you're going to do ...? What do you plan on doing next year? | • Let me see ...
• I hope to be ... at ...
• I haven't made up my mind./ thought about it yet. |
|---|--|

Writing

9 **11.1.4 11.1.6 11.1.10 11.5.1 11.5.2 11.5.3 11.5.7 11.6.2 11.6.3 11.6.15** **ICT** Use your notes from Ex. 6c and your research to prepare a leaflet about how to deal with culture shock. Swap papers and evaluate your partner's leaflet.

1e Writing Formal/Informal emails

Rubric analysis

- 1** Read the rubric and pay attention to the underlined words. Then answer the questions.

You have seen the following advert for a student exchange programme in your school noticeboard and have decided to apply. Write an email of application stating your qualifications and your reasons for wanting to be part of the programme. You should write between 150 and 200 words.

STUDENT EXCHANGE PROGRAMME

Are you between the ages of 16 and 18? Do you want to improve your English?

Spend two weeks in March in an English-speaking country to improve your language skills

Apply to: inquiries@studentexchangeprogramme.com

- Who is the target reader?
- What information should you include in the introduction?
- How many main body paragraphs will you write? What should they contain?
- What style should you write in: formal or informal?
- Which of the following beginnings and endings are appropriate? Give reasons.

A

Dear John,

Yours,
Maret

B

Dear Sir/Madam,

Yours faithfully,
Maret Niyazov

C

Dear Ms Jones,

Yours sincerely,
Maret Niyazov

Characteristics of formal & informal writing

- 2** **11.3.4** **11.5.4** Look at the following characteristics of writing and decide in pairs whether they are formal (F) or informal (I).

- Active voice (*My teacher encouraged me ...*)
- Passive voice (*I can be contacted ...*)
- Phrasal verbs (*I have decided to take you up on your offer ...*)
- Advanced vocabulary (*I am writing to enquire whether ...*)
- Short verb forms (*I'm writing to ask for information ...*)
- Colloquial language (*Thanks a million for your letter.*)
- Advanced linking words/phrases (*I have worked as a teacher of English for five years and therefore have experience working with children.*)

Model analysis

- 3** **11.4.2** **11.4.5** **11.5.4** **11.5.7** Read the model and underline the correct phrase. What is each paragraph about? Does it cover all the points in the rubric in Ex. 1?

Dear Sir/Madam,

1 I am writing to apply for a place/I really want to take part in the students' exchange programme you run in March. I feel certain that I am an ideal candidate with a lot to gain from this unique opportunity.

2 I am 17 years old and **2** I currently attend/I'm a student at NIS Aktau in my end-of-term exams, **3** I got/I achieved A grades in most of my school subjects, including English. I also take part in the History & Culture club, where I have recently completed a project on the history of my country.

4 I want to get even better at/I am keen to further improve my English in order to apply for university overseas. I believe the opportunity to spend time abroad communicating with native speakers **5** would be of great benefit to me/can help me a lot. Therefore, **6** please think of me/would be most grateful if you would consider my application.

7 I have enclosed/I'm posting further details of my education and qualifications to date. **8** I look forward to hearing from you/can't wait to hear from you at your earliest convenience.

Yours faithfully,
Maret Niyazov

- 4** **11.5.4** Match the informal phrases (1-10) to their formal equivalents (a-j).

- | Informal | Formal |
|---|--|
| 1 I can't wait to meet you. | a I would recommend that you ... |
| 2 Please sort this out quickly. | b I look forward to meeting you. |
| 3 I'm really sorry. | c Unfortunately, I will be unable to attend. |
| 4 I just wanted to drop you a line about ... | d Your help was highly appreciated. |
| 5 It's too bad I can't come. | e Please accept my sincere apologies. |
| 6 Thanks for everything. | f I am writing in regards to ... |
| 7 If you need anything else, ... | g I would appreciate your immediate attention in this matter. |
| 8 I think you should ... | h Do not hesitate to contact me. |
| 9 Best wishes. | i If there is anything else you would like to know, ... |
| 10 Feel free to call me. | j Yours sincerely/
Yours faithfully. |

Beginnings/Endings

- 5** **11.5.4** Match the beginnings to the endings. Then decide which ones are formal and which are informal.

Beginnings

1 Dear Dr Roberts,
I am writing on behalf of the students of Class 11A to thank you for coming to our school to give a talk on the importance of preserving our cultural heritage.

2 Dear Aiman,
Thanks for your email about the Young Designers Competition. I'd definitely like to take part. Could you send me more information about the competition?

3 Dear Sir/Madam,
I am writing regarding the ad in the Nur-Sultan Journal on 7th October for a part-time bookshop assistant.

Endings

A I am available for an interview any weekday afternoon. I look forward to hearing from you.
Yours faithfully,
Ainur Karimova

B Thanks again. Can't wait to hear from you.
Yours,
Gulnara

C Once again, thank you very much for taking the time to come and talk to us.
Yours sincerely,
Nurasyl Abdulov

Your turn

- 6** **11.2.1** **11.2.2** **11.5.1** Read the rubric, underline the key words and answer the questions in pairs.

You have seen this advertisement for a part-time job.

The Weekly Gazette

We are looking for young enthusiastic people (18-22 years old) to work as part-time writers for our Young People's magazine. You do not need any experience in journalism, but you should be interested in local cultural events. Please apply in writing to our Personnel Department.

Write your **email** of application. (150-200 words)

- What do you have to write?
- Who is the target reader?
- What style is appropriate?
- How can you start/end your email?

- 7** **11.1.4** **11.2.2** **11.5.1** **11.5.2** **11.5.3** **11.5.4** **11.6.1** **11.6.2** **11.6.5** **11.6.13**

Use your answers to write the email. Follow the plan. Use phrases from the Useful Language box. Swap papers and evaluate your partner's email. Use the Checklist.

Useful Language

Opening remarks

- I am writing to apply/I am interested in applying for ...
- I am writing with regards to/with reference to/in response to/with regard to/concerning ...

Work experience

- I have ... years' experience of working as ...
- I am highly proficient with ...

Personal qualities

- I feel that I would be an ideal candidate
- I am considered to be (hardworking, etc) person who is also (reliable, etc).
- I consider myself (punctual, etc).

Closing remarks

- Thanks for considering/I would be grateful if you would consider my application.
- I will be available for/I would be glad to attend an interview ...
- I can be contacted on ... regarding any queries you may have.
- I would appreciate a reply at your earliest convenience.
- Please do not hesitate to contact me.
- I look forward to hearing from you.

Plan

Dear Sir/Madam,

Introduction

(Para 1) formal greeting, reason for writing

Main Body

(Para 2) what you are doing now, academic background

(Para 3) reference to work experience/ personality

Conclusion

(Para 4) when available for interview, contact details, closing remarks

Yours faithfully + (full name)



Checklist

When you finish your email, check for the following:

- Have you included all the points in the rubric?
- Have you used appropriate opening/closing remarks?
- Are there well-structured paragraphs?
- Have you used the appropriate style?
- Are there any grammar/spelling/punctuation mistakes?
- Have you used an appropriate formal greeting/ending?

CLIL 1

PSHE

- 1 **11.1.9 11.4.1** Read the title of the text and the subheadings. What do you think it is about? What are some ways you can succeed when you go 'out into the world' after leaving school?

🔊 Listen and read to find out.

- 2 **11.1.1 11.1.2 11.3.10 11.3.5 11.4.2 11.4.4** Complete the sentences with words/phrases from the text. Then arrange the statements in the order that you believe is most important in life. Discuss with your partner.

- When facing difficulty you have to and carry on to overcome your problems.
- Making is an essential part of learning and growing as a person.
- Learning is a(n) process that continues after we leave education.
- Never be afraid to and take risks in life.

- 3 **11.1.10 11.5.1 ICT** Do some research on other important life lessons that help you to succeed. Write a short paragraph.



Out into the World

The first day of school is a memorable occasion for every student. However, students need a lot more than just academic skills to succeed out in the world. So, what important life lessons should we remember when we leave school?

Be ready to fail

Failure can be difficult to accept, but it's also part of life so you need to find some way to pick yourself up and carry on. Life isn't always going to be smooth sailing, so be prepared for things to go wrong! In fact, failure shows us how we can do better. Someone who never makes mistakes, after all, will never learn anything new!

Keep learning

Learning is a life-long process and doesn't stop when you walk out of the school gates. The aim of education isn't just to teach students information and knowledge, but to create a long-lasting passion for learning and the foundation and structure for future development. Students who are keen on learning carry this throughout their lives, giving them skills and techniques required to succeed in any area.

Push yourself

Remember, no one has ever done anything amazing without taking risks. So don't be afraid to try something new. Even if you think you've found your dream job, it's worth exploring new avenues and different options. Take as many opportunities as you can to meet people from different backgrounds to you. Remember that although exams are essential, as you get older it's how well-rounded your character is that really makes a difference.

Bearing all these points in mind, you'll soon come to appreciate that a rich and full life opens doors you'd never have imagined!

Check these words

- be smooth sailing
- life-long
- well-rounded

Culture Spot

- 1 **11.1.8 11.1.9** What do you know about how people greet each other in the UK? 🔊 Listen and read to find out.

- 2 **11.1.8 11.1.10 11.5.1 11.5.2 ICT** How do people greet each other in your country? Collect information and write a short paragraph to compare and contrast greeting etiquette in your country to the UK.



Meet the Brits

Across the world, the way people greet each other can vary greatly, from a bow of the head, a handshake, or a high-five, to a hug and a kiss (or two)! For many travellers, knowing which greeting is appropriate to use in which country can be a problem. Apart from this, the type of greeting can change depending on the situation; for example, do you know the person, or are you meeting them for the first time?

In Britain, a handshake is appropriate in formal situations, such as business meetings or with strangers. Look at the person whose hand you're shaking in the eye, smile, and say "Nice to meet you" or the more traditional "How do you do?". If it's a close friend or family member, a hug is usually acceptable, although some people can be more reserved and prefer to shake hands instead. Between some friends and families, the more continental kiss on the cheek is also becoming common practice.

Reading

- 1 **11.A.1 11.A.2 11.A.3 11.A.6** Read the article and for questions 1-5, choose the correct answer (A, B, C or D). Justify your answers.

- What does the writer say about culture shock?
 - It can make feelings seem more intense.
 - Its full meaning is often misunderstood.
 - It changes bad first impressions into joy.
 - It refers to an initial state of excitement.
- What does the writer reveal about his feelings in paragraph 3?
 - Their negative effects went unnoticed.
 - They gradually became worse.
 - They resulted from language difficulties.
 - They turned out to be insignificant.
- The writer believes his friend's comment
 - gave him the courage to stay in the US.
 - highlighted how well he had adapted to his environment.
 - showed he no longer made social mistakes.
 - expressed surprise at his language level.
- What suggestion does the writer give for overcoming culture shock?
 - Try not to make mistakes in social settings.
 - Leave old habits behind and create a new you.
 - Don't take things seriously.
 - Learn to speak foreign languages.
- What does the writer imply in the last paragraph?
 - Cultural connection shapes the global community.
 - The negative side of culture shock shouldn't be overlooked.
 - Language learning can lead to world peace.
 - Assimilation should be achieved by any means necessary.

(5x4=20)

Speaking

- 2 **11.B.1 11.B.7** Choose the correct response.

- A: Where are you from?
B: a I live in Nur-Sultan now.
b I grew up in Almaty.
- A: What are your plans after you graduate?
B: a I suggest getting a part-time job.
b I hope to go to college.
- A: Which subjects appeal to you?
B: a I quite like Science.
b I liked Science when I was a kid.

(3x4=12)

X
▶ Video
⏪ ⏩ ⏹

Culture shock

When I first arrived in the USA, I was just 16 years old. I had gone there to live with a host family and attend high school for one year. I was over the moon about everything - and I do mean everything! When the plane finally touched down in San Francisco, I was exhilarated to finally be in America. I had participated in a two-day preparatory meeting before leaving Kazakhstan, but I soon discovered that no preparation could have prevented the culture shock that I experienced - and I'm so glad it didn't!

A lot of people confuse the term "culture shock" with a phase of confusion, frustration and homesickness that comes before adjusting to a foreign culture, but there's more to it than that. It also includes the feelings of novelty and excitement that begin on arrival. During this period, I was looking at the place through rose-tinted glasses, and every experience felt exotic, new and exciting. That feeling, however, didn't last forever.

A couple of months in, things started to feel kind of odd. I started missing home more and more, and the differences between the USA and Kazakhstan seemed to be growing. I began having negative thoughts more frequently; thoughts like "nobody understands me here because my English isn't good enough", or "the people here are so different!". This wasn't a productive mentality for me. I would often get anxious or frustrated about the most insignificant and silly things, and I had no idea what was up with me.

Over the next few months, a sense of belonging replaced the disorientation I'd been feeling. I learned how to adapt to the stress of unfamiliar situations, and ventured out into new social circles where I made a lot of new friends. My English improved dramatically, and I even started dreaming exclusively in English!

As my understanding of American culture grew, everything started to fall into place and I knew that I'd made a real breakthrough. I felt comfortable in my new home, and I no longer made the embarrassing mistakes that I used to make in social situations. I adopted new traits and kept a lot of my old ones, and slowly the "American me" and the "Kazakh me" became one person. I knew for sure that I'd fully assimilated when my friend remarked: "You're American now, Asian! You sound just like us!" I was beaming with pride for the rest of the day.

When I arrived in the USA, I was a timid 16-year-old who could barely hold a conversation in English. These days, I'm a confident bi-cultural person who can speak two languages fluently. So how did I bring this transformation about? Here's the trick: I put myself out there. It's as simple as that. Talk to people, make mistakes, don't be afraid to embarrass yourself! Develop a routine and find people who share your interests. Be positive, and try to see the good in everything (although that's easier said than done!), and most of all remember to pack your sense of humour when you go! It will be daunting at first, but trust me, it's well worth the effort. I think if we all did an exchange of some sort, we would live in a more understanding, peaceful world.

⏪
↺
♥
✉

Progress Check 1

Grammar

- 3 **11.6.8** Underline the correct item.
- Nursultan hopes he'll **be lecturing's** going to **lecture** at university in a year's time.
 - Give me a call around 6; I'll **have finished/ 'll be finishing** work by then.
 - That programme about the landmarks of Nur-Sultan **has to/is about** to start.
 - Aina **is travelling/will have travelled** to New York on Saturday.
 - By the end of this term, Sezim **will study/will have been studying** Architecture for two years.
 - I'm sure that things **will work out/are going to work out** in the end.
 - After you **will settle in/settle in**, a member of staff will show you around the campus.
 - Arman is **bound to/unlikely** to pass his exams this time; he's been studying so hard!

Vocabulary

(8x2=16)

- 4 **11.3.7** Underline the correct item.
- The main hallways of the building **construct/intersect** at the reception area.
 - The **pedestrian/winding** bridge between the buildings allows people to walk across.
 - Arabian-style buildings are often **adorned/infused** with beautiful decorations.
 - People who frequently relocate need **flexible/portable** homes.
 - The **innovative/distinctive** design of the O-14 tower means it stays cool in summer.
 - The government has **proposed** a plan to **revolutionise/minimise** traffic problems.
 - It certainly takes time to make the **acceptance/adjustment** from school to work.
 - They installed **double-glazed** windows to **incorporate/insulate** the house.

(8x2=16)

Listening

- 5 **11.2.1 11.2.2 11.2.3 11.2.6 11.2.7** Listen to the conversation and for questions 1-5, choose the correct answer A, B or C.
- When talking about her **study abroad** experience, Anna says
A she wishes she had done it sooner.
B she thinks everyone should have one.
C it was better than she expected it to be.
 - The most **difficult** thing for Anna was that
A there wasn't enough time to study.
B she found it hard to make new friends.
C she didn't expect the course to be so hard.
 - When **she** came back, Anna realised that
A she appreciated Australia more.
B she was much more adult.
C she was confident enough to leave home.
 - The main reason Anna took a part-time job was
A she wanted the money.
B that her friends advised her to.
C to improve her Danish.
 - After her year abroad, Anna
A didn't want to leave Denmark.
B took time to settle back into her old life.
C had nothing in common with her old friends.

(5x4=20)

Writing

- 6 **11.5.1 11.5.2 11.5.3 11.5.4 11.5.6 11.5.9** Read the rubric and do the writing task.

You have decided to apply to study in a foreign university. Write your application **email** (150-200 words), including information about your academic background, qualifications and other relevant information (e.g. voluntary work).

(16 marks)

(Total: 100)

11.1.5

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLEN ✓✓✓

Now I can ...

Lexical Competence

- talk about new academic year resolutions
- talk about the architecture of countries & cities
- talk about history & traditions (architectural value of yurts)
- talk about types of buildings/construction materials/types of roads & streets/architectural styles
- talk about dealing with culture shock

Reading Competence

- complete a multiple matching task
- answer T/F statements

Listening Competence

- listen for specific information (T/F statements; take notes)

Speaking Competence

- talk about the architecture of buildings
- make predictions
- discuss how to deal with culture shock

- describe a building of the future
- make contacts
- Presentation Skills**
- Present: yurts; an architectural style; life lessons to help you succeed
- Writing Competence**
- write a formal email

The Animal World

Module 2

MODULE OBJECTIVES

► Vocabulary

- ecosystems
- the animal world (boats, eagles, bees and dolphins)
- specific features of animals
- environmental problems
- phrasal verbs
- prepositions
- word formation

► Reading

- an article about golden eagles (multiple choice, comprehension questions)
- an article about dolphins (missing sentences)

► Use of English

- reported speech (statements/ questions/ commands)
- reporting verbs
- cleft sentences

► Listening

- an interview (T/F statements; taking notes)

► Speaking

- talking about: golden eagles/environmental problems/features of animals
- making suggestions/ agreeing-disagreeing

► Writing

- a paragraph about how to protect golden eagles
- a presentation about the steppe eagle
- a fact file about Amazon river dolphins
- an opinion essay

► CLIL (Science):

- Unbelievable bee
- Culture: National Animals of the USA

► Progress Check

Words of wisdom

"Look deep into nature, and then you will understand everything better"

(Albert Einstein)

Discuss

Ecosystems – Introduction



- 1 11.4.8 11.5.2 Which picture shows: wild animals? mountains? birds? a river? the ocean? a lake? a forest? a desert? a waterfall?
- Check any unknown words in your dictionary.



- 2 a) 11.4.9 11.4.5 11.5.2 Fill in: provide, cover, home, lack, shelter, areas, drop, insects.

A They are one of nature's treasures. They are 1) with a lot of trees and 2) about 30% of the Earth's land surface. They provide food and 3) to people and animals.

B They take up 70% of the Earth's surface. They are 4) to some of the most amazing creatures on Earth. They 5) 50% of the Earth's oxygen.

C They occupy 1/5 of the Earth's land surface. It rarely rains there. Reptiles, 6), birds and mammals live there. They are hot and there is a 7) of water and plants. However, temperatures 8) at night.

- b) 11.1.1 In pairs, decide which of the pictures 1-9 each text refers to.

- 3 11.1.8 11.3.7 Which of the things in the pictures exist/don't exist in your country? Name some. Write a few sentences. Tell the class.

I come from In my country, there are ...



- 11.1.3 11.1.7 11.1.10 11.3.1 11.6.6 Why is it important to take care of the environment? Write a few sentences. Tell the class.

2a The Animal World

1 a) **11.1.3** **11.3.5** Look at the photograph. What is this bird? What do you know about it?

b) **11.3.7** **11.4.8** Check any unknown words in the Word List or in your dictionary (paper or digital). Use the phrases below to describe the bird.

- large eyes • hooked beak • dark brown plumage • golden feathers on head and neck
- white markings on the underside • feathers on legs • enormous wingspan • sharp talons

STUDY SKILLS

Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each paragraph helps us understand what the text is about.

2 **11.4.7** **11.4.9** Read the text quickly. What is the main idea in each paragraph?

3 **11.4.2** **11.4.4** **11.4.5** Choose the best answer according to the text. Give reasons for your answers.

- 1 Historically, golden eagles
 - A were worshipped as gods.
 - B symbolised strength.
 - C were used as messengers.
 - D were taken into battle.
- 2 The feathers of golden eagles
 - A are mostly golden in colour.
 - B have the same pattern on every bird.
 - C don't grow on their legs.
 - D are lighter under their wings.
- 3 The main physical characteristic that helps golden eagles catch their prey is
 - A their powerful claws.
 - B their sharp beaks.
 - C their wingspan.
 - D their light weight.
- 4 A male golden eagle usually
 - A builds his nest alone.
 - B lives in the same nest he was born in.
 - C needs 100 days to teach his chicks to fly.
 - D stays with his mate until one of them dies.
- 5 Golden eagles have extraordinary eyesight because
 - A they can see a huge range of colours.
 - B their eyes are bigger than other birds of prey.
 - C their eyes are similar to human eyes.
 - D they have millions of cones in each eye.



Magnificent Eagles

Golden eagles have been symbols of freedom, power and courage for thousands of years. Both Native Americans and ancient Greeks believed they were messengers from the gods. A golden eagle appeared on the flag of the Roman army when it marched into battle, and even today it is the national animal of several countries, including Albania, Mexico and Kazakhstan.

The name of these beautiful birds might confuse you at first, because their plumage is mainly dark brown. However, their name comes from the golden feathers on their heads and necks. Most also have white markings on the underside of their wings and, like many other birds of prey, feathers grow on their legs too. They snatch their prey up in their sharp talons and use their hooked beaks to eat it. They are one of the largest birds of prey. Although a full-grown adult only weighs between 3 and 6.6 kg, their enormous wingspan can be over two metres!

Check these words

- prey • full-grown • mate • hatch
- rodent • carnivore • soar • air current
- detect • differentiate • retina • breed

- 6** The Sunkar Reserve helps golden eagles by
- A catching them and keeping them safe at the reserve.
 - B hatching baby birds and setting them free.
 - C monitoring golden eagles in the wild.
 - D increasing the population by bringing eagles from other countries.

Did you Know?

The oldest wild golden eagle was found in Scotland in 2018. Scientists estimate it was 33 years old.

Golden eagles live in a variety of habitats, favouring open areas such as mountains, steppe and desert. In Kazakhstan, they are mainly found in the north of the country, and in the mountains in the south and south-east. An eagle's nest is called an eyrie, and it can be 1.5 metres across, or even larger. Golden eagles often mate for life, and the pair build their nest together, returning to it year after year. The female lays one to three eggs in the nest, and they hatch after about 45 days. It takes another 60-70 days for the chicks to learn to fly and about 100 days for them to become independent and leave their parents.

The diet of a golden eagle includes rodents, hares, rabbits, and even foxes. They are carnivores, which means they only eat meat. They soar high on air currents, searching for prey. Once spotted, they dive at speeds of up to 240 km per hour to capture it! What makes them expert hunters is their amazing eyesight: they can detect small animals at distances of 1.5 km. They have large eyes and can see far better than humans. Both our eyes contain a total of 7 million cones – the cells that help us differentiate between colours. In contrast, golden eagles have about a million cones in each square millimetre of their retinas!

Sadly, these magnificent creatures are in danger. There are several reasons for this, including illegal hunting of adult eagles and accidental deaths on electrical power lines. Conservation groups are working to change the situation, and the Sunkar Reserve is currently breeding golden eagles and releasing them into the wild each year in an attempt to increase the population. Only time will tell if this is enough to save the golden eagles of Kazakhstan – an important part of this country's culture and history.

4 **11.2.3 11.3.1 11.3.2 11.3.7** Listen and read the text. Answer the questions in your own words.

- 1 In what type of places do we usually find golden eagles?
- 2 What happens to golden eagle chicks after they hatch?
- 3 Why is the work of the Sunkar Reserve important?

5 **11.4.5** Find words in the text that mean the opposite of:

- captivity (para A)
- dependent (para C)
- herbivore (para D)

6 **11.4.8** Find words in the text that mean:

- bravery (para A)
- curved (para B)
- preferring (para C)
- catch (para D)
- preservation (para E)

7 **11.6.4 11.4.5** Use these words to complete the summary: eyesight, eyries, population, talons, speeds, wingspan, underside, open, danger, carnivores, releasing, hunting.

Golden eagles are dark brown, with golden feathers on their heads and necks and white feathers on the
 1) of their wings. They have sharp
 2) hooked beaks and an enormous
 3) They live in 4)
 areas, mate for life and build large nests called
 5) They only eat meat because they are
 6) They have amazing 7)
 and dive from the sky to catch their prey at
 8) of up to 240 km per hour! Golden
 eagles are in 9) in Kazakhstan because of
 illegal 10) and accidental deaths. A
 programme for breeding and 11) young
 eagles aims to increase the 12) but we
 need time to see how successful it will be.

Speaking & Writing

11.8.2 11.3.7 What did you know about golden eagles? What did you learn from the text? Tell your partner.

11.5.7 11.3.4 11.3.5 11.5.1 11.5.4 11.5.9
 Discuss in class ways to protect golden eagles. Then, write a short paragraph about how to protect golden eagles. Tell the class.

Writing

11.3.6 11.3.10 11.5.3 11.5.4 11.5.6 11.6.7

11.6.9 ICT In groups, collect information about the steppe eagle and prepare a short presentation. Give your presentation to the class.

2b

Vocabulary

Vocabulary from the text

- 1** **11.5.2** Replace the words in bold with: differentiate, soar, diet, prey, carnivores.
- For golden eagles in Kazakhstan, the main types of **creatures they hunt and eat** are rabbits and foxes.
 - The **typical food** of foxes on the steppe consists mainly of rodents.
 - Birds of prey are **creatures that eat only meat**.
 - Golden eagles have an enhanced ability to **tell the difference** between colours.
 - It's an amazing sight to see an eagle **glide high up** through the sky above you.

- 2** **11.6.9** Fill in: lay, hatch, give, breed in the correct form.

- Golden eagle eggs usually after about 45 days.
- Nearly all female elephants birth to only one baby at a time.
- Tazagul horses and sells them when they are 8 months old.
- Most birds their eggs in a nest.

- 3** **11.6.13** Fill in: in (x2), for, on, into.

- Male northern hawks are grey birds of prey with white feathers the underside of their wings.
- The golden eagle is not danger in North America, but in Kazakhstan numbers are falling.
- Golden eagles spend a lot of time the steppe and the mountains.
- We watched the staff from the reserve release the eagle the wild.
- Black vultures and golden eagles are two species of birds that mate life.

Topic vocabulary
Specific features of animals

- 4** **11.5.2** Choose the correct word. Check in your dictionary.



Bats are the only **1) reptiles/mammals** on Earth that can truly fly. They have very thin **2) fins/wings** and their bodies are covered in **3) fur/feathers** to keep them warm. They have tiny sharp teeth and small eyes. Some bats can't see well, so they rely on their excellent hearing and smell to find their way around.

Bees are insects and so they have six **4) arms/legs**. They also have two pairs of wings to fly and a pair of **5) antennae/claws** on their head to feel and smell. They have very long tongues so that they can reach the nectar from inside flowers. Female bees have a poisonous **6) sting/beak** to defend themselves.



Dolphins live in water, but they are mammals, so they need to breathe air. They do this through a **7) shell/blowhole** near the top of their heads. They can hear extremely well from the ear **8) openings/gills** on the sides of their heads. Dolphins haven't got limbs, but they have got **9) fins/wings**. The top one keeps them stable, and the bottom ones steer them in the right direction. The up-and-down motion of their **10) tails/horns** makes them move through the water.



- 5** a) Read the definitions.

mammals: warm-blooded animals that give birth to live babies and feed their young on milk

reptiles: cold-blooded animals which have scaly skin and lay eggs

amphibians: animals that live both on land and in water

fish: cold-blooded creatures that live in water and usually have gills and fins

rodents: small mammals with sharp front teeth

birds: creatures with feathers and wings

insects: small animals that have six legs and most of them have wings

- b) Which type of animal are each of the animals below?
Decide in pairs.

- mouse • fly • monkey • whale • beetle • frog • seal
- eagle • squirrel • butterfly • parrot • crocodile • toad • tuna
- jaguar • iguana • salmon • kangaroo • chameleon • bear

Environmental problems

- 6 Match the environmental problems (A-H) to the pictures (1-8).

<input type="checkbox"/> A deforestation	<input type="checkbox"/> E endangered species
<input type="checkbox"/> B forest fire	<input type="checkbox"/> F landfills full of rubbish
<input type="checkbox"/> C air pollution	<input type="checkbox"/> G oil spill
<input type="checkbox"/> D melting ice caps	<input type="checkbox"/> H water pollution



- 7 **11.1.5** | **11.1.10** | **11.3.2** Match the environmental problems (1-7) to the solutions (a-g). Then discuss in pairs, as in the example.



Environmental Problems	Solutions
1 disappearing forests	a turn off lights when we don't need them
2 endangered animals	b use taps carefully
3 polluted beaches	c use public transport
4 energy waste	d recycle rubbish
5 air pollution	e clean up the coastline
6 global water shortage	f stop hunting them
7 landfills full of rubbish	g plant trees

A: How can we solve the problem of disappearing forests?

B: We can plant trees.

Phrasal verbs

- 8 Choose the correct particle. Check in Appendix I.

- His new book about endangered species will be brought **about/out** this May. (**be published**)
- Environmentalists helped to bring **about/round** a change in the law. (**caused to happen**)
- She managed to bring **out/up** her three children on her own. (**raise**)
- He brought **up/about** the issue of saving the whales during the seminar. (**mentioned**)
- He fainted, but the doctor brought him **about/round**. (**caused to regain consciousness**)

Prepositions

- 9 **11.6.13** Choose the correct preposition in bold. Check in Appendix II.

- A lot of animals are **at/in** risk from habitat loss.
- We must protect habitats **of/from** disappearing.
- You can help save animals **of/from** extinction.
- Seahorses rely **on/with** camouflage to hide **of/from** predators.
- 'Wildlife' means animals living **at/in** the wild.

Word formation

(forming nouns from verbs)

- 10 Complete each sentence with the nouns derived from the words in bold.

We form nouns from verbs using the following suffixes: **-ion** (prevent-prevention), **-ation** (converse-conversation), **-sion** (explode-explosion), **-tion** (suggest-suggestion)

- Recycling helps control environmental (POLLUTE)
- In, both people and animals will benefit if laws are made to abolish illegal animal trading. (CONCLUDE)
- The animal shelter has announced that there will be a in staff because of financial difficulties. (REDUCE)
- There's a great of documentaries about endangered species to watch. (COLLECT)
- There is a meeting on whale next Monday. (CONSERVE)

2c Use of English

Reported speech

The Real Bat-Man



Arystan Ospan is a chiropterologist. In other words, he studies bats. Nature's World magazine asked him why he chose such a strange profession. "Well, first of all, I don't think it's strange," he said to us. "Bats actually make up 20% of all mammals on Earth. There are over 1,200 different species of bats, and they can live in almost any environment. Who wouldn't want to study a creature like that?"

Ospan says he aims to change our ideas about bats. "People have some odd beliefs about bats,"

he said. He added that, in the past, people had claimed that bats were blind, but science had shown this wasn't true. Ospan confirms that bats have amazing hearing. He explains that they bounce sounds off the objects around them, and it is this ability that helps them to 'see' in the dark. We asked Ospan whether he considered bats to be dangerous. "Bats carry diseases, to be sure," he replied. "What you have to remember, however, is that bats don't want to hurt people. They only attack if they're frightened."

▶ see pp. GR6-GR9

Reported statements

Direct speech is the exact words someone said. We put the words in quotation marks.

Reported speech is the exact meaning of what someone said but not the exact words. We do not put the words in quotation marks.

Direct Speech	Reported Speech
"I take my dog for a walk every day," said Toktar.	Toktar told me (that) he took his dog for a walk every day.
"I'm writing an essay about bees," said Zhanara.	Zhanara said (that) she was writing an essay about bees.
"I've seen a golden eagle in the wild," said Berik.	Berik said (that) he had seen a golden eagle in the wild.
"Gulya watched a documentary about dolphins last night," Sabira said to me.	Sabira told me (that) Gulya had watched a documentary about dolphins the night before/ the previous night.
"We were researching bats online," said Rishat.	Rishat said (that) they had been researching bats online.
"I'll lend you my book about birds tomorrow," said Kydyr.	Kydyr said (that) he would lend me his book about birds the next/ following day.
"I can show you how to take better photos," Ayzere said to me.	Ayzere told me (that) she could show me how to take better photos.

NOTE: Tenses do not change in reported speech if the verb that introduces the speech is in the present simple.

Flora says, "I don't like bats."

Flora says (that) she doesn't like bats.

▶ see pp. GR6-GR7

Reported questions/commands

Direct Speech	Reported Speech
"Where's the best place to see golden eagles?" he asked.	He asked where the best place to see golden eagles was.
"Do you live near the mountains?" she asked me.	She asked me if/whether I lived near the mountains.
"Put some gloves on," she said to me.	She told me to put some gloves on.
"Don't touch the animals," the zookeeper said to us.	The zookeeper told us not to touch the animals.

▶ see p. GR7

1 11.6.10 Read the tables, then answer the questions.

- Which verbs do we use to introduce: reported statements? reported questions? reported commands?
- How do tenses change from direct to reported speech? When do they NOT change?
- How do pronouns and time words change from direct to reported speech?

2 a) 11.6.10 Read the text. Look at the underlined sentences. Which are reported statements? Which is a reported question?

- 11.6.10 Rewrite the underlined sentences from the text in direct speech. In which sentences does the tense of the verbs NOT change? Why?

3 **11.6.10** Rewrite the following sentences in reported speech.

- "I've met a famous zoologist," Elya said.
- "She's looking after our cats," said Dariga.
- "We needn't feed the horses now," said Kairat.
- "He will call us if he needs us," Mum said.
- "They adopted a stray dog," Gulzara said.
- "I'm bored of waiting here," said Rakhym.

4 **11.6.10** Report the questions/commands.

- "Give me more time to finish the project," she said to us.
- "Do you have a pet?" Saule said to me.
- "What do dolphins eat?" Ulan said to us.
- "Can I borrow this book?" he said to me.
- "Don't talk during the test," the teacher said to them.

Reporting verbs

We can use a variety of reporting verbs instead of **said/told** in reported speech.

Direct speech: "Don't touch the animals," he said.

Reported speech: He warned us not to touch the animals.

➤ see pp. GR8-GR9

5 a) **11.6.10** Match the verbs (1-5) with the appropriate structure (A-E). Check in the Grammar Reference section.

1	inform	a	-ing
2	wonder	b	somebody + to infinitive
3	advise	c	somebody that
4	refuse	d	wh- word
5	apologise for	e	to infinitive

b) **11.6.10** Rewrite the sentences 1-5 using the verbs in Ex. 5a.

- "The museum closes in five minutes," the guide said to us.
The guide informed us that the museum closes in five minutes.
- "I won't go into the Reptile House," Sholpan said.
- "Don't go into the caves at night," the man told us.
- "How do dolphins swim when they're sleeping?" said Zamira.
- "I'm sorry I forgot to feed the cat," said Aidar.

Cleft sentences

We use cleft sentences to put emphasis on what we are saying.

It is/was (not) + noun/noun phrase/pronoun + relative clause

It wasn't me who left the door of the rabbit's hutch open last night.

What + subject + verb + it/was

What mice really like is chocolate.

➤ see p. GR9

6 a) **11.6.6** Read the theory box. Find two examples in the text in Ex. 2a.

b) Look at the sentences. What is the difference in meaning?

- They saw a golden eagle in the Kyzylkum Desert.
 - It was in the desert that they saw the golden eagle.
- He wants to study how bees fly.
 - What he wants to do is study how bees fly.
- I heard a noise outside at midnight.
 - It was at midnight that I heard a noise outside.
- Bats dislike the smell of mint.
 - What bats really dislike is the smell of mint.

7 **11.6.8** Impersonal structures have no subject. 'There' and 'It' are normally used in the subject position. Complete the sentences with there or it. ➤ see p. GR10

- Don't forget.'s World Animal Day tomorrow and we're having an event to raise awareness about animal issues.
- Shall we start the meeting?'s a lot to discuss.
- The last time we visited the bird sanctuary, rained a lot.
- is very difficult being a marine biologist.
- Fortunately, is still hope that things will improve.

8 **11.3.1** **11.3.6** **11.6.10** **SPEAKING** Work in pairs.

Ask and answer questions about the animals on p. 24. Report your partner's questions and answers to the class.

- A: Do dolphins have gills?
B: Mazhit asked me whether dolphins have gills. Dolphins don't have gills.
A: Sarsen said dolphins don't have gills.

2d Skills

Animals' specific features

Reading

- 1 **11.1.5** **11.1.7** **11.1.9** Read the title. Why does the writer think dolphins have a 'dark side'? Read through to find out.

- 2 **11.4.7** **11.4.2** **11.4.4** **11.4.7** Read the text again and fill in the gaps (1-5) with the correct sentences (A-F). One sentence is extra.

- A It is even believed that every dolphin has a 'name'.
 B It's clear that pairs of mothers and calves swim together in 'nurseries'.
 C This question prompts us to rethink the wisdom of swimming with dolphins.
 D But some dolphins have a darker side.
 E They are generally part of groups called pods.
 F Dolphins also like living in groups because they enjoy playing.

🔊 Listen and check.

- 3 a) **11.6.14** Complete the phrases with: show, come, pose, live.

- 1 in groups 3 questions
 2 affection 4 to light

- b) **11.6.14** Use these phrases to make your own sentences.

Prepositions

- 4 **11.6.13** Fill in with, on, at, of, for. Check in Appendix II.

- 1 Monkeys chase each other through the trees fun.
 2 Wolves use smell to communicate each other.
 3 Packs of wolves are usually made up six or seven animals.
 4 Aleko is the leader of the pack and should be treated such.
 5 Visiting an aquarium has been my list for years.

Check these words

- play-fight
- marine biologist
- bump into
- determine
- porpoise
- come to light
- wash up
- turn on
- prompt
- wisdom of doing sth
- tame
- comical

DARK SIDE of Dolphins

Dolphins are known to be social animals. **1** Some pods are made up of only a few dolphins, but others are very large, containing over a hundred creatures. Dolphins live in groups for protection and often work together to catch food. In addition, if a member of the group is injured, they support **5** it by feeding it and helping it to the surface to breathe. **2** They are often observed chasing each other, play-fighting and jumping up to 4.9 metres into the air.

The 'language' of dolphins has fascinated marine biologists for decades. They communicate with whistles and clicks, and **3** appear that each dolphin sounds slightly different, so they can tell each other apart. **3** This is a whistle that refers only to them. Dolphins use body language to communicate too, and even show affection by bumping into each other or swimming along with their fin **15** touching another dolphin. They also use 'echolocation' – the same technique bats use out of the water – which involves bouncing sounds off objects to determine their location.

Dolphins like company, and they can 'talk' in their own unique way. They're intelligent, and their behaviour can **20** seem very human at times – they even look like they're smiling! Perhaps that's why people have always been attracted to these charming sea creatures: swimming with dolphins is a life experience many people have on their lists.

4 They have been observed killing creatures like birds **25** and porpoises, not for food, but for fun. There is also evidence that full-grown dolphins have hurt and even killed younger ones. This came to light in the 1990s, after nine young dolphins washed up on the beaches of Virginia, USA. When investigated, it was confirmed that they had all died in **30** attacks by their elders. If this smiling sea creature can turn on its own young, what could it do to other species, like humans? **5** They are, after all, wild animals. Perhaps they should be treated as such, rather than the tame, cute and comical pets we often assume them to be. **35**



▶ Video

- 5 a) 11.6.7 Find examples of passive forms in the text.
- b) 11.6.7 11.6.9 Complete the summary of the text by putting the words in bold in the correct tense form.

Generally, dolphins 1) (**find**) in pods for protection, support and social interaction. For many years, marine biologists 2) (**study**) how dolphins communicate and navigate through the ocean. Undoubtedly, they are intelligent creatures. In the past, they 3) (**also/think**) to be cute and friendly, but it 4) (**discover**) that some exhibit aggressive behaviour. In the 1990s, the tide 5) (**wash up**) nine young dolphins on the shores of Virginia, USA. After research, scientists concluded they 6) (**kill**) by larger dolphins. This discovery 7) (**already/change**) our ideas about dolphins and currently some people 8) (**wonder**) if swimming with them is really safe for humans.

Listening

- 6 a) 11.2.1 You will hear an interview with someone who used to work at a sea life sanctuary. Before you listen, check these words/phrases in the Word List or in your dictionary. Why do you think the person quit her job at the sanctuary?
- fishing net • collision • supposedly • chemical waste • bring in (money) • beneficial • campaign

- b) 11.2.2 11.2.3 11.2.4 11.2.5 11.2.7 11.2.8 Listen to the interview. Mark the statements T (true) or F (false).

- 1 Ellen decided to become a dolphin keeper after visiting Open Ocean Sanctuary.
- 2 Open Ocean Sanctuary is located close to the coast.
- 3 Open Ocean doesn't release healthy dolphins because it's too costly.
- 4 Ellen wants Open Ocean Sanctuary to stay open and help dolphins in need.
- 5 Ellen has opened her own sea life sanctuary for injured dolphins.

- 7 11.1.4 11.2.2 11.2.3 11.3.4 11.3.7 11.6.10 Listen again and make notes about dolphins under the headings: **THREATS – SOLUTIONS**. Use your notes to give the class a presentation.

Speaking

- 8 a) Complete the dialogue.
Listen, read and check.

Laura: Ben, did you 1) that if bees disappeared, it would be hard 2) us to grow food?
Ben: Wow, I didn't realise they were so important!
Laura: Right, and they 3) our help. Have you got any ideas?
Ben: How about planting flowers in our gardens that bees like?
Laura: Good thinking. Why don't we 4) keeping bees?
Ben: I'm not sure about that. It's quite difficult, I think. What 5) buying honey from local beekeepers instead?
Laura: Can't argue on that!

- b) 11.3.4 Replace the underlined phrases with appropriate ones from the language box.

Making suggestions	Agreeing/Disagreeing
<ul style="list-style-type: none"> • How/What about/ Why not ...? • Let's ... • Perhaps/ Maybe you/we could ... • Why don't you/ we (try) ...? • You/We should ... 	<ul style="list-style-type: none"> • That sounds great. • I think it's a great/excellent idea. • Good thinking. • Yes, I suppose you're right. • OK. Why not? • I don't think it's a good idea. • I don't think so. • I'm not sure about that. • How about ... instead?

- 9 11.3.9 11.3.2 11.3.3 11.3.4 11.3.5 11.3.6 11.3.7 Work in pairs. Suggest ways to help save dolphins. Use your notes from Ex. 7 and phrases from the language box.

Writing

- 10 11.1.4 11.1.5 11.1.6 11.1.9 11.5.1 11.5.6 ICT Collect information about Amazon river dolphins and fill in the Fact File. Present Amazon river dolphins to the class. Evaluate each other's presentation.

Fact File

- appearance:
- habitat:
- communication:
- diet:
- threats:

2e Writing An opinion essay

Rubric analysis

1 Read the rubric and answer the questions.

You've had a class discussion on the following statement. **Zoos are beneficial for animals that are at risk.** Write an **essay** for your teacher expressing your opinion (150-200).

- Which of the following should your essay contain?
 - your opinion
 - viewpoints to support your opinion
 - a description
 - only arguments against the topic
- What style should you use: *formal* or *informal*? What characterises this style?

Model analysis

2 11.5.7 Read the model. Which paragraph contains:

- the writer's first viewpoint and example/reason?
- the writer's opinion?
- the writer's opinion restated?
- the writer's second viewpoint and example/reason?
- an opposing viewpoint and example/reason?

3 11.3.6 Find and replace the topic sentences in the main body paragraphs with the following.

- In addition, abandoned and mistreated animals can benefit from care at a zoo.
- Firstly, zoos can save endangered species from extinction.
- However, some say the quality of life in zoos is not satisfactory.

4 a) 11.5.6 Copy and complete the table with the linkers in bold in the model.

addition	
contrast	
examples/reasons	
conclusion	
list points	

b) 11.5.6 Add these phrases to the table.

- All in all • so that • All things considered
- also • As opposed to the above ideas
- especially • First of all • moreover • Firstly
- such as • it is argued that • For this reason

A There are thousands of zoos around the world. They are fun and educational places for people to visit, but are they really beneficial for animals that are at risk? In my opinion, zoos benefit these creatures for several reasons.

B To start with, zoos can save endangered species that would otherwise become extinct. For example, in 1900, the Asian Père David's deer became extinct in the wild. However, the species survived because there were deer living in zoos in Europe. In 1985, some were released back into the wild and by 2005, the population was about 2,000 animals.

C Furthermore, zoos can rescue and save abandoned animals, or animals that are being treated badly. For instance, in 2004, Detroit Zoo in the USA rescued a polar bear from a travelling circus, where he was hot and hungry most of the time. The bear, called Barle, went on to have a baby at the zoo and lead a healthy and happy life.

D On the other hand, people argue that animals in zoos don't have good quality of life. This is because, even when zookeepers try their hardest, the food and living conditions in a zoo will never be the same as in the wild. This can affect animals' health. This is supported by the fact that female African elephants live an average of 56 years in the wild. In zoos, they live for less than 20.

E To sum up, I believe zoos are beneficial for abandoned, mistreated or endangered animals. However, zoos shouldn't keep animals just to make money. Wild animals should be released into the wild where they belong.



5 11.5.6 Choose the correct linker.

- Zoos are educational. **In addition/For example**, they are fun places to visit.
- In particular/All things considered**, zoos help endangered animals.
- Zoo breeding programmes have helped save endangered species. **Besides/However**, I do not believe all animals bred in zoos should be kept there.
- There were captive animals in zoos and **because/as a result**, the Père David's deer survived.
- Zookeepers try to provide animals with the best diet and living conditions. **Since/Besides** that, they care about the animals they look after.

- 6 Read the topic sentences and write suitable supporting sentences using the prompts. Use appropriate linkers.

- It is expensive to keep wild animals in captivity.
- People argue that all animals should be free.

they/ have to/ eat/ special diet
they/ say/ animals/ not belong in cages

Expressing opinion

- 7 11.3.4 11.3.6 11.5.5 Use the phrases to express your opinion on the following:

Keeping animals as
pets is cruel.

Human beings are the reason
that animals become endangered
or extinct.

Expressing opinion

- | | |
|--------------------------|--------------------------|
| • I don't agree that ... | • In my opinion ... |
| • I agree that ... | • I personally think ... |

Your turn

- 8 a) 11.5.1 11.5.5 Read the rubric and match the viewpoints (1-5) to the reasons/examples (a-e) they support.

Animals are always better off in the wild. Write an **essay** for your teacher giving your opinion on the topic (150-200 words).

Viewpoint

- | Viewpoint | Reason/Example |
|--|--|
| 1 Large mammals need to run free in their natural habitat. | a Predators like lions forget how to hunt because they are given fresh meat every day. |
| 2 Animals in captivity can be dangerous. | b Sick and injured animals won't survive in the wild, but in captivity they have a chance of getting better. |
| 3 Zoos and sanctuaries can provide animals with medical treatment. | c In captivity, animals are well-cared for and have all the food and water they need. |
| 4 Wild animals lose their skills and identity in captivity. | d They might attack their keepers or other animals in their enclosure if they are scared or angry. |
| 5 Animals can die of hunger and thirst in the wild. | e In the wild, animals such as lions and cheetahs have limitless space to run, but in captivity they are confined to small enclosures. |

- b) 11.5.6 Use appropriate phrases from the Useful Language box to join the viewpoints to their reasons/examples.

- 9 11.3.1 11.5.2 11.5.3 11.5.4 11.5.5 11.5.6 11.5.9 11.6.7 11.6.9 Use the plan and your answers in Ex. 8 to write your essay.

Useful Language

Introduce topic sentences (list viewpoints)

- To start with, ... • Firstly, ...
- Moreover/Furthermore ...
- In addition, ...

Introduce examples/reasons

- For example/such as/For instance ...
- This means that .../For this reason ...

Introduce topic sentences (opposite viewpoints)

- On the other hand, some people argue/say that ... • However/Whereas ...
- As opposed to the above ideas ...

Conclude

- All in all, ... • All things considered, ...
- To sum up, ...

Express opinion

- In my opinion, ... • I feel/believe that ...
- Personally, I (don't) agree ...
- As far as I am concerned, ...

Plan

Introduction

(Para 1) state the topic & your opinion

Main Body

(Para 2) first viewpoint & examples/reasons

(Para 3) second viewpoint & examples/reasons

(Para 4) opposing viewpoint & reasons/examples

Conclusion

(Para 5) restate opinion



Checklist

When you finish writing your essay check for the following:

- word length
- inclusion of all main points
- appropriate style
- correct grammar, spelling and punctuation
- use of full verb forms
- use of linkers to join ideas
- well structured paragraphs (make sure main body paragraphs start with appropriate topic sentences)

CLIL 2

Science

- 1 **11.4.4** **11.4.5** How are these numbers related to bees: 1,500, 500 grams, 2 million, 230, 1.6 mm?
 Listen and read to find out.

- 2 **11.4.3** **11.4.2** **11.4.4** Read again and complete the sentences.
- The queen can lay up to
 - The bees in a hive travel a total of 88,000 km to produce
 - Worker bees can carry nectar or pollen that weighs
 - The queen bee lays each egg in
 - It takes three weeks for

- 3 **11.3.5** **11.3.6** **11.3.7** In pairs, ask and answer questions based on the text.

- A: How big is a bee's egg?
 B: 1.6 mm in length. Which bee lays the egg? etc

- 4 **11.1.3** **11.1.3** **11.1.6** **11.1.9** **11.5.1**
11.5.7 **ICT** In groups, collect information about the importance of bees to the environment. Prepare and give a presentation to the class.

Unbelievable bees



A colony of bees can have around 80,000 members and their home is called a hive. Each hive has just one **queen**, whose sole job is laying eggs. She can live for up to five years and lay 1,500 eggs a day!

Worker bees are all female, but they can't lay eggs! They live for around six weeks, and their main job is to collect nectar from flowers in order to produce honey. To make 500 grams of honey, the worker bees from a hive must visit about 2 million flowers and travel 88,000 km. Worker bees can carry almost their own weight in pollen or nectar, but have to beat their wings 230 times a second to fly with this heavy load!

Drones are male bees. They don't help with honey production: their only purpose is to mate with the queen bee. They eat for free, but when food supplies run low, the worker bees throw them out of the hive.

The life cycle of a bee

A bee starts its life as an egg just 1.6 mm in length, laid by the queen bee in a hexagonal cell of wax. Three days later, a larva hatches from the egg. After six more days, worker bees seal the cell from the outside and the larva develops into a pupa. Three weeks after the queen first laid the egg, the full-grown bee chews its way out of the cell and immediately starts work.



Check these words

- colony • hive • lay • nectar
- pollen • life cycle • hexagonal
- cell • larva • pupa

Amazing bee & honey facts

- Bees travel up to 8 km from the hive to find flowers, at speeds up to 24 km an hour.
- A bee visits 50-100 flowers on each trip from the hive.
- A bee makes about 1/12 of a teaspoon of honey in its life.
- Honey is the only food insects make that we can eat. It never goes bad.

Culture Spot

- 1 **11.1.8** **11.1.9** What is the national animal & national bird of the USA?
 Listen and read to find out.

- 2 **11.1.1** **11.1.3** **11.1.6** **11.1.10**
11.5.1 **11.5.7** **ICT** What is the national animal/bird of your country? Collect information. Tell the class.

National Animals of the USA

The bison is the largest land mammal in North America. Adult males can weigh over 900 kg and be up to 1.8 metres tall. Despite their massive size, they can run at over 50 km per hour! Both males and females have thick fur and two horns on their heads. There used to be about 30 million bison in North America, but they almost became extinct in the 19th century. Now, the population has recovered to 30,000 wild bison and a lot more domesticated animals. In 2016, the bison officially became the country's national animal and a symbol of strength.

The bald eagle has been the national bird of the United States of America since 1782. It represents strength, beauty and long life. Eagles, like bison, were almost hunted to extinction in North America, but in 1940 a law to protect them was passed. They became rare again in the 20th century because of accidental poisoning with chemical pesticides. Since the chemical DDT was banned in 1972, however, their numbers have risen again.





UNIQUE

UNDERWATER CREATURES

Reading

- 1 11.4.2 11.4.3 11.4.4 11.4.5 11.4.6 Choose the best answer according to the text. Give reasons for your answers.

- Some people are convinced that seahorses
 - are too small and timid to survive.
 - are imaginary creatures.
 - should feature in more children's stories.
 - have the ability to perform magic.
- Scientists believe modern-day seahorses
 - look very similar to prehistoric seahorses.
 - are able to change their body structure.
 - may be related to the chameleon.
 - have poor eyesight.
- Seahorses attach themselves to seaweed and sea grass
 - in order to eat it.
 - using their mouths and tails.
 - to stay safe in rough waters.
 - when they want to travel long distances.
- When it comes to reproduction, seahorses
 - like to mate with as many different seahorses as possible.
 - are the only animal where the males give birth.
 - are pregnant more or less continuously.
 - give birth to very small numbers of young.
- The Knysna seahorse
 - is the rarest of South Africa's three seahorse species.
 - is used as medicine in some cultures.
 - is found throughout South Africa.
 - is in more danger than any other seahorse species.

(5x4=20)

Speaking

- 2 11.3.1 11.3.7 Choose the correct response.

- Why not start an environmental club?
 - That's an excellent idea!
 - What do you suggest?
- How about collecting rubbish instead?
 - Maybe we could start a blog.
 - I'm not sure about that.
- Have you got any ideas?
 - Let's build a shelter.
 - I don't think it's a good idea.

(3x4=12)

A Seahorses are beautiful and unusual fish that have captured the imagination of writers and artists for millennia, and which feature in the ancient mythology, legends and folklore of many countries. Seahorses seem so magical that, to this very day, many people still believe they only exist in children's stories. But the fact is, these delicate and shy little creatures are very real!

B Scientists believe seahorses evolved at least 40 million years ago, and have survived from ancient times with only very small changes in their body structure and function. Seahorses have a peculiar appearance. They have a head like a horse, a pouch like a kangaroo, and a long, curved tail like a monkey. Their little bodies are covered in bony plates, not scales, and their tiny eyes resemble a chameleon's. Because of their confusing anatomy, for many years, people didn't know whether seahorses were a fish, an insect or a shellfish! Today, scientists know without a doubt that seahorses are fish because they have gills, a swim bladder and fins.

C Seahorses live mostly in shallow, warm waters. They are not strong swimmers, using only a back fin and a pair of tiny fins behind their eyes to push them through the water. Seahorses spend a lot of time attached to seaweed or sea grass. They are able to hang on to sea grass and seaweed by wrapping their tails around the stems, which helps them to avoid being swept away by strong currents. While they hang from sea grass, their long, tube-like mouth, which has no teeth, acts like a Hoover for food, sucking up plankton. Strangely, seahorses have no stomach so they can't store their food. This means they have to eat fairly continuously throughout the day.

D Another unique characteristic of seahorses is that they (along with their cousins, the pipefish) are the only creatures in the animal kingdom where the male, not the female, becomes pregnant and gives birth to babies! The female produces eggs and places them in a pouch inside the male, where they are fertilised. The male gives birth to between 5 and 200 young. Amazingly, just a few hours after the male gives birth, the female will once again place eggs in the male's pouch. What's more, it will be the same female because seahorses mate for life!

E Sadly, seahorses are in danger all over the world. Their habitats are being destroyed by human activities. People catch seahorses for pets and for souvenirs. In Asia, people believe seahorses have magical powers so they are used in traditional Chinese medicine. The most endangered seahorse in the world is the Knysna seahorse, which is only found in South Africa. The reason it is in grave danger is that it has an exceptionally limited distribution range – it is only found in three estuaries in the whole of South Africa. Unless these estuaries are conserved, South Africa will lose its only seahorse species for good.



Progress Check 2

Listening

- 3** **11.2.2** **11.2.3** **11.2.4** **11.2.6** Listen to a lecture about an endangered species and decide if the following statements are T (true) or F (false).

- There are more than 50 Amur leopards living in the wild.
 - Amur leopards are found in China, Korea and Russia.
 - The Amur leopard's fur changes during the seasons.
 - They sleep during the day and hunt at night.
 - The main threat to the Amur leopard comes from poachers.
- (5x4=20)

Grammar

- 4** **11.6.9** Rewrite the sentences in reported speech using the introductory verb in brackets.

- "Gulya has seen a bear in the wild," said Ruslan. (**say**)
 - "Do you know anything about bees?" Nurasya said to me. (**ask**)
 - "I was watching a documentary at 9 pm last night," she said. (**explain**)
 - "Where is the eagle's nest?" the ranger said. (**wonder**)
 - "I'll call you tomorrow," he said to me. (**promise**)
- (5x2=10)

- 5** **11.6.8** Choose the correct item.

- What/It she really wants is to become a vet.
 - It wasn't Timur ~~which~~ who broke the window.
 - It was ~~me~~ that opened the window.
 - Was it/there a zoo that you visited in Sunkar?
- (4x2=8)

Vocabulary

- 6** **11.5.2** Fill in with: hatched, spot, hooked, dived, mate, soar, full-grown, defect, breed, carnivores.
- Golden eagles for life and stay with the same partner until they die.
 - The egg and we saw the chick for the first time.
 - Rhinos use their sense of smell and hearing to danger.
 - Lions are: they only eat meat.
 - They want to dogs and sell the puppies when they're old enough.
 - Eagles can their prey from far away because of their perfect eyesight.
 - Birds of prey have beaks to help them eat their food.
 - A polar bear can weigh up to 700 kg, but its babies weigh less than a kilogram.
 - We watched as the eagle down from the sky and caught the rabbit on the ground.
 - Birds of prey often high in the air without flapping their wings.
- (10x1=10)

Writing

- 7** **11.5.1** **11.5.2** **11.5.3** **11.5.5** **11.5.7** **11.5.9** Read the rubric, then write your essay.

You have had a class discussion about pets. Your teacher has asked you to write an **essay** entitled: *Everyone should have a pet* (150-200 words).

(20 marks)

(Total: 100)

11.5.5

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- talk about ecosystems
- talk about the animal world/specific features of animals
- talk about environmental problems

Reading Competence

- answer multiple choice questions/comprehension questions
- fill in missing sentences

Listening Competence

- listen for specific information (T/F statements; take notes)

Speaking Competence

- talk about golden eagles/environmental problems/features of animals
- make suggestions/agree-disagree

Presentation Skills

- present: how to protect golden eagles; the steppe eagle; the importance of bees

Writing Competence

- write a fact file about Amazon river dolphins
- write an opinion essay

Interviews & instructions

Module 3

MODULE OBJECTIVES

► Vocabulary

- communication styles
- how to be successful in an interview
- non-verbal communication
- personal qualities
- analysis of an interview
- instructions
- idioms
- phrasal verbs
- prepositions
- word formation

► Reading

- an article about how to be successful in an interview (multiple choice, comprehension questions)
- an article about interview analysis (missing sentences)

► Use of English

- modals
- words/phrases that express modality
- complex prepositional phrases
- conjunctions (concession/condition)

► Listening

- a talk (multiple choice)

► Speaking

- talking about aspects of interviews
- acting out a job interview

► Writing

- a summary of a text
- an interviewer's questionnaire
- an instructional text (giving & following instructions – how to use a device)

► CLIL (PSHE): Mnemonic devices for excellent memory

Culture: *Sherlock Holmes and the Mind Palace*

► Progress Check

Words of wisdom

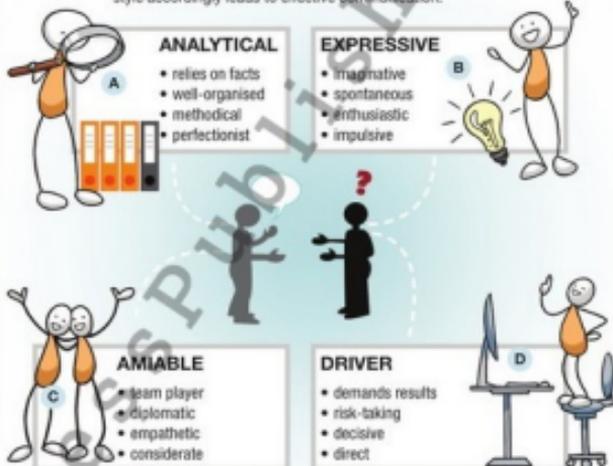
'If opportunity doesn't knock, build a door.'
Wilton Berle

Discuss



What's your communication style?

Success in all areas of life depends largely on our communication skills. Being aware of how you and others communicate and adjusting your communication style accordingly leads to effective communication.



1 11.1.1 11.3.5 In pairs, decide which style of communicator would:

- be a much better listener than the others?
- have the most effective evaluation skills?
- be most likely to think outside the box?
- be much more successful than the others at co-ordinating a group?

2 11.3.4 Read what four people said when faced with a problem. Match the quotes below to the style of communicator that said it.

- 'I can't wait to tell you what I just thought of!'
- 'Come on, I know we can figure this out in no time.'
- 'Let's write down the pros and cons and then discuss the costs.'
- 'I'm sure we can come up with something that will satisfy everyone.'

3 THINK! 11.1.2 11.1.4 Which communication style closely resembles how you communicate? Justify your answer. Check with a friend and see if they agree.

3a

How to be successful in an interview

- 1 **11.1.9** Look at the title of the article, the subheadings and the photo. What do you think it is about?

- 2 a) **11.4.4** These words appear in the text. Check their meaning in the Word List or in your dictionary (paper or digital).

• traits • attire • posture • practices • courtesy • impulse

- b) **11.4.5** **11.5.2** Use the words in Ex. 2a to complete the sentences below.

- 1 Try to highlight your most positive so as to impress the interviewer.
- 2 It is considered a(n) to leave the room silently once the interview has concluded.
- 3 You should fight the to talk too much; keep your answers simple and precise.
- 4 Unnecessarily formal might negatively affect a candidate's chances of success.
- 5 Good is an important part of a first impression; it projects confidence.
- 6 All companies follow the same when it comes to hiring new staff.

- 3 **11.4.3** **11.4.5** According to the article, which of the sentences in Ex. 2b are true about interviews?

11.2.1 **11.2.6** Listen and read to find out.

- 4 **11.4.1** **11.4.2** **11.4.5** **11.4.6** Read the text again. For questions 1-5, choose the correct answer A, B, C or D. Justify your answers.

- 1 What is the purpose of the article?
 - A To advise interviewees on how they should conduct themselves.
 - B To teach the reader how to do research before an interview.
 - C To highlight the importance of body language in communication.
 - D To discuss types of interviewing techniques.
- 2 Why do some people seem to do better at interviews, according to the author?
 - A Their qualifications make them employable.
 - B They are more experienced in job-hunting.
 - C They have already maximised their potential.
 - D Their method has a good success rate.
- 3 Before the interview, it is very important to
 - A choose the perfect attire for the interview.
 - B learn as much as possible about the company.
 - C practise answering questions quickly.
 - D read up on different business philosophies.



On the road to SUCCESS...

Let's face it: job-hunting is a nerve-racking experience. It is not uncommon to find oneself spending days, weeks or even months going from one interview to the next with little or no success. Yet this is not the case for everyone. Most people know at least one person who seems to have a knack for it; an **uncanny** ability to breeze through interviews with ease. How do they do it? As it turns out, almost every great interviewee is following a plan; a recipe for success which dramatically increases their employability. Let's look at the three key stages of the process, and find out how we can maximise our potential at each of them.



- 4 The author implies that body posture can
 - A help with controlling impulses.
 - B contribute to feelings of anxiety.
 - C reveal the interviewee's true feelings.
 - D impact the way the applicant is viewed.
- 5 What does corporate ghosting (line 67) refer to?
 - A Following up on an interview.
 - B Rejecting an applicant without telling them.
 - C Inviting a high volume of applicants.
 - D Reconsidering an application in more detail.

- 5 **11.3.2** Read the text again and answer the questions. Use your own words.

- 1 Which of the three stages does the writer suggest is most important? Why?
- 2 According to the text, when is the appropriate time to arrive for an interview? Why?
- 3 **Think** Why might 'corporate ghosting' take place?

Preparation

- 15 Most of what determines the **outcome** of an interview happens before the candidate even enters the room. Thorough research into the position and attention to detail are **paramount**, and have a huge impact on the interviewer's perception of a candidate. What experts suggest is reading up on the company, becoming familiar with its philosophy and being aware of the specific traits they find desirable, so that you make an impression.
- "Dress for the job you want, not the job you have." Regardless of current employment status or the job in question, smart, professional work attire is a must. It shows that the applicant is taking the situation seriously and has respect for the opportunity being given to them. What is more, potential employers will get an insight into the candidates' ambitions, and possibly earmark them for promotion in the future, should the interview be successful. However, be careful not to overdress. A quick check on the company will give you inside information regarding dress code.
- 16 Finally, practice is essential in order to avoid being caught off guard by unexpected questions. What candidates can do is **brainstorm** a list of questions an interviewer could ask and prepare a short but **comprehensive** response to each.

The interview

- 17 In the professional realm, timing is very important. Interviewees should allow enough time to get into the right mindset before the interview begins. So, it is advisable that they arrive five or six minutes beforehand, and **no sooner**. Studies have shown that candidates who arrive too early

signal that their time is not valuable, which subconsciously makes them less desirable in the eyes of the interviewer. A good candidate should always be in demand. A first impression can only be made once, so the importance of body language cannot be overstated. Introductions should be given in a clear tone in conjunction with a firm handshake and solid eye contact.

18 Crossing of the arms should be **avoided**; it is a defensive posture and interviewers may associate it with being anxious or intimidated. A **competent** candidate knows how to deal with stressful situations and maintains control of their impulses at all times.

Post-interview

19 At the end of the interview, it is perfectly fine to request some **feedback** on how it went, regardless of what the final decision will be. This shows the interviewer that their professional opinion is respected, but more importantly, it **shows an openness to constructive criticism**. Good manners display professionalism. What candidates are advised to do at the end of the interview is to show courtesy and respect by thanking the interviewer for their time.

20 Changes in business practices have led to an increase in "corporate ghosting" in recent years. Occasionally, companies will not bother to let applicants know their final decision, but often it is simply a mistake, especially when there is a high volume of applicants. A quick follow-up 70 email or phone call shows that the candidate is serious about the position and encourages the interviewer to take a more in-depth look at their application.

Check these words

- nerve-wracking • breeze through
- employability • potential • thorough
- perception • earmark • catch off guard
- realm • mindset • signal • subconsciously
- overstate • in conjunction with • defensive

- 6 **11.4.5** Match the words in bold in the text with their synonyms below.

- response • result • useful • efficient
- complete • important • unusual
- produce ideas

- 7 **11.6.13** Choose the correct preposition.

- 1 Bill got three job offers last week. He must have a knack **for/at** interviews!
- 2 A defensive posture can have a huge impact **on/to** the outcome of your interview.
- 3 A CV gives potential employers an insight **into/for** the skills of an applicant.
- 4 Qualified, confident candidates are always **under/in** demand in the job market.
- 5 To appear professional, one must maintain control **of/on** emotional impulses at all times.

Speaking

11.1.1 11.1.2 11.3.2 11.3.3 11.3.4 11.3.5 In pairs, discuss the advice given by the author. Decide on one piece of advice which you consider the most important for each stage of an interview.

Writing

11.1.2 11.1.4 11.1.6 11.5.1 11.5.2 11.5.3 11.5.4 11.6.14 Use the main ideas from the text to write a summary about the most important things to do before/during/after an interview. Evaluate each other's summaries and give each other feedback.

3b Vocabulary

Vocabulary from the text

- 1 **11.52** Fill in the gaps with: perception, mindset, courtesy, realm, conjunction.
- If you approach the interview with the right you are more likely to succeed.
 - Following up after the interview is a sign of
 - A well-designed CV in with a good first impression will probably get you the job.
 - There is a general that interviews are quite stressful.
 - Highly qualified employees are always in demand in the professional

- 2 **11.52** Underline the correct item.

- We've managed to narrow down the list to five **potential/competent** candidates.
- Being open to **constructive/imperative** criticism is a great quality for any professional.
- The screening of all job applicants will have to be extremely **thorough/nerve-racking**.
- The importance of thorough preparation cannot be **earmarked/overstated**.

- 3 **11.6.13** Fill in: *off, for, so, in/on*.

- Comprehensive research is one of the key ingredients in the recipe success.
- New business practices are often a result of changes the industry.
- A great candidate will have prepared a response every possible interview question.
- Prepare well so that the interviewer's questions don't catch you guard.
- Dress to impress. Employers are generally keen applicants who look smart.

Topic vocabulary Non-verbal communication

- 4 a) Label the photos: *gape, grimace, pout, shrug, smirk, sneer*. Check in the Word List or in your dictionary.



1



2



3



4



5



6

- b) **11.52** Fill in the gaps with verbs from Ex. 4a in the correct form to complete the sentences.

- She sat in the corner after they rejected her proposal.
- Anger just indifferently when I asked her what she thought about the decision.
- Kamal with triumph when he got the job offer.
- The young man with pain after spending five hours in front of the computer screen.
- Everyone at the manager in amazement when he announced what the new project would be.
- You might at the way we dress at work but these are the rules here.

- c) Match the sentences in Ex. 4b to the non-verbal message they are conveying.

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> A surprise | <input type="checkbox"/> C arrogance | <input type="checkbox"/> E disapproval |
| <input type="checkbox"/> B disinterest | <input type="checkbox"/> D discomfort | <input type="checkbox"/> F imitation |

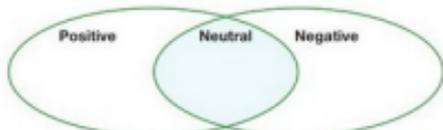
- 5 **11.52** Fill in the gaps with the appropriate verb: *smiled, raised, dropped, rolled, kept*.

- He didn't say anything, but my boss his eyebrows questioningly when I arrived late.
- Susie her eyes when her colleague told her yet another silly joke.
- It was difficult for me but I a straight face while everyone around me was laughing.
- She from ear to ear when they announced her promotion.
- My jaw when I heard that his new job would be in Alaska.

Personal qualities

- 6 a) Put the personal qualities in the correct bubble. Check in the Word List or in your dictionary (paper or digital).

- big-headed • committed • conservative
- cooperative • cynical • disrespectful • eloquent
- farsighted • ingenious • laid-back • pessimistic
- sentimental • strong-willed • tolerant



- b) 11.5.2 Use vocabulary from Ex. 6a to write sentences.

- 7 a) 11.5.2 Choose the correct item. Check in the Word List.

Introvert VS Extrovert



Do you enjoy being the 1) spotlight/centre of attention or do you have a natural 2) habit/tendency to avoid interaction? 3) Articulate/Outgoing people who thrive in social situations are seen as extroverts while introverts are considered more 4) reserved/reliable and extremely shy. The main difference, though, lies in how each type of person fuels their mind. The extrovert gains energy from rubbing 5) hands/shoulders with others, while the introvert recharges by 6) keeping/steering clear of the crowd and spending time alone.

- b) **THINK** **SPEAKING** 11.5.2 Are you an introvert or an extrovert? Discuss with a partner.

Idioms (related to expressing yourself)

- 8 Fill in: words, gift, picture, loss, talk, bell, tongue, beans to form idioms. Check in the Word List. Make your own sentences with the idioms. Are there similar idioms in your language?

- | | |
|-------------------------|------------------------|
| 1 not mince one's | 5 the of the gab |
| 2 paint a pretty | 6 spill the |
| 3 make small | 7 clear as a |
| 4 at a for words | 8 hold one's |

Phrasal verbs

- 9 11.6.34 Fill in come or go to form phrasal verbs that match the definitions. Check in Appendix I. Make your own sentences using the phrasal verbs.

- across: be expressed clearly
- round: change your opinion on sth
- on: talk for a long time
- out: be said in a certain way
- into sth: discuss sth in detail
- against: be in disagreement with sth

Prepositions

- 10 11.6.32 Choose the correct item. Check in Appendix II.

- She is very sensitive **over/to** criticism of her work.
- Many artists are envious **in/of** his talents.
- A perfectionist takes pride **in/for** his work.
- Valentina is a committed employee and prides herself **at/on** always being punctual.
- The company specialises **in/on** computer software.
- There's so much noise that I can't concentrate **at/on** my work.
- I would like you to provide me **with/for** more information about the job offer.

Word formation

- 11 11.6.4 Read the text. Use the words in capitals to form a word that fits the gaps (1-8).

Talking with your hands



It is 1) (DOUBT) true that language is an integral part of communication and for the deaf community it's just as 2) (SIGNIFY). Sign language has allowed thousands of deaf people to 3) (ACT) with others, making sure that their 4) (ABLE) does not have a negative impact on their life. Sign language consists of visual language and gestures with its own 5) (GRAMMAR) structure. British Sign Language was developed in Scotland in the 18th century by its 6) (FOUND), Thomas Braidwood. He innovated hand gestures to illustrate words, phrases and emotions. This has 7) (REVOLUTION) communication for the deaf; it has offered them a level of 8) (FREE) they never had before and has made a world of difference to them.

3c

Use of English

Modals > see pp. GR10-GR11

- 1** **11.6.12** Read the forum entries about Kim's interview. Which of the modals in bold express: advice? possibility? logical assumption? necessity? criticism? Check in the Grammar Reference section.

Forums	Members	Logout	Q
<p>Kim97 Hey everyone! I recently had an interview for a job I really wanted, and was supposed to go back for the second round of interviews this week. However, the company called me today and cancelled. Any ideas what might have gone wrong? Posted: 11:05am</p>			
<p>workaholic Hi Kim. How was your CV? They may have felt that you lacked experience. Posted: 12:35pm</p>			
<p>Kim97 That can't have been it. I even put a couple of extra names on my CV to give the impression of more experience! Posted: 12:55pm</p>			
<p>workaholic You shouldn't have done that. A quick background check would have shown that you lied, so they were bound to find out at some point. You should have been more truthful. Posted: 01:47pm</p>			
<p>Kim97 Posted: 02:03pm Yes, it was a bit silly of me. I guess I have to be more honest in the future. Posted: 02:03pm</p>			

- 2** **11.6.12** Read the sentences and match them to their synonymous phrases. Which group expresses: necessity, possibility, obligation?

- A**
- | | |
|---|--|
| 1 <input type="checkbox"/> He could have asked the manager. | a It's possible that he'll ask the manager. |
| 2 <input type="checkbox"/> He might ask the manager but ... | b It's possible that he asked the manager but I don't remember. |
| 3 <input type="checkbox"/> He might have asked the manager but ... | c It's possible that he'll ask the manager, but I doubt it. |
| 4 <input type="checkbox"/> He may ask the manager. | d It was possible for him to ask the manager but he didn't. |

- B**
- | | |
|---|--|
| 1 <input type="checkbox"/> You mustn't do that. | a It isn't necessary for you to do that. |
| 2 <input type="checkbox"/> You needn't do that. | b I strongly advise you not to do that. |
| 3 <input type="checkbox"/> You oughtn't to do that. | c It wasn't necessary for you to do that and so you didn't do it. |
| 4 <input type="checkbox"/> You needn't have done that. | d It's forbidden for you to do that. |
| 5 <input type="checkbox"/> You didn't have to do that. | e It wasn't necessary for you to do that but you did it anyway. |

- C**
- | | |
|--|--|
| 1 <input type="checkbox"/> I have to remind her. | a I was obliged to remind her; however, I didn't. |
| 2 <input type="checkbox"/> I should have reminded her but ... | b I was supposed to remind her; however, I didn't. |
| 3 <input type="checkbox"/> I must remind her. | c I am supposed to remind her; however, I don't think it's necessary. |
| 4 <input type="checkbox"/> I had to remind her but ... | d I have a duty to remind her; it's important to me. |
| 5 <input type="checkbox"/> I ought to remind her but ... | e I am obliged to remind her; someone told me to. |

- 3** **11.6.12** Read the sentences and in pairs, decide how they differ in meaning.

- | | |
|----------|--|
| 1 | a Nursultan should have gone to bed earlier last Sunday. |
| | b Nursultan should go to bed earlier on Sundays. |
| 2 | a After months of hard work, I could have beaten my record of monthly sales. |
| | b After months of hard work, I was finally able to beat my record of monthly sales. |
| 3 | a I have to work overtime; our boss asked us to finish the report tonight. |
| | b I must work overtime. I really want to finish this report on time. |
| 4 | a You don't have to attend the staff meeting today. |
| | b You mustn't attend the staff meeting today. |

- 4 **11.6.12** Fill in the sentences from structures from the list. Explain their meanings.

• needn't have gone • might have left • can't have been
• should have edited • must have finished

- 1 Rustam's interview by now; he's been away for hours.
- 2 That Sezim you saw earlier; she's at university.
- 3 You to so much trouble just for me; I'd have been happy with a cup of tea.
- 4 You your CV more carefully; there are too many mistakes in it.
- 5 I can't find the employment documents. I them in the office but I'm not sure.

Words/Phrases that express modality **> see p. GR12**

- 5 **11.6.12** Fill in: be sure to, allowed to, is bound to, supposed to, due to, willing to, unlikely to, surely. Which phrases imply: possibility? advice? permission? certainty? obligation? probability? willingness? expectation?

If you're a student, you **1)** don't have a high monthly income. Even so, you're **2)** be a resourceful and independent young person, so being able to pay your own way is important.

Here are some tips to earn some extra cash.

- **3)** save some of the pocket money your parents give you. This way, you're **4)** end up with so money at all.
- Organise a monthly budget and stick to it. This **5)** help you control your expenses.
- Save some cash for special occasions; after all you're **6)** treat yourself from time to time.
- Ask your neighbours about baby-sitting part-time for them. If the school year is **7)** end soon, you're sure to find plenty of parents who will be **8)** pay for the service.

- 6 **11.6.15** **SPEAKING** In pairs, talk about: two things you should have done/could have done and may do/must do to do well at school.

Conjunctions

The following conjunctions introduce clauses of concession and express contrast:

- **but/yet** He is experienced *but/yet* he didn't get the job.
- **Even though/Although/Though + clause** *Even though/Although/Though* he is experienced, he didn't get the job.
- **In spite of/Despite + noun/-ing form** *In spite of/Despite* his experience *in spite of/Despite* his experience, he didn't get the job.
- **In spite of/Despite the fact (that) + clause** *In spite of/Despite* the fact that he is experienced, he didn't get the job.
- **Nonetheless/However/Nevertheless + clause** He is experienced. *However, / Nevertheless,* he didn't get the job.
- **While/Whereas + clause** *While/Whereas* he is experienced, he didn't get the job.

> see pp. GR12-GR13

- 7 **11.6.15** Join the sentences. Use the linkers in brackets.

- 1 Anar is very young. She is a valuable member of the team. (**nonetheless**)
- 2 He's clever. He's not good with technology. (**although**)
- 3 Some people work well under pressure. Others do not. (**while**)
- 4 She applied for the job. She wasn't qualified. (**even though**)
- 5 She's very intelligent. She has a terrible memory. (**despite**)

Complex prepositional phrases **> see p. GR13**

- 8 **11.6.14** Fill in the correct preposition.

- 1 He's an excellent candidate. the same time, he needs to realise that company rules are very strict.
- 2 The manager spoke kindly to the employee reference to his attitude at work.
- 3 Contrary public opinion, your CV doesn't have to be one page only.
- 4 Regardless the exam results, you should be proud because you tried very hard.
- 5 comparison with his brother, who's very sociable, he's quite shy.
- 6 contrast to most of the buildings in the city centre, our offices are extremely modern.
- 7 A new law will be introduced respect to the employment of adolescents.

- 9 **11.6.14** Use the following complex prepositional phrases to write sentences related to employment: *in terms of, in connection with, irrespective of, in regard to.*

3d Skills

Reading

1 **11.43** Look at the title of the article and the subheadings. What is the article about? Read to find out.

2 **11.42** **11.47** Read the article again and fill in the gaps (1-5) with a correct sentence A-F. One sentence is extra.

- A** Even if you're quaking with nerves, you need to appear as collected and confident as possible.
- B** It's about demonstrating your ability to work in a team.
- C** Show your interviewer just how much!
- D** Show the depth of your understanding and give your opinion.
- E** It's not your education or your work-related skills – they have all that information already.
- F** So spend some time thinking about this question before your interview.

Listen and check.

3 Write an antonym for these words.

- fail (l. 7)
- relexed (l. 16)
- rare (l. 22)
- vague (l. 25)
- drawback (l. 37)

4 **11.32** **11.33** **11.34** **11.35** **11.37**

11.64 **11.67** **11.68** **11.69** **11.70** **11.71**

Work in pairs. Which of the five characteristics in the text is the most difficult for an interviewee to display, in your opinion? Exchange ideas justifying your opinion.

Check these words

- craft • back and forth
- articulate • engaging • drive
- poise • quake • collected • fidget
- excessive • insight • grasp

Interview Analysis



You've crafted the perfect CV, your qualifications and skills are an ideal match with the job description and you've got three years of relevant work experience under your belt. There's only one thing standing between you and your new job: the interview. You're well aware that this is the most crucial part of the process. You know that you need to 'sell yourself' and demonstrate to the interviewer that you've got what it takes to succeed, but what exactly is it that potential employers are looking for? **1** What they want to see is what sets you apart. Here are five characteristics that every candidate needs to show they possess.

1 Strong communication skills

Don't let your interview become a back and forth exchange of asking 10 and answering questions. Instead, turn it into a conversation. Be articulate and use engaging language, but also look for opportunities to demonstrate your creative and critical thinking skills as well as your ability to influence others. Studies show that successful candidates spend more time speaking in their interviews than unsuccessful ones, 15 so don't be nervous about turning your interview into a discussion.

2 Interest in position

Do you care about this job? **2** Having researched the role and the company thoroughly before your interview, you should be able to explain precisely why you're the perfect candidate. Answer the interviewer's questions with interest and excitement – make sure he 20 or she can feel your passion and drive.

3 Motivation to succeed

"What motivates you?" is one of the most common interview questions – and often the most difficult to answer! **3** What does success mean to you? What are your goals? What makes you feel a sense of achievement? Be honest, be specific, and link your answer to 25 the role you've applied for. Also, don't wait for the question to show you'll do whatever it takes to succeed – your level of motivation will be clear if you speak with enthusiasm throughout your interview.

4 Poise

Your smart suit isn't the only thing your interviewer will consider with regards to your presentation. **4** Remember to take deep breaths 30 before you go into the interview room, speak slowly and don't fidget or make excessive hand gestures. Maintain eye contact with your interviewer and smile.

5 Insight

Potential employers are looking for the best candidates, so it's imperative to show that you can easily grasp concepts and ideas. 35 Focus on what your interviewer is saying and engage with them. **5** Asking questions has a double benefit in interviews: it helps you learn more about the company and the role, and demonstrates to the interviewer that you are interested and curious.

Listening

- 5 a)** **11.1.9** You are going to listen to a talk regarding interviews. Before you listen, check these phrases in the Word List or in your dictionary (paper or digital). What aspect of interviews do you think the talk will be about?

- transferable skills
- stand out from the crowd
- unconventional
- think outside the box

b) **11.2.1 11.2.2 11.2.3 11.2.4 11.2.6**

11.2.7 Listen to the talk and for questions 1-5, choose the correct answer A, B or C.

- 1** The speaker's aim is to
- advise interviewers how to do interviews.
 - address interviewees' common questions.
 - describe the ideal candidate.
- 2** What does the phrase 'on paper' refer to?
- the candidate's CV
 - the candidate's experience
 - the candidate's qualifications
- 3** Why is the speaker using the example of the amateur chef?
- to add humour to her speech
 - to illustrate her point
 - to make an impression
- 4** What does the speaker mean when she says that some companies are 'ahead of the curve'?
- They ask unconventional interview questions to pick candidates.
 - They receive a lot more job applications than other companies.
 - They're the first to do business in new and innovative ways.
- 5** The speaker implies that
- interviewees need to give as many details as possible.
 - employers appreciate honesty and openness.
 - it doesn't hurt to show off your skills.

Speaking (A job interview)

- 6** Complete the dialogue between an interviewer and a candidate with: when can you start – Tell me about yourself – Thanks for coming in – Why should I consider you for the job – Do you have any relevant work experience.

A: Good morning, you must be Tanya Sadykova. I'm Alex Grey.
 B: Good morning, Mr Grey. Nice to meet you.
 A: Nice to meet you too. **1)**
 B: Thank you for the opportunity.
 A: OK, let's start. **2)**
 B: Well, I'm 18 years old, I'm a university student and I'm very interested in this part-time position so as to help with my living expenses.
 A: I see. **3)**?
 B: Well, I'm hardworking and efficient and I work well in a team.
 A: **4)**?
 B: I do. I've been volunteering at the local library every summer since I was 15. I have a letter of recommendation here.
 A: Thank you. Should I offer you the job, **5)**?
 B: Right away.
 A: OK. Thank you again. I'll be in touch shortly.
 B: Thank you very much. I hope to hear from you soon.

- 7 a)** **11.3.8** Your local sports club is advertising for part-time swimming instructors. In pairs, use the language in the box to act out a job interview. Use the dialogue in Ex. 6 as a model.

Interviewing a person	Replying
<ul style="list-style-type: none"> • Tell me about your educational background. • Tell me about your work experience. • How would you describe yourself? • Why should we hire/employ you? • When would you be available to start? 	<ul style="list-style-type: none"> • That sounds great. • I'm a (university/college) student at ... I study ... • I've worked as ... at ... • I'm (sensible, hardworking, cooperative, committed, outgoing, etc.) I believe my qualifications make me a great fit for the job. • I can start immediately/next week etc.

- b)** **11.1.2** Listen to a pair of classmates act out the job interview. Evaluate their performance.

Writing & Speaking

- 8** **11.1.1 11.1.2 11.1.3 11.1.4 11.1.6 11.1.10 11.5.7 11.6.4 11.6.13 11.6.14**
ICT In groups, collect more information about the types of questions interviewers might ask to evaluate a candidate. Use the headings: *communication skills – interest in the position – self-motivation – insight*. Use your findings to prepare an interviewer's questionnaire. Present it to the class. Evaluate each other's questionnaires. Ask for/Give feedback.

3^e

Writing An instructional text (giving and following instructions)

Instructional texts tell readers what to do. They can be directions/instructions, regulations, rules, etc.

Layout

Instructional texts have a title or main heading indicating the subject matter. *'How to connect your smartphone to a wireless network'*.

We write the instructions in the correct order. We start a new line for each instruction using bullet points.

Style

The main stylistic features of instructional texts include:

- present tenses (used to convey information)
- Smartwatches use different operating systems
- the use of the imperative *Tap the 'Settings' icon.*
- direct and simple language. *If it uses Android, you can pair it with your phone to make a call or read a message on the go without taking your phone out.*
- diagrams, photographs or sketches to help the reader follow the text.

Rubric analysis**1 Read the rubric and answer the questions.**

You belong to an online forum that helps readers with various IT problems. One of your members has asked how they can pair their smartwatch with their smartphone. Write the **instructional text** for the forum explaining how to do it (150-200 words).

- 1 Who is the target reader?
- 2 How formal does your style need to be?
- 3 What stylistic features should you use?

Model analysis**2 11.1.98 11.4.2 Read the model text. What is the purpose of the text? Why has the writer used active, imperative verbs?****3 11.4.7 Read the text again, and put the instructions in the correct order.**

- A** Tap on *Make device discoverable* and then tap *OK*.
- B** Tap *Settings*, then tap *Wireless and Networks*, then *Bluetooth*.
- C** Check if your smartwatch has its own app and *download* and *install* it.
- D** Check the code matches your smartwatch. Then tap *Pair*.
- E** Hold down the power button on the smartwatch.
- F** Tap *Search for Bluetooth devices* and select the smartwatch in the results.

**Pairing your smartwatch with your phone**

Smartwatches use different operating systems. If your smartphone uses Android, you can pair it with your phone to make a call or read a message on the go without taking your phone out.

- First, enable Bluetooth on your Android device. Tap the 'Settings' icon on your home screen. Then tap 'Wireless and Networks', then 'Bluetooth.' Make sure you enable Bluetooth.
- Now your device should be discoverable. If not, tap on 'Make device discoverable' and then tap 'OK'.
- Now, turn on the smartwatch. Hold down the power button until the screen shows a watch and mobile icon on it.
- Finally, pair the smartwatch with your Android device. Tap 'Search for Bluetooth devices' on your phone, and select the smartwatch in the results. A code will pop up. It's important to check that the code matches your smartwatch. Then tap 'Pair'.
- That's all you need to do. However, remember to check if your smartwatch has its own app you can use. If you download and install it, you can access more functions like syncing.

4 11.5.2 Fill in the gaps with: click, connect, copy, disconnect, open, select, turn.**Transferring videos from your digital video camera to your PC**

- 1 on your video camera.
 - 2 it to your PC.
 - 3 'My Computer'.
 - 4 on the 'Camera' and open the folder 'Videos'.
 - 5 the videos you want to transfer.
 - 6 the videos onto your computer.
- Finally, 7 the video camera from your computer.

- 5** **11.3.6** **11.6.12** Your friend has tried unsuccessfully to pair their smartwatch with their phone. Help them find out what went wrong. Use the phrases in the Useful Language Box.

Asking for instructions	Giving instructions	Identifying the problem
<ul style="list-style-type: none"> • Can you tell/show me how to ...? • Can you help me ...? • What's next? • OK, got it. Then what? • How do I do that? 	<ul style="list-style-type: none"> • Sure. It's simple/easy. • First, you ... • Then, you ... • Next/After that, you ... 	<ul style="list-style-type: none"> • I'm not sure what may/might/could have gone wrong. • You may/might/should (not) have ... • In that case, it would (not) have ... • This/That must have caused the problem. • You were supposed to have ...

Conjunctions: condition

➤ see p. GR13

Conjunctions to express **condition** include: *if, unless (= if not), providing/provided (that), as long as, in case, on condition (that), otherwise, or else, what if, supposing (that), even if, only if, assuming (that)*, etc.

Unless you save your work, you will lose it. You can use my computer on condition that you don't touch my files.

- 6** **11.8.15** Join the sentences. Use the conjunctions in brackets.

- 1 Don't download anything. It may seem safe. (even if)
- 2 You can pair your phone to your TV. Your TV must have a screen mirroring feature. (provided that)
- 3 You won't be able to log in. You need to know the password. (unless)
- 4 Write down the instructions. You will forget them. (otherwise)

Your turn

- 7** **11.5.1** Read the rubric and answer the questions.

You belong to an online forum that helps readers with various IT problems. One of your members has asked how they can save the battery power of their tablet PC. Write the **instructional text** for the forum explaining how to do it (150-200 words).

- 1 What are you going to write and who is going to read it?
- 2 What verb forms should you use?
- 3 What should you include at the beginning?

- 8** **11.2.2** **11.6.1** **11.5.2** **11.5.3** **11.5.4** **11.5.4** **11.5.7** **11.5.9** Write the **instructional text**. Use the prompts below to help you. Read your text to the class.

- Open Start Menu, then Control Panel page.
- Open Display file and adjust Screen Brightness to medium.
- Click on the Apply button.
- Open Start Menu and click on Control Panel again.
- Open Power Options and choose What the Power Buttons Do.
- Adjust Power Button to Standby and click Save Changes.

Useful Language

Listing points

- First (of all)/Firstly ... /To begin/start with...
- Second/Secondly.../ Then... / After this/that .../Next ...
- Before you .../Once you (have) .../ When/While you ... / Meanwhile you can/could...
- Finally.../Lastly.../Last but not least ...

Adding more points

- As well as ...
- In addition (to this) ...
- Also, ..., too.

Explaining

- Make (Be sure to) you ...
- Check that ...
- It's important to ... /Remember to ...
- Don't forget to ...
- Be careful (not) to ...
- Try to/Try not to ...
- It helps to ...
- Always/Never ...

Useful verbs

- Turn on/off ...
- Switch on/off ...
- Take off/out ...
- Remove .../Attach ...
- Proceed .../Continue ...
- Put back.../Replace ... etc.



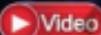
Checklist

When you finish your text, check for the following:

- Have you included a title or a heading?
- Have you organised the instructions in the correct order using bullet points?
- Have you used appropriate tenses?
- Have you used the appropriate language?
- Are there any grammar/spelling/punctuation mistakes?

CLIL 3

PSHE



Using memory techniques

- 1 **11.1.9 | 11.2.1 | 11.2.4 | 11.4.1** What does the word “mnemonic” mean? What types of mnemonic devices are there? Read and listen to the text to find out.

- 2 **11.4.2 | 11.4.4 | 11.4.5** Read again and mark the sentences T (true), F (false) or DS (doesn't say).

- Mnemonics are used to aid understanding.
- Abbreviations are a type of mnemonics.
- There are three types of mnemonics.
- Connection mnemonic creates a link between past and present.
- Image mnemonics are mainly used by scientists.
- Advertisers use mnemonics to boost sales.

- 3 **11.3.2** Which mnemonic device do you think can help you remember things best?

- 4 **11.1.6 | 11.5.8 | 11.4.4 | 11.6.12** Research online and collect information about other types of mnemonic devices (e.g. name/rhyme/spelling/expression/outline mnemonics). Give a presentation to the class.

Mnemonic devices for excellent memory

Coming from the Greek word ‘mnēmē’, which means ‘memory’, a mnemonic is a pattern that helps you remember things. By turning abstract ideas into something that we can relate to – rhymes, alliteration, songs, catchphrases and abbreviations – we dramatically increase our ability to remember them. These effective techniques are used by professionals around the world, such as doctors and scientists, as well as students who often need to memorise lengthy or complicated information in a short period of time.

Perhaps the most well-known mnemonic is My Very Energetic Mother Just Served Us Noodles, which is used by students to memorise the order of the planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

There are many different types of mnemonics, including connection, image and music. A connection mnemonic forms a link in the mind between something new and something we already know. For example, in order to remember the direction of the longitude and latitude lines on a globe, remember that there is an ‘n’ in the words ‘longitude’ and ‘north’, but not in the word ‘latitude’. Therefore, longitude lines run north to south, while latitude lines run east to west.

For visual learners, image mnemonics are very effective. If you’ve ever had difficulty differentiating between a Bactrian and a Dromedary camel, turn the first letter of each word on its side: a Bactrian’s back looks like a B on its side so it’s easy to remember that this camel has two humps; a Dromedary’s back looks like a D on its side, so it’s the one-humped camel.

Many people remember things more easily if the information is in the format of a song. The ABC song is a perfect example of a music mnemonic. Music and rhyme are excellent tools to help us to retain information for a very long time. It’s no wonder then that we learn the ABC song in primary school and still remember it as adults. Music is such an effective memory aid that it is often used in TV and radio advertisements to encourage customers to buy certain products.

There are hundreds of common mnemonics in use today to help you learn, so check them out the next time you’re studying for an exam. You could even have a go at creating your own!

Check these words

- abstract • alliteration • catchphrase • abbreviation
- longitude • latitude • hump • retain

Culture Spot



- 1 **11.4.1** What is the Mind Palace memory technique? Listen and read to find out.

- 2 **11.6.6 | 11.6.4 | 11.6.12** Is there a fictional character in your country or another country who uses this or another memory technique? Collect information and present it to the class.

Did you know that Britain’s famous fictional detective Sherlock Holmes used mnemonics too? In Arthur Conan Doyle’s first Sherlock Holmes story, *A Study in Scarlet*, Holmes states: “I consider that a man’s brain originally is like a little empty attic, and you have to stock it with such furniture as you choose.”

What Holmes is describing here is a memory technique called The Mind Palace (also known as ‘loci’), which uses location and imagery to aid memory.

The technique works by a process of association. First, create a mental image of a building or a place that you’re familiar with and imagine walking through it. Pay attention to specific features, such as the furniture in each room. Once you have a clear image of the house in your mind, start associating facts or information with specific objects in the rooms. Next time you need to recall something, visualise walking through your mind palace and retrieving the stored memories. It’s important to visit your mind palace repeatedly in order to burn the information into your long-term memory.





Reading

- 1 11.4.1 11.4.2 11.4.5 11.4.6 Read the text and for questions 1-5, choose the correct answer A, B, C or D.

- 1 What is the purpose of the text?
 A To recommend a system for improving memory.
 B To promote the adoption of a healthy work-life balance.
 C To advise readers on how to achieve promotion at work.
 D To explain how workplace problems can be avoided.
- 2 What is the writer's opinion of the workplace?
 A It is where people learn to retain information.
 B It is the source of a lot of problems for everyone.
 C It is where most people hear about mnemonic devices.
 D It is a fast-paced stressful environment.
- 3 What does the writer say about mnemonic devices?
 A They require a very specific learning style.
 B They often vary in their usefulness.
 C They are a special type of technology.
 D They were created by the memory association.
- 4 Chunking is ...
 A rarely employed outside of a work-related context.
 B commonly used to improve short-term memory.
 C widely used compared to other techniques.
 D typically associated with tasks involving deadlines.
- 5 In the final paragraph, the writer implies that ...
 A previous solutions are too outdated to be useful.
 B mnemonic devices should be used daily.
 C it's more effective to stick to just one technique.
 D the results of mnemonic devices are unpredictable.

(5x4=20)

Speaking

- 2 11.3.1 Choose the correct response.
- 1 A: Tell me about your work experience.
 B: a I'm a student at Nazarbayev University.
 b I've worked as a waiter before.
- 2 A: Why should we hire you?
 B: a I'm efficient and I work well in a team.
 b I have a letter of recommendation.
- 3 A: When can you start?
 B: a Right away.
 b I'll be in touch.

(3x4=12)

Finding Order
in the Forgetful Mind

The workplace can be hectic. Depending on your line of work it can often feel like you're being bombarded with an infinite list of tasks to complete, people to meet, calls to make and projects to manage. Multi-tasking is critical, especially if you want to maintain a good work-life balance. For the absent-minded among us, this is problematic. A good memory is an absolute must if you want to keep all of those plates spinning, but not everyone has one. Luckily, there are ways to train our minds to be more efficient at retaining information. If you feel that your scatterbrained nature is holding you back at work, then mnemonic devices might help you to secure that promotion you've got your eye on!

So what exactly are mnemonic devices? Sounds like some kind of alien technology, right? Mnemonic devices are actually a range of learning techniques which help people to remember information through a series of associations. There are numerous different types and not every type works for everyone, so you can pick and choose which ones best suit your individual learning style. Here are a few good examples.

Chunking is one popular mnemonic device. It refers to a method of grouping pieces of information together into larger units, or chunks. The human brain has a natural capacity for association, so by linking pieces of information together through some shared characteristic or theme, we can ensure that we retain all of the key points. For instance, in a work-related context, "chunking" could be used to group tasks which share the same deadline. One common example of chunking is the way that we remember phone numbers. Rather than 1-2-3-4-5-6-7, we might use a format like 123 - 4567. By turning seven pieces of information into two, we can maximise the usefulness of the brain's short-term memory.

Another popular method is using acronyms, where we remember the first letter of each word in a sequence. Take for example the colours of the rainbow: Red, Orange, Yellow, Green, Blue, Indigo and Violet. In Britain, people use the acronym R.O.Y.G.B.I.V. to remember the short sentence "Richard of York gave battle in vain". By using a sentence structure, we change a series of individual pieces of information into a chain so they can be remembered as one.

If neither of those techniques sound like they are for you, you could try spaced repetition. This involves reviewing key information at fixed intervals. The trick here is to increase the length of time between each interval until the information takes root in the mind of the learner, at which point no further repetitions are necessary.

These days, when attempting to juggle responsibilities at work, a good old-fashioned to-do list simply doesn't cut it. Since everyone accesses memories in their own way, mnemonic devices can make enormous differences to daily life. These are just three examples, but there are so many more out there. Try out some different techniques, and see which one works best for you. The results might surprise you!



Progress Check 3

Listening

- 3** **11.2.2** **11.2.3** Listen to the job interview and decide if the sentences are **T** (true) or **F** (false).

- Pamela wants to work as a hotel animator because it suits her personal interests.
- Pamela gave up dancing because she wanted to travel abroad.
- The job at the travel agency involves face-to-face contact with customers.
- The job at the Italian hotel requires knowledge of water sports.
- Before starting her job, Pamela will receive training.

(5x4=20)

Vocabulary

- 4** **11.5.2** Underline the correct item.

- Not everyone finds it easy to accept **constructive/imperative/excessive** criticism.
- He **rolled/raised/dropped** his eyebrows in surprise.
- Unfortunately, the candidate lacked the **perception/mindset/poise** and confidence for the job.
- He gave an amazingly persuasive, **articulate/outspoken/ingenious** speech.
- She's so outgoing that she's the **spotlight/centre/middle** of attention wherever she goes.
- He was extremely nervous and couldn't stop **quaking/pouting/steering**.
- She's well respected for her **big-headed/farsighted/strong-willed** ideas.
- The boss won't take a decision that goes **across/against/into** company policy.

(8x7=8)

Grammar

- 5** **11.6.12** Rewrite the sentences using the word in bold.

- Perhaps Nurlan quit his job because it was too stressful. (**may**)
- It wasn't necessary for her to come so early yesterday. (**needn't**)
- I'm sure they informed the boss about the problem. (**must**)
- You didn't pay attention. (**should**)
- I'm certain they didn't prepare the documents. (**can't**)
- Why didn't you ask for her advice? (**could**)
- Our employer expects us to wear a suit to work. (**supposed**)
- You probably feel nervous about your interview. (**bound**)

(8x2=16)

- 6** **11.6.13** Underline the correct item.

- However/Despite** being tired, we kept on working.
- Even though/Nonetheless** he left on time, he was late for the interview.
- She's been learning French for years, **but/though** she can't speak very well.
- Please notify us in **case/on condition** you are unavailable.

(4x7=4)

Writing

- 7** **11.5.1** **11.5.2** **11.5.3** **11.5.4** **11.5.6** **11.5.9** Read the rubric, then write your instructional text.

You belong to an online forum that helps readers with various IT problems. One of the members has asked how they can transfer files from their USB stick to their computer. Write the **instructional text** for the forum explaining how to do it (150-200 words).

(20 marks)

(Total: 100)

Competences

11.1.5

Now I can ...

Lexical Competence

- talk about how to be successful in an interview/analysis of an interview
- talk about instructions
- talk about memory techniques

Reading Competence

- answer multiple choice questions/comprehension questions
- fill in missing sentences

Listening Competence

- listen for specific information (multiple choice)

Speaking Competence

- talk about aspects of interviews/act out a job interview

Presentation Skills

- present; mnemonic devices; a memory technique used by a fictional character

Writing Competence

- write a summary
- write a questionnaire
- write an instructional text (give/follow instructions)

Timekeeping devices

Module 4

MODULE OBJECTIVES

Vocabulary

- the history of timekeeping devices
- units of time
- keeping track of time
- presenting information through PPT
- idioms
- phrasal verbs
- prepositions
- word formation

Reading

- an article about the star clock of ancient Egypt (missing sentences/ complete sentences)
- a leaflet about PPT presentations (T/F/DS statements)

Use of English

- the passive
- personal/impersonal constructions

Listening

- a speech (taking notes)

Speaking

- talking about timekeeping devices & their importance
- evaluating PPT slides
- asking for/expressing opinion; expressing uncertainty; agreeing/disagreeing

Writing

- a presentation about shadow clocks
- a set of rules for PPT presentations
- a for-and-against essay

CLIL (History):

- *Timekeeping in Ancient Rome*
- *Culture: London's timekeeper*

Progress Check

Words of wisdom

Nothing is a waste of time if you use the experience wisely.

(August Rodin)

Discuss

THE HISTORY OF TIMEKEEPING DEVICES

Nowadays, highly sophisticated timekeeping devices, from smartwatches and stopwatches to PCs, help us keep track of time. But how exactly did we get to this point, and where does the future of timekeeping lie? Let's have a look at how time measurement has evolved through the years.

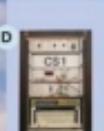
1 The **sundial** was one of the first timekeeping devices created, and dates back to 1) Roman and Greek societies. It used a central 2) rod, called a **gnomon**, and the sun's light to cast a shadow onto a platform which was marked to show the hours of the day.

2 The first **clepsydra** or **water-clock** was created around 500-600BC. It was widely used in Egypt, Greece and the Arab world. The concept was quite simple and used the naturally consistent movement of water to 3) time. This was done by allowing water to 4) either in or out of a marked container.

3 By far the most modern device on this list, the **atomic clock** was developed in 1949. It is accurate to a couple of 5) over several million years, making it by far the most 6) timekeeping device to date. The atomic clock is incredibly advanced. Amazingly, it uses the rotation of subatomic particles to measure the passing of time!

4 Commonly used even today, the **hourglass** uses similar 7) to that of a clepsydra. It uses two glass bulbs, one above the other, with a small opening in between. The sand inside gradually falls from top to bottom, indicating that 8) amount of time has passed. It is believed that it was first created in the 8th century, although it only truly became popular around the 1300s.

5 **Obelisks** were the next logical step from the sundial, and used the same basic 9) They were towering pointed 10) which cast a shadow across a large public area, similar to how a gnomon did. They made timekeeping easier for wider communities. There are still many famous obelisks around the world today, such as the Washington monument in the USA.



Introduction

- 1 a) 11.4.2 11.5.2 Use the words in the list to complete the texts.
 • ancient • flow • mechanics • precise • predetermined • principles
 • seconds • structures • track • vertical

b) Match the pictures to the texts.

- 2 11.1.1 11.2.3 11.3.5 THINK! Which of these timekeeping devices do you find most interesting? Discuss with your partner giving reasons for your choice.

- 3 11.1.6 11.3.5 ICT Collect information about another timekeeping device and write a short paragraph. Present it to the class.

4a

The history of timekeeping devices

- 1 **11.4.8** Check these words in the Word List or in your dictionary.

- millennia • milestone • align
- meridian • accuracy • precise
- hieroglyphs

STUDY SKILLS

Setting a purpose

Before you start reading a text, think about what you know about the topic and what you would like to know about it. This will help you improve your reading skills.

- 2 **11.3.5** What do you know about how people in ancient times kept track of time during the night? In pairs, write down three questions.

- 3 a) **11.4.7** Read the text and complete the gaps (1-6) with the correct sentence (A-G). One sentence is extra.

- A Until its creation, people had very limited means of telling the time.
- B However, the use of the merkhet has been confirmed.
- C It is believed that our curiosity first took root in ancient Egypt.
- D In fact, it provided such precise measurements that it may even have been used in the construction of the great pyramids at Giza!
- E Once the meridian was established, they observed the stars crossing it while rising or setting.
- F It was an L-shaped bar made from wood, metal or bone.
- G Modern astronomers claim there is still a lot to be learnt from this technology.

- b) **11.2.3**  Now listen and check. Can you answer your questions in Ex. 2?

The Star Clock of Ancient Egypt



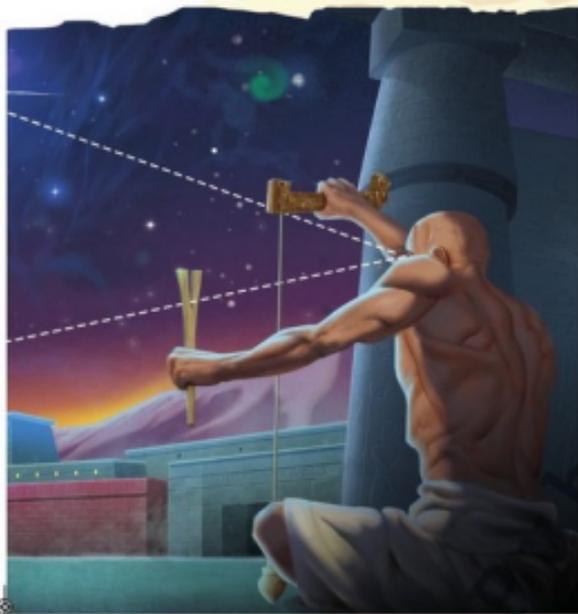
 Humans have been fascinated by the concept of time for millennia.

1  The Egyptians were some of the first people to divide daytime and nighttime stages into smaller units. Long before wristwatches and alarm clocks, they invented a tool known as a "merkhet", meaning "instrument of knowing", which was an important milestone in our quest to understand and measure the passage of time.

 The design of the merkhet was rather simple. **2**  A piece of rope or string with a small weight, called a plumb bob, was attached to its end. In order to use the tool effectively, two people with a comprehensive knowledge of astronomy had to stand one opposite the other at a distance of two or three metres. Each one held a merkhet. The first person held the merkhet at arm's length so that the plumb bob would hang vertically, and aligned it with the North Star. The second person sat between the first person and the North Star holding their merkhet in such a way so that it was aligned to the first person's merkhet. The space between them would create a perfect line running from north to south: a meridian. **3**  By studying the angle of the crossings and the intervals between the stars' rising and setting, they were able to calculate the time of the night. In essence, the stars' rotation around the North Star functioned in the same way that an hour hand rotates around the centre of a modern-day clock.

Check these words

- quest • vertically • establish • crossing • rotation
- context • era • render • precision • leap • pinpoint
- horizontally • spirit level • predate • depict



▶ The importance of the merkhēt can only be properly appreciated in the context of the era in which it was invented. **4** The use of sundials had proved reasonably effective during the daylight, but **4** these were rendered useless after nightfall. Water clocks – or clepsydrae – were used to some extent, but lacked the desired precision. The merkhēt was a huge leap forward as it allowed people to measure time with pinpoint accuracy without the use of the sun.

▶ What's more, the merkhēt proved to be useful in more than just astronomy and timekeeping. The accuracy of the instrument and its ability to measure straight lines, both vertically and horizontally, meant that it served a similar purpose to a modern-day spirit level. **5**

▶ Ancient Egyptians used symbols and pictures called hieroglyphs to record their history. Since their society practiced written history as we understand it, it has been difficult for historians to acquire accurate information regarding that time period. **6** In the temples of Dendera and Edfu it is still possible to see wall carvings which depict it in use. Not only that, there is even an authentic merkhēt on permanent display in the Science Museum in London. It is said to date back as far as 600 BC!

4 **11.3.3** Complete the sentences using your own words. Give evidence from the text.

- The merkhēt's importance lies in the fact that it helped people ...
- The Egyptians calculated the time using the angle of the stars crossing the meridian and ...
- In London, there is ...

5 Find words in the text which mean:

- **Para A:** idea, pursuit
- **Para B:** successfully, examining
- **Para C:** period, ineffective
- **Para D:** not curved, contemporary
- **Para E:** places of worship, exhibition

6 **11.6.7** Fill in the verbs in their appropriate form: render, align, take, fascinate, depict.

- The solar system astronomers since before they could understand it.
- Most of the original timekeeping devices useless and as a result, they cannot be used today.
- People historical events through art for thousands of years.
- Since the time of the first astronomers, ancient Egyptian wisdom root in every part of the world.
- The Earth, the sun and the moon twice this month so there were two solar eclipses.



Speaking

11.3 **11.3.3** **11.3.5** Discuss in pairs the importance of the merkhēt in ancient Egypt.

Writing

11.10 **11.5.1** Collect information about the shadow clock, another timekeeping device in ancient Egypt and present it to the class.

4b Vocabulary

Vocabulary from the text

- 1 Fill: *milestone, quest, rotation, leap, context.*

- Astronomers began their for knowledge millennia ago.
- The invention of mechanical clocks was a massive forward.
- To understand the importance of the merkhut, you need to look at the broader historical
- The sundial was the first major in timekeeping.
- The daytime and nighttime cycle is a result of the Earth's

- 2 Fill in:

• pinpoint • precise • accurate

- Without written records, it is difficult to find historical information.
- Modern timekeeping devices allow us to calculate the time with accuracy.
- The Ancient Egyptians were the first to create buildings using such measurements.

- 3 **11.6.13** Complete the sentences with the appropriate preposition.

- A sundial's vertical rod is attached its round platform.
- Obelisks' height allows people to tell the time a distance.
- Early illustrations show the first timekeeping devices use.
- The stars in our solar system move in a predictable pattern, passing the meridian fixed intervals.
- An ancient water clock is display at the local museum.

Topic related vocabulary

Units of time

- 4 **11.5.2** Study the table and fill the gaps with the words: *decade, century, millennium, fortnight, leap year.*

1000 milliseconds	1 second	28, 29, 30 or 31 days	1 month
60 seconds	1 minute	365 days	1 year
60 minutes	1 hour	366 days	leap year
24 hours	1 day	10 years	1 decade
7 days	1 week	100 years	1 century
2 weeks	1 fortnight	1000 years	1 millennium

- The 19th was characterised by major social changes.
- The 80s are considered by many as the greatest in music history.
- It is expected that sales will increase during the second of December.
- 2016 had 366 days so it was a(n)
- On 31st December 1999, people across the world celebrated the beginning of the 3rd

Timekeeping devices

- 5 Label the pictures. Use: *analogue clock, digital clock, calendar, chronometer, minute hand, pendulum.*



1 2 3



4 5 6

Keeping track of time

- 6 **11.5.2** Fill in the appropriate adjective: *annual, bicentennial, biennial, decennial, momentary.* Check in your dictionary.

- The celebration in 1987 marked the occasion of the of the 1787 U.S. Constitution.
- Glastonbury is a(n) music festival that takes place in England every June.
- plants, such as the evening primrose, have a two-year growth cycle.
- There was a(n) pause and then the audience burst into applause.
- Carried out every 10 years, the Census by the U.S. Census Bureau counts the population of the country.

7 **11.5.2** Underline the correct item. Check in the Word List.

- 1 Graduation day marked the end of a(n) **era/season** for me and my classmates.
- 2 I've been waiting for my exam results for what feels like **epochs/aeons!**
- 3 There's a lot of traffic during the holiday **moment/season**.
- 4 It's a lot easier to find a job, in this **aeon/age** of the Internet.
- 5 During that time **epoch/period**, a lot of people moved from rural areas into big cities.

8 **11.5.2** Read the text and complete the gaps with: timekeeping, solar, sunrise, daylight, standard.



Daylight Saving Time (DST) is the practice of setting clocks ahead of **1** time during the summer, and behind in autumn. Germany and Austria were the first countries to adopt DST in 1916. The initial purpose of DST was to move one hour from morning to evening, making both **2** and sunset later. This would make better use of natural **3** and conserve energy by reducing the need for artificial light. It also benefited farming communities, whose schedules revolved almost entirely around **4** time. Nowadays, it is practised in North America and Europe, but most African and Asian countries do not feel it is an effective **5** technique. Kazakhstan has not practised DST since October 2004, due to public health concerns and lack of economic benefit.

9 **11.5.2** **COLLOCATIONS** Fill in the correct word.

• lose • pass • spend • waste

- 1 We shouldn't any more time on this.
- 2 I think you need to more time with your family.
- 3 The kids played a board game to the time.
- 4 Hurry up everyone! There's no time to

Idioms (related to time)

10 a) **11.6.14** Fill in: in good time, matter of time, time flies, call it a day, eleventh hour, better late than never. Explain the meaning of the idioms. You can use a dictionary if you like.

- 1 We've been studying all day; let's and get some rest.
- 2 We were able to finish the project at the
- 3 I'm sure you'll find the job that suits you best – it's only a(n)
- 4 It took him five years to finish the book, but
- 5 I can't believe our holidays are over;
- 6 I know you were hoping to have been promoted by now, but all

b) **11.3.2** Are you an early bird or a night owl? Discuss with a partner.

Phrasal verbs

11 **11.6.14** Fill in: aside, behind, in, into, out. Check in Appendix I.

- 1 As a working mother, she finds it difficult to fit everything her daily schedule.
- 2 Make sure you set at least two hours every day for homework.
- 3 A computer problem caused me to fall with my Science project by at least two days.
- 4 Employees are expected to clock at 9 am and clock at 5 pm.

Prepositions

12 **11.6.13** Fill in the appropriate preposition. Check in Appendix II.

- 1 Don't worry about the details the time being; we'll deal with them later.
- 2 There was so much traffic that she didn't make it to the station time for the 12 o'clock train.
- 3 You are all expected to arrive at school time.
- 4 Arman is an enthusiastic employee but he can be stubborn times.

Word formation

13 **11.6.4** Complete the gaps with the correct word derived from the word "time".

- 1 We will have to deal with all problems in a manner.
- 2 Mozart's music has a appeal to all audiences.
- 3 This is the opportunity of a(n)
- 4 Your tablet will be fixed next week. In the, you can use mine.

14 **SPEAKING** **11.1.3** **11.1.9** **11.3.2**

What has been the most significant time of your life so far? Discuss with a partner.

4c

Use of English

The Passive

Amazing Time - Flow Clocks

Since 1979, the French physicist Bernard Gitton has been creating Time-Flow Clocks: ingenious devices that are part science project and part art installation. They are based on ancient clepsydras, that measured the passing of time using the flow of water. Clepsydras are among the oldest time-keeping devices and were already being used during the 16th century BCE in Egypt.

Gitton studied science, but he spent his childhood next to the Loire River. He had been fascinated by water long before he discovered Physics, and it was to water that he eventually returned when he decided the time had come to create something beautiful. "As I had no training in art, I said to myself, I'll make use of the training I do have, because Physics is beautiful," he said.

Gitton's clocks are certainly a sight to behold. They are all glass and colourful liquid. The motion of the clock is regulated by a pendulum which is fitted with a scoop. Liquid is collected by the scoop as it swings in one direction, and is then dropped into a glass container. The liquid runs through the container and fills an S-shaped tube, called a

siphon. When the tube is completely full, the liquid flows out from the end, causing more liquid to be pulled out of the first container and stored in a second one. There are multiple containers in the clock, each of which is constantly being filled and emptied at different intervals.

The water clock has two tall columns of glass bulbs; twelve large bulbs on the left and thirty smaller ones on the right. When one small bulb becomes full, this means that two minutes have passed. All thirty small bulbs must be full for the water to flow into one of the larger bulbs. This signals the passing of an hour.

The largest of Gitton's clocks, eight metres in height, was installed in the Children's Museum of Indianapolis in 1988, but there are examples all over the world, from Europe to Asia to South America. Gitton's clocks have been admired by millions, and they will surely be enjoyed by generations to come. They are not his only accomplishment, however. Water-powered lights, computers and four films have also been designed by this unusual scientist with a great love of art.



▶ see pp. GR13-GR14

- 1 11.6.7 Read the article and identify the passive forms in bold. How are they formed? What tense is each?

- 2 11.6.7 Fill in the correct passive forms of the verbs in brackets. When can we omit the agent?

- 1 Have you heard? The National Watch and Clock Museum (break into) last night.
- 2 Makkah Royal Clock Tower in Mecca (construct) by Saudi and international companies.
- 3 The stolen watches (recover) earlier today.
- 4 The ancient timekeeping devices (display) in the museum. Check their website for details.
- 5 The Duquesne Brewery Clock in the USA (design) by John L. Franklin.

- 3 11.6.7 Fill in by or with.

by + agent with + instrument

- 1 The clock tower is being renovated a famous architect.
- 2 This photo has been taken a digital camera.
- 3 The old grandfather clock will be repaired a local craftsman.
- 4 The luxurious watch is decorated diamonds.

- 4 11.6.7 Put the verbs in the correct passive form.

The Washington Monument 1) (build) between 1848 and 1884, in honour of the first US president, George Washington. The obelisk, which 2) (make) of granite and marble, is 169 metres tall and weighs around 91,000 tons. It 3) (design) by the architect Robert Mills and 4) (locate) between the U.S. Capitol and the Lincoln Memorial. Building began in 1848 but many problems arose during the memorial's construction. Lack of funding and the outbreak of the Civil War meant that building had 5) (stop) entirely between 1854 and 1879. It wasn't until 1884 that the monument 6) (finish). Since its completion, the Washington Memorial 7) (regard) as one of America's most recognisable structures. The monument 8) (visit) by millions of people every year.



5 11.6.7 Rewrite the sentences in the passive voice.

- They awarded him a prize for his competition entry.
A prize
He
- The museum has offered the university their collection of ancient clepsydrae.
The collection of ancient clepsydrae
The university
- The Society of Watch and Clock Makers will give them £500 for the grandfather clock.
£500
They
- The college granted Serik a scholarship to study watchmaking in Switzerland.
A scholarship to study watchmaking in Switzerland
Serik

Personal/Impersonal constructions

People believe that the nickname Big Ben stands for Sir Benjamin Hall. (ACTIVE)

It is believed that the nickname Big Ben stands for Sir Benjamin Hall. (IMPERSONAL)

The nickname Big Ben is believed to stand for Sir Benjamin Hall. (PERSONAL)



> see p. GR14

6 11.6.6 Read the examples. How do the two structures differ?

7 11.6.6 Write the sentences using personal and impersonal constructions.

- Experts believe that they will have renovated the clock tower by the end of the year.
The clock tower
It is believed
- They say that the Salisbury Cathedral clock in England is the oldest working clock.
The Salisbury Cathedral clock in England
It
- They estimate that the oldest timekeeping device is a sundial from Egypt that dates back to 1500 BC.
A sundial from Egypt that dates back to 1500 BC
It
- Some people think that time travel is possible.
Time travel
It
- They say that the 3D Quantum Gas Atomic Clock is the most precise clock in the world.
The 3D Quantum Gas Atomic Clock
It

Key word transformations

8 11.6.6 11.6.7 Complete the sentences using the word in bold. Use two to five words.

- Albert Einstein put forward theories related to time. **PUT**
Theories related to time
Albert Einstein
- The photographer himself will develop the photographs of the Kostanay Clock Tower. **DEVELOPED**
The photographs of the Kostanay Clock Tower
the photographer himself
- A lecturer is giving a speech about the Theory of Relativity tomorrow. **IS**
A speech about the Theory of Relativity tomorrow.
- They had to renovate Big Ben in order to conserve the tower for future generations. **HAD**
Big Ben
..... in order to conserve the tower for future generations.
- People believe that the original clock tower of the Prague Astronomical Clock was built in 1410. **BELIEVED**
The original clock tower of the Prague Astronomical Clock built in 1410.

9 SPEAKING & WRITING

11.6.6 11.6.6 11.6.6 11.6.6 ICT

Collect information about another modern timekeeping device. Use the passive voice to present it to the class.

4d Skills

Presenting information through PPT Reading

- 1 a) **11.1.2 11.1.7** What makes a successful PowerPoint presentation? Tick (✓) the characteristics that you find important. Compare with a partner.

- include as many details as possible
- use visuals sparingly
- utilise various animations and sound effects
- keep it simple
- use a range of fonts and colours for variety

- b) **11.1.4 11.2.3 11.2.6 11.2.8 11.4.2 11.4.3** Read and listen to the text to see if your answers were correct.

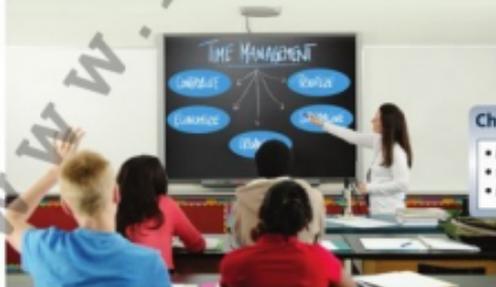
Tips for a successful PowerPoint Presentation

Have you ever sat through a long presentation only to have no idea what it was about in the end? Perhaps you were bombarded with too much information, or distracted by the constant use of special effects?

PowerPoint can be a great tool for enhancing our presentations, provided it is used correctly. We've put together some useful tips to help you create the perfect presentation:

- Only include information that is essential. Use key phrases to present your main points.
- Put a heading on every slide to remind people exactly what you're talking about and use subheadings to make it easier to follow.
- Stick to a simple template and be consistent with colours, font and background.
- Make sure your slides are easy to read. Light text on a dark background, or vice versa, is the clearest.
- Avoid the excessive use of special effects such as animation or sounds; they're distracting and unprofessional.
- Use a limited number of high-resolution images that support and enhance what you are saying.
- Limit the number of slides you use; around one per minute is ideal.
- Practise, practise, practise! Ask friends for honest feedback: were the slides well-organised and clear? Was the font easy to read? Were the visuals appropriate and linked to the theme?

Follow these simple steps to make your next presentation a success!



- 2 **11.4.2 11.4.4** Read the text again. For questions 1-6, write T (true), F (false) or DS (doesn't say).

- 1 Your PowerPoint slides should include all of the information that you discuss in your presentation.
- 2 Headings and subheadings are important on each slide.
- 3 A simple template will make your presentation look more sophisticated.
- 4 You should never use brightly coloured fonts as they look unprofessional.
- 5 One or two good quality pictures will make your argument more powerful.
- 6 Other people's feedback might be confusing.

- 3 **11.1.1 11.1.2 11.1.4 11.4.3** **SPEAKING**

In pairs, evaluate the following PPT slides using the information from the text.

A

The sundial was perhaps the oldest timekeeping device that used the position of the Sun in the sky to calculate the time of day. Archaeologists estimate that the first sundial was the gnomon which dates back to about 3500 BCE.

B

SUNDIAL

- calculates time by Sun's position
- earliest sundial: the gnomon
- dates back to about 3500 BCE

Check these words

- bombard • distract • enhance
- template • consistent • vice versa
- high-resolution • feedback

Listening

- 4 a) **11.4.8** Check these words in the Word List or in your dictionary.

• highlight • detract • clutter
• discerning • amendments

11.1.9 What do you think the speaker will talk about?

🔊 Listen and check.

- b) **11.2.3** **11.2.6** 🎧 Listen again and complete the gaps. Use up to three words.

Mastering the art of PowerPoint presentations will help you improve your presentations.

- Think about the elements of a presentation that 1) _____ your attention and apply them to yours.
- When you design your presentation, apply the 2) _____ rule.
- Don't 3) _____ the audience with too much text.
- Remember to include only key phrases, not the 4) _____.
- Choose fonts that are clear and 5) _____ for everyone to see.
- Visuals should be 6) _____ and powerful.
- Check that your slides are in the 7) _____.

- 5 **11.6.6** Rewrite the professor's advice using a cleft sentence or an impersonal construction.

- A PPT presentation is easy to create.
It's _____.
- Remember to keep your PPT simple.
All that you need to _____.
- Experts believe that a high-resolution picture can have a great impact on the audience.
It _____.
- You all need to practise it as much as possible.
What _____.

Speaking (asking for/expressing an opinion)

- 6 a) **11.3.6** **11.6.7** Read the dialogue between two students about a PPT presentation. Replace the underlined phrases with other appropriate ones from the language box.

A: I've been working on my presentation all week. Thanks for helping me practise it. What do you think about it?

B: I think it's good. Your points are well-organised.

A: Thanks. Do you like the pictures?

B: It's great that you've used visual aids to support your key points, but perhaps you could work on this a bit more.

A: Oh really? Why?

B: In my opinion, the pictures that have been chosen aren't the best quality.

A: I'm not really sure what you mean.

B: Let me explain. What you need to do is select images with a higher resolution; this way, they'll look better on a big screen.

A: I suppose that's true.

B: Also, I feel that you've used too many visuals. Why not take some out and focus instead on having just one or two really good ones? They'll have a greater impact that way.

A: Maybe you're right, I could definitely get rid of these three to start with. Thanks for your help.

B: You're welcome.

Asking for opinions

- What do you think about ...?
- Do you like ...?
- What's your opinion about ...?

Expressing uncertainty

- I'm not really sure ...
- What do you mean exactly?
- Can you explain a bit more?

Expressing opinions

- In my opinion ...
- I feel that ...
- I have the impression that ...
- It seems to me that ...
- Perhaps you could/should ...

Agreeing /Disagreeing

- Maybe you're right ...
- I suppose that's true.
- I'm sorry but I think ...
- That may be true. On the other hand, ...

- b) **11.3.6** **11.3.7** **11.6.7** Work in pairs. Use the ideas below and the phrases from the language box to act out a dialogue similar to the one in Ex. 6a.

• use the same background colour • leave some white space around the images/text • use less animation

Writing

- 7 **11.5.4** **11.5.7** **11.5.2** **11.5.6** **ICT** In groups, collect information and write a set of rules on how to prepare a successful PPT presentation. Use these headings: **types of fonts & colours – slide transition – using videos**.

Rubric analysis

- 1** Read the rubric and underline the key words. Then, answer the questions 1-5.

You have had a class discussion about Daylight Saving Time. Now your teacher has asked you to write an essay discussing the advantages and disadvantages of observing Daylight Saving Time. Write your **essay** justifying your ideas (150-200 words).

- 1 What do you have to write? Who for?
- 2 What style should the essay be written in?
- 3 Should the advantages and disadvantages of the topic be discussed in the same paragraph?
- 4 How should each argument be supported?
- 5 In which paragraph should the writer's opinion appear?

Model analysis

- 2** a) **11.5.7** Read the model.

Which paragraph:

- 1 presents arguments against the topic?
- 2 summarises the writer's opinion?
- 3 presents arguments for the topic?
- 4 states the topic?

b) **11.4.4** Is the writer in favour of or against the topic?

c) **11.5.3** Find examples of formal style.

d) Find and replace the topic sentences of the main body paragraphs with other appropriate ones.

- 3** **11.5.1** Replace the words in bold in the model with phrases from the list.

- First of all • However
- For example • Consequently
- To conclude • What's more
- Furthermore

▶ Currently, there are about seventy countries in the world that observe Daylight Saving Time (DST). But what exactly are the benefits and drawbacks of DST?

▶ There are a number of arguments in favour of DST. **Firstly**, it stimulates the economy because people take advantage of longer evenings to spend more time shopping or exercising outdoors. **For instance**, a number of sports clubs across the world have profited greatly from the extra business hours allowed by DST. **As a result**, a country as a whole becomes wealthier. **Moreover**, according to experts, longer days promote safety. For example, more daylight means that there is better visibility on the roads and this means fewer car accidents and less crime. Therefore, cities are safer for all.

▶ **On the other hand**, there are multiple drawbacks to observing DST. To begin with, people's sleep patterns are disrupted. Although the change is by merely by one hour, it can disturb a person's circadian rhythm, the body's natural timekeeping mechanism. This way, a person's health is negatively affected. Another disadvantage of DST is that it causes more evening traffic. This is because people spend more time outdoors driving to places. As a consequence, there is a significant rise in traffic as well as an increase in fuel consumption and more air pollution.

▶ **To sum up**, although DST provides some economic benefits and might promote safety, I think that it fails to outweigh the health and environmental concerns that are associated with it. After all, a country's prime concern should be the well-being of its people.



- 4** **11.5.6** Choose the correct linking words/phrases.

- 1 Many people are in favour of DST, **in spite of/however**, there are those who are not.
- 2 **Although/Besides** the tourism industry profits from DST, not everyone agrees it is a good idea.
- 3 **Despite/in spite** the advantages of observing DST, there are also some disadvantages to consider.
- 4 DST allows for more daylight hours. **As a result/in addition**, less artificial light is needed.
- 5 Scientists believe that DST is bad for people's health. **On the other hand,/This means** that some might experience headaches when time changes.
- 6 DST encourages a healthier lifestyle. **This is due to the fact that/Besides** that, people have more free time to take part in outdoor activities after work in daylight.

- 5** **11.5.5** **11.5.6** Read the arguments for and against abolishing time zones. Expand the prompts into complete sentences. Then write an appropriate topic sentence for each paragraph.

- A**
- Internet era/world getting smaller/adapt idea of time to fit this
 - confusing/some countries do not follow geographical rules
- B**
- would not necessarily make business more efficient/still have to figure out time of day in other countries
 - would take time/people adjust to new time

Your turn

- 6** a) **11.5.1** Read the rubric and underline the key words.

You have had a class discussion about the importance of time management in the workplace. Now your teacher has asked you to write an essay discussing the advantages and disadvantages of time management. Write your **essay** justifying your arguments (150-200 words).



- b) **11.5.5** Match the arguments (1-4) to the justifications (a-d).

- | | |
|--|--|
| <p>1 may restrict creativity</p> <p>2 helps reduce stress levels</p> <p>3 could provide a higher quality of work</p> <p>4 may not leave enough room for adjustment</p> | <p>a prioritise tasks based on deadline and allocate the appropriate amount of time to each one</p> <p>b a strict time frame might hinder a person's ability to come up with new ideas</p> <p>c if something unexpected crops up, a person can easily fall behind</p> <p>d if a person is working on several projects at the same time, a more focused approach will allow them to work on them one by one</p> |
|--|--|

- c) Which are arguments for? against?

- 7** **11.5.8** Use phrases from the Useful Language box to join the sentences in Ex. 6b.

- 8** **11.5.1** **11.5.2** **11.5.3** **11.5.4** **11.5.5** **11.5.6** **11.5.7** **11.5.9** Use your answers in Ex. 7 and the plan to write your essay in formal style. Make sure you use full verb forms and appropriate formal linkers.

- 9** **11.1.2** **11.1.4** **11.1.5** **11.5.8** Swap papers and evaluate your partner's essay. Use the Checklist.

Useful Language

Introducing topic sentences to express advantages

- There are a number of benefits ...
- There are arguments in favour of ...

Introducing topic sentences to express disadvantages

On the other hand,/However,/Nevertheless, there are a number of disadvantages/arguments against ...

Listing points

- To begin with/start with,/First of all/First,
- Secondly,/Furthermore,/In addition,/What is more,/Moreover, ...

Introducing examples/justifications

- For example/instance, ...
- This is because of/due to ...
- This is due to the fact that ...
- This means that ...
- This way/Consequently, ...

Conclusion

To sum up,/To conclude,/As a conclusion,/All things considered,/All in all/It is clear that ...

Plan

Introduction

(Para 1) state the topic

Main Body

(Para 2) arguments for & justifications/examples

(Para 3) arguments against & justifications/examples

Conclusion

(Para 4) summarise arguments & state your opinion



Checklist

When you finish your piece of writing check it for:

- word length
- inclusion of all points in the rubric
- correct layout (well-structured paragraphs)
- appropriate use of linkers
- appropriate formal style
- appropriate punctuation
- spelling/grammar mistakes

CLIL 4

History



- 1 a) 11.1.3 11.1.3 11.1.8 Which of the sentences in Ex. 1b about timekeeping in ancient Rome are true? Decide in pairs.

b) 11.2.3 11.2.2 11.4.1 11.4.4 Read and listen to the text to find out.

- 1 During Roman times, an hour was a fixed period of time throughout the year.
- 2 The Romans divided the night into four vigiliae.
- 3 Sundials and water-clocks were the most precise timekeeping devices at the time.
- 4 It was common for people to make clocks in ancient Rome.
- 5 The Tower of the Winds is in Rome.

- 2 11.1.5 11.1.10 Say three things you've learnt from the text.

- 3 11.1.1 11.5.1 11.5.6 11.2.5 ICT In groups, collect information about timekeeping in ancient Greece and present it to the class.

TIMEKEEPING IN ANCIENT ROME

For the Romans, the smallest unit of time was the hour. They divided day and night into 12 hours each but because of the fact that the time between sunrise and sunset changed depending on the season, the length of an hour changed accordingly. So, an hour for the Romans was not what it is for us today: a fixed and unchanging 60 minutes, each minute comprised of 60 seconds. In wintertime, an hour for the Romans lasted around 45 minutes, while in summer it lasted approximately 75 minutes. Also, midday was called *meridie*; the abbreviations am and pm that are commonly used today stand for 'ante meridiem' and 'post meridiem' (before and after noon).

During the day, the Romans used sundials to tell the time, while at night they used clepsydrae, or water-clocks. In fact, the Roman army used water-clocks to divide the night into four equal parts of three hours each and this way, they organised night watches, or *vigiliae*.

Those early versions of timekeeping may sound rather inaccurate today, but at that stage in history, the alternative would be to form an estimate by studying the position of the Sun or the stars in the sky.

As archaeological evidence suggests, there were numerous workshops and craftsmen who specialised in creating various types of ancient clocks at that time. One of the most famous clocks of antiquity is Andronikus' Tower in Athens, Greece which dates back to the 1st century BCE. Known as the Tower of the Winds, it features a large clepsydra and nine sundials on its exterior.



Check these words

- comprise • night watch • alternative
- estimate • feature

Culture Spot



London's timekeeper

- 1 11.1.8 11.1.9 What do you know about Big Ben? What does its name refer to?

Listen and read to find out.

- 2 11.1.1 11.1.6 11.5.1 11.5.6 ICT Collect information about a famous clock tower in your country and present it to the class.

Big Ben, the iconic tower clock in London, England, is situated at the Houses of Parliament in Westminster. Although the entire tower is commonly called "Big Ben", the name actually refers only to the clock's bell, which weighs an amazing 15.1 tons! The clock's hour hand is 9 feet long, while its minute hand is 14 feet long. In 1852, clockmaker Edward Dent was commissioned to build Big Ben, following Edmund Beckett Denison's design. Sadly, he died before it was completed, so his son Frederick took over. The clock was expected to meet very high standards. The first stroke of each hour had to be accurate to within one second, and the clock's performance would be sent to the Greenwich Observatory twice a day. While creating the clock, Denison invented a mechanism called the 'Double Three-legged Gravity Escapement'. This would protect the clock's pendulum from factors such as wind pressure, so it would remain extremely accurate at all times. Denison's revolutionary Escapement is now used in clocks around the world. In 1859, the clock and bell were finally installed. Big Ben's chimes have been broadcast daily by the BBC since 1924, with only a few exceptions, during WWII.





Reading

- 1 **11.4.1 11.4.2 11.4.4** Read the text and match the headings to the paragraphs. One heading is extra.

- A Atomic clocks in daily life
B Looking back
C Taking it to the next level
D Knowledge meets technology
E A new challenge
F How they work (5x4=20)

Speaking

- 2 **11.3.1** Choose the correct response.

- 1 A: What do you think of my presentation?
B: a Perhaps you need to practise again.
b I suppose that's true.
- 2 A: It seems to me that the photos need more work.
B: a What's your opinion?
b What do you mean exactly?
- 3 A: In my opinion, you should cut some slides.
B: a Maybe you're right. It's too long.
b Let me explain. (3x4=12)

Listening

- 3 **11.2.2 11.2.3** Listen to a person describing the Rathaus glockenspiel in Germany and mark the sentences 7 (true) or F (false).

- 1 The Rathaus glockenspiel sits on top of Munich's town hall.
- 2 It is possible to see the performance more than once a day.
- 3 The royal joust was the main event of the wedding celebration.
- 4 A golden bird chirps from the top of the clock to mark the end of the show.
- 5 The watchman and the angel signal the beginning of the show. (5x4=20)

Optical Atomic Clocks:
The Future is Now

Since the mid-twentieth century, atomic clocks have been at the forefront of timekeeping. But what exactly are they, and how do they work?



1 The design of an atomic clock is so complex that only the greatest minds on the planet can fully understand them. Yet astonishingly, scientists at USA's National Institute for Standards and Technology (NIST) keep coming up with innovative ways to improve upon the concept and set new records with their mind-blowing inventions.

2 Nowadays there are over twenty GPS (Global Positioning System) satellites orbiting our planet. Each is loaded with four separate atomic clocks. These clocks are of enormous importance, as they help regulate the time around the world. If you have ever travelled abroad, you might have noticed that your phone's clock has been automatically updated to fit the new time zone. If so, then you have witnessed these atomic clocks at work.

3 The widespread use of these clocks is due to their amazing precision. Rather than relying upon the movement of a pendulum, as most traditional clocks do, their frequency is determined by the motion of tiny sub-atomic particles of an element called caesium. When these atoms are hit by microwaves, their particles oscillate, or move back and forth, at extremely consistent frequencies. While a traditional clock's frequency can be altered by factors such as changes in temperature, a caesium atom always oscillates at the same frequency making atomic clocks extremely accurate.

4 Most recent atomic clocks use the same basic principles as the previous models, but with a couple of important alterations. Scientists at NIST have developed what they call an optical atomic clock, which uses a grid of lasers to trap and observe atoms. What's more, the caesium has been substituted by ytterbium, a rare element with slightly different properties. Its particles move while naturally shifting between high and low energy states, at a higher frequency than caesium, and give off microwaves which make them observable. These innovations have dramatically increased the accuracy of the atomic clock.

5 At this point in time, the latest versions of the optical atomic clock have advanced beyond our ability to utilise them to their full potential. Scientists learnt from Albert Einstein that time has a relative relationship with gravity. This means that the further you travel from the planet's centre of gravity, the faster time passes. For example, time moves at a different rate on a mountaintop than it does in an underground tunnel. The difference is of course unnoticeable to us, but optical atomic clocks are so precise that they can actually be thrown off by gravity. Simply put, these clocks are so accurate that their only current limitation is gravity itself. They are accurate to within one second every 14 billion years, and as a result they are set to redefine the second as we currently know it.

Progress Check 4

Vocabulary

4 11.5.2 Underline the correct item.

- Optimal atomic clocks can calculate time with **precise/ predetermined/pinpoint** accuracy.
- Obelisks and sundials function according to the same basic **structures/principles/crossings**.
- We live in a(n) **season/era/moment** of rapid technological change.
- People's **milestone/quest/leap** for knowledge has led to brilliant inventions.
- Will you please fit a meeting with the team **on/into/at** your busy schedule?
- The museum **features/highlights/depicts** a wide variety of clocks and watches from around the world.
- It's time to start your presentation; you've already **spent/ passed/wasted** enough time.
- Sundials allowed people to form a rough **amendment/ alternative/estimate** of time. (6x1=6)

Grammar

5 11.6.7 Put the verbs in brackets into the correct passive form.

- The Joseph Chamberlain Memorial Clock Tower (locate) at the University of Birmingham, UK.
- A lecture about time travel (give) in the main hall at the moment.
- Your new smartwatch (send) to you in the next few days.
- The Persistence Of Memory (paint) by the Spanish painter Salvador Dalí in 1931.
- The centuries old astronomical clock (not/repair) yet.
- The article (check) by an expert before it was published.
- Hopefully, all the stolen watches (find) by the end of the week.
- The project about sundials must (hand) in today. (8x2=16)

6 11.6.6 11.6.7 Rewrite the sentences in the passive:

- They say that Big Ben is the most famous clock tower in the world.
.....
.....
- An expert has appraised the rare pocket watch.
.....
.....
- Thousands of visitors filled the watch trade show in Geneva.
.....
.....
- They will present him with an award.
.....
.....

(4x1=4)

Writing

7 11.5.1 11.5.2 11.5.3 11.5.4 11.5.6

11.5.9 Read the rubric, then write your essay.

You have had a class discussion about the importance of following a strict schedule when studying. Now your teacher has asked you to write an essay discussing the advantages and disadvantages of a strict study schedule. Write your **essay** justifying your arguments (150-200 words).

(20 marks)

(Total: 100)

11.1.5

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- talk about the history of timekeeping devices
- talk about units of time
- talk about keeping track of time
- talk about presenting information through PPT

Reading Competence

- fill in missing sentences
- complete sentences
- identify T/F statements

Listening Competence

- listen for specific information (take notes)

Speaking Competence

- talk about timekeeping devices & their importance
- evaluate PPT slides
- ask for/express opinion; express uncertainty; agree/disagree

Presentation Skills

- present: shadow clocks; timekeeping in ancient Greece; a famous clock tower in my country

Writing Competence

- write a set of rules for PPT presentations
- a for-and-against essay

Work & inventions

Module 5

MODULE OBJECTIVES

Vocabulary

- investigating the world of work
- success in business
- jobs & qualities
- vocational training
- idioms
- phrasal verbs
- prepositions
- word formation

Reading

- an article about young entrepreneurs (multiple matching)
- short articles about inventions (comprehension questions)

Use of English

- infinitive/-ing forms
- intensifiers
- pre- and post-modifying noun structures

Listening

- a dialogue (multiple choice)

Speaking

- talking about an entrepreneur's secret of success
- comparing/analysing/ranking

Writing

- a presentation about a successful entrepreneur
- a presentation about technological developments in education
- presenting an invention
- a letter to the editor/authorities

CLIL (PSHE): How to Stand out from the Crowd Culture: Two Berners-Lee

Progress Check

Words of wisdom

"Choose a job you love and you will never have to work a day in your life."
(Confucius)

Discuss

Video

1 Don't worry I'll read the report and make a new plan with the team.

2 Fight, today's tasks! Anna, on reports. Paul, see client. James, calculate the figures! Go!

3 There's no need to exhaust myself. I can do it tomorrow!

4 Don't worry, I finished the project at home last night! My career is my top priority.

5 I'm doing the report now. I've got all on the other line giving the figures and I'm setting up the presentation too.

6 Great idea, boss!

A the adapter
B the workaholic
C the procrastinator
D the multitasker
E the delegator
F the yes-man

Investigating the world of work

1 11.1.8 11.4.3 Look at the pictures and read what each person says. Then match each person (1-6) to the office personality that best describes them (A-F).

2 11.2.2 11.2.4 11.3.6 11.5.2 Listen and say what benefits each person (1-3) says their job offers. Choose from the following: *working environment – salary/wage – level of responsibility – supervisor – creativity – general job satisfaction – job recognition – future prospects – collaborative work environment – good job security – extra benefits.*

3 11.1.5 11.1.7 11.3.2 11.3.6 11.3.7 11.5.3 11.5.6 11.6.1 **THINK!**
What is important for you in a career? Think about the factors in Ex. 2. Write a short paragraph and read it to the class. Use your classmates' feedback to improve any weaknesses.

5a Success in Business

YOUNG ENTREPRENEURS Making Their Mark

A growing number of dynamic 20-somethings are starting their own businesses and following their own paths in life. Here are a few impressive examples ...



A ZHAMAL EDWARDS, Founder of an online music channel



Zhamal Edwards, founder of SBTU, an online broadcaster of music promos, video interviews and impromptu live performances, started the channel at the age of 16, after receiving a video camera as a present. 'I was filming foxes in my garden. When I uploaded that, I got 1,000 views and I was like, "What? Let me just try something else."' Edwards started filming London rappers **freestyling** on the street. The performances are raw and often quite **gripping**. But Edwards doesn't want to restrict himself to local unsigned talent. 'Narrow-minded people are like, "Ah, he's filming all these pop stars," says Edwards. 'But I just **shrug my shoulders**.' His attitude appears to be **paying off**. Edwards says the channel, which profits from advertising, has racked up hundreds of thousands subscribers, and he has got an 8-strong team of employees. When I ask him what the downside of being a young boss, Edwards says: 'It's a bit daunting telling people what to do.' His advice to other young people with similar ambitions is to 'chase your dream, not the competition, because looking at the competition will **cloud your vision** and **mess you up in the long run**'. In 2017, Zhamal was given an MBE by the Queen for his services to music.

B NICKO WILLIAMSON, Founder of Climacars



Nicko Williamson's office is **in a state of organised chaos**. The shelves are filled with an **assorted** jumble of stuff – two smartphones, a financial newspaper, and a novel which he has yet to read. 'No time,' he explains. 'A heavy workload is the nature of entrepreneurship.' It's no surprise that Williamson is **run off his feet**. In 2007, he launched the carbon-neutral taxi company, Climacars, after graduating in modern history from Bristol University. When he finally sold the company in 2015, the business ran a fleet of more than 100 cars and generated more than £1m in profit. He had the idea for Climacars after driving past a garage in Bristol that offered environmentally friendly car conversions. 'It's easy to **get stuck in a rut** and not **see the bigger picture**. I always loved cars but felt guilty about loving them,' admits Williamson, whose great-grandfather, William Watson, was a racing-car driver. 'Then I thought, why not make taxis greener?' He sought investment from his family and friends and put together a business plan while writing his **dissertation**. He has since started another car hire company called WeFlex. What are his ambitions for the future? 'To grow this business into one of the biggest car companies in London.'

- 1 **11.1.9** **11.4.3** Look at the title and subheadings of the texts. Which of these young entrepreneurs stands out for you and why?

11.2.4 Listen and read the text to find out more about them.

Check these words

- impromptu • raw • restrict • unsigned
- narrow-minded • rack up • daunting
- vision • jumble • entrepreneurship
- launch • carbon-neutral • fleet
- generate • conversion • seek
- investment • start-up • aeronomic
- modular • incubation • arugulo

- 2 **11.4.1** Read again and, for questions 1-8, choose from the people (A-C). Justify your answers.

According to the texts, which person ...

- received funding from people close to them? 1
- started a new business in the same field as their first? 2
- is indifferent to a particular criticism? 3
- has been the founder of several businesses? 4
- warns against something that could set a budding entrepreneur off track? 5
- implies wanting to change a specific sales practice? 6
- has received official recognition of their achievements? 7
- believes their environment has played an important role in their achievement? 8

C MAULEN AKHMETOV, CEO at Family



Maulen Akhmetov, a Nazarbayev University student of Literature, Languages and Culture, is a young man with a great vision. At the age of fifteen, he set up numerous start-up companies, including an e-shop and a clothes store. Some of his **ventures** were successful, while others **blew up in his face**. Today, he is the founder of **Kunde Social Café** that employs people with disabilities and he has also begun working on another innovative idea, Family: an indoor farming company which aims to make fruit and vegetables easily accessible in urban environments. Maulen launched Family in 2018 after realising how difficult it was to **obtain** a variety of fresh, good quality and affordable vegetables for his café. Nur-Sultan, one of the coldest capitals in the world, does not offer the ideal weather conditions for growing vegetables, so local suppliers are forced to rely on imports which are both expensive and not always of superior quality. Maulen's idea to install aeroponic modular farms in supermarkets has been part of Nazarbayev University's business incubation programme and has already received some initial investment. Using innovative indoor farming technologies, Family can quickly grow more than 200 varieties of vegetables and fruit throughout the year without the use of **pesticides or herbicides**. But that's not all: the fact that these can be set up inside the supermarkets helps cut down on costs, water, food waste and carbon emissions associated with importation. Akhmetov's ultimate goal is to have a supermarket in Kazakhstan that doesn't sell any imported produce. 'The beauty of this technology', he claims, 'is that if we know the right conditions – the right temperature, humidity of air, nutrients, etc – then, for example, we can grow arugula exactly identical to that which grows in Tuscany. Today we can recreate Tuscany in a box ...' Maulen Akhmetov seems to be going from strength to strength. What is the key to his success? He believes that, as an aspiring entrepreneur, he is very fortunate to be from Kazakhstan. 'We have a young nation, and everybody wants to help you,' he says.

- 3 Find the antonyms of the following words in the texts, then explain the words in bold. Use your dictionary.

Text A: refined, open-minded
Text B: order, less
Text C: conventional, inferior

Speaking

11.5.1 11.5.2 11.5.3 11.5.4 11.5.5 11.5.7

Choose the person in the text that impressed you most. What is impressive about him? In your opinion, what is the secret of his success? Discuss in pairs.

- 4 11.4.8 In pairs, check the meaning of the highlighted phrases in your dictionary.

- 5 a) 11.6.5 Use the verbs in their correct form to complete the sentences: upload, profit, launch, graduate, obtain. Which are transitive (T)? intransitive (I)?

- Akhmetov found it extremely difficult fresh fruit and vegetables for his café.
- The young entrepreneur's channel greatly from advertising.
- Zhamal the video as soon as he had finished filming it.
- Nicko Williamson from Bristol University in 2006 with a degree in modern history.
- The Kazakh student a number of start-ups so far.

- b) 11.6.5 Some verbs can be both transitive and intransitive (they may require an object or not). Study the example:

Success hasn't changed him. (transitive)
The business field has changed a lot recently. (intransitive)

Now write sentences using the following verbs to show how they can be both transitive and intransitive: start/write/grow/open/close.

- 6 11.6.3 Use the prompts to write sentences based on the texts using the appropriate adjective complement (that + clause, infinitive or a wh-clause).

- Zhamal Edwards/feel/extremely proud/he/ receive/MBE/from the Queen.
- Nicko Williamson's family/eager/offer/ financial help.
- Maulen Akhmetov/feel/lucky/come from/ Kazakhstan.

Writing

11.6 11.34 11.37 11.54 11.58 ICT Use the Internet to find information about another successful young entrepreneur. Take notes and give a presentation to the class.

5b Vocabulary

Vocabulary from the text

- 1 **11.5.2** Fill in the gaps with: venture, unsigned, dissertation, gripping, investment.
- The music channel offers musicians the opportunity to be heard.
 - He did his on carbon-neutral vehicles.
 - The company gave a(n) presentation of their latest gadget.
 - One way to attract for a project is using the Internet for crowd-funding.
 - The company is looking for investors for a new business they are setting up.

- 2 **11.5.2** Fill in: launch, seek, generate, restrict, make in the correct form.

- Rayana is raising money a new business.
- Amir doesn't want sales to only the UK. He's looking to move into the EU.
- Although he's been working here for a month, he his mark on the office.
- Currently, the firm ways to reduce unnecessary costs.
- It is expected that the new project hundreds of new jobs.

- 3 **11.6.14** Fill in: from, together, off, up, down.

- The team is putting a report with the latest sales figures.
- All of Amir's hard work seems to be paying
- Please cut your report so that it fits in one page.
- The website profits advertising.
- In just a few weeks, the newsletter racked 5000 subscribers.

Topic vocabulary Jobs & Qualities

- 4 a) **11.3.5** Match columns A and B to form jobs. Which jobs can you see in the pictures (1-2)? Which of the jobs below are manual, administrative, professional?

A	B
1 tree	a engineer
2 marketing	b therapist
3 occupational	c surgeon
4 refuse	d baker
5 insurance	e executive
6 civil	f collector



- b) **11.3.3** **11.3.7** **SPEAKING** In pairs, decide which of the adjectives below are positive and which are negative. Then choose some of them to describe the jobs in Ex. 4a. Give reasons.

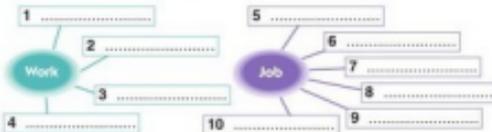
• arduous • unpredictable • stressful • secure • rewarding
• hazardous • stimulating • demanding • mind-numbing

A: Working as a tree surgeon is an arduous job.

B: Yes. They need to have a lot of energy and stamina to do such physical work ...

- 5 **COLLOCATIONS** Complete the spidergrams with words from the list. Then, make sentences using them.

• mate • title • market • load • satisfaction • place
• prospects • vacancy • station • description



- 6 **11.6.14** **VERB PHRASES** Fill in: have, work, get, do, go or be.

Choose five of the phrases and make sentences using them.

- | | |
|----------------------------------|--------------------------|
| 1 promoted | 8 self-employed |
| 2 on strike | 9 voluntary work |
| 3 on a short-term contract | 10 a pay rise |
| 4 job security | 11 flexi-time |
| 5 on maternity leave | 12 on sick leave |
| 6 the sack | 13 overtime |
| 7 made redundant | 14 the night shift |

Idioms (related to work)

- 7 **11.6.34** Fill in: shots, foot, ropes, neck, batteries to form idioms. What does each idiom mean? Do you have similar idioms in your language?

- 1 Aisha was tasked with showing me the when I first joined the company.
- 2 Taking an entry level job at the company is a good way to get your in the door.
- 3 I took a day off to recharge my
- 4 Nurlan never has anyone breathing down his or pressuring him at work.
- 5 Good managers plan projects carefully and call the in an office.

Vocational training

- 8 Complete the questions with words from the box. Then answer them. Compare your answers with a partner.

• course • apprentice • technical
• qualifications • on-the-job • position
• trade • leadership

Is Vocational Training Right for You?

- 1 Do you think taking a college would enhance your job opportunities?
- 2 Do you think that doing training is better than going to university?
- 3 Are you willing to sit exams to gain for a job?
- 4 Would you like to learn a(n) such as carpentry?
- 5 Do you think training as a(n) is a useful way to learn a profession?
- 6 Would you be interested in attending a(n) college to learn practical skills?
- 7 Would you like a(n) of responsibility in the care of others?
- 8 Do you have good qualities and do you enjoy delegating?

If you answered **Yes** to most of the questions, then vocational training is for you!

- 9 **11.6.31** **11.6.34** **WORK!** Discuss in pairs.

- 1 What are the benefits of vocational training?
- 2 Which interests you more, vocational training or university education? Why?

Phrasal verbs

- 10 **11.6.34** Fill in: wind, lay, catch, brush in their correct form. Check in Appendix I.

- 1 The company likes its employees to **up** on their skills by attending training workshops.
- 2 Due to the financial crisis, they had to **off** a great number of employees.
- 3 It's important to **down** after a hard day at work.
- 4 Amina's idea of **on** with the employees.

Prepositions

- 11 **11.6.32** Choose the correct preposition. Check in Appendix II.

- 1 The bonus will be divided **among/through** those involved in the project.
- 2 My savings go **towards/into** my tuition.
- 3 What was the reason **of/behind** her decision?
- 4 The number of people enrolling on master's degrees is **on/at** the rise.
- 5 After he lost his job, Maxim was **on/at** the dole for six months.

Word formation

- 12 **11.6.34** Read the text. Use the words in capitals to form a word that fits the gaps (1-8).

How to learn like a child

'You can't teach an old dog new tricks' is a familiar expression, but new research suggests that it may be inaccurate. It has long been held that by the time the brain reaches 1), it is no longer able to learn new things. However, research suggests that the 2) factor in how well people handle acquiring new skills is simply finding the time to learn. The 3) of free time and the lack of 4) barriers allows children to throw themselves 5) into learning tasks without worries. 6), adults tend to set unrealistic goals and impose strict 7) on themselves, believing perseverance will pay off. If adults can get past these obstacles and display a 8) to let go of their inhibitions, there is no reason why they cannot learn like a child.

MATURE

DETERMINE

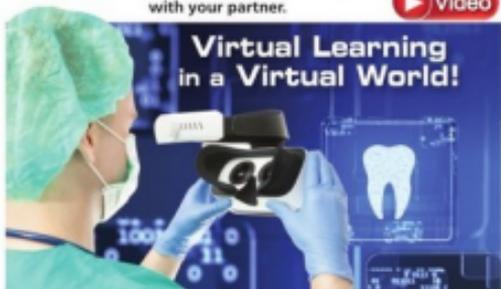
COMBINE
PSYCHOLOGY
ENTHUSE
FORTUNE
ROUTE

WILLING

5c Use of English

Infinitive/-ing forms ▶ see pp. GR14-GR16

- 1** a) Read the newspaper article and put the verbs in brackets into the correct infinitive/-ing form. Compare with your partner.



Training plays a very important part in healthcare professions such as dentistry, as it provides students with a chance **1** (develop) their skills in a safe environment before **2** (treat) patients.

In the past, dental students could only **3** (practise) their technique on real teeth, which required lots of replacements and produced massive amounts of waste. Now, however, thanks to amazing advances in technology, a new development promises **4** (allow) trainee dentists practical experience without the need for any physical materials at all!

The hapTEL project was developed **5** (create) a new virtual learning system that includes virtual reality and the sensation of touch. This extraordinary breakthrough by King's College London lets students **6** (feel) computer generated teeth with a special virtual drill, as if the tooth was actually there! With these 3D virtual teeth students keep **7** (work) on the same item as much as they need to. All it takes is a click of a button and new virtual teeth instantly appear!

Inventors like hapTEL have totally revolutionised **8** (teach), and the idea has been successful enough **9** (attract) funds from various research councils.

All of the latest studies show that students love **10** (use) hapTEL and many have said that they would definitely prefer **11** (learn) with this new system over traditional methods.

b) Which form (to-infinitive, infinitive without to or -ing) is used in the text:

- after prepositions?
- to express general preference e.g. like/love/hate
- to express a specific preference e.g. would prefer, would love?
- as a noun? • after too/enough?
- after certain verbs e.g. admit, keep?
- after modal verbs?
- after certain verbs e.g. refuse, promise, expect
- with let/make?
- to express purpose? • after a noun?

- 2** a) Complete the exchanges with an infinitive/-ing form of the verbs in brackets.

- 1** A: Have you considered (apply) for that promotion?
B: Well, it will mean (work) longer hours, but I think it's worth it.
- 2** A: Miras got such a low mark in his test that his teacher made him (redo) it.
B: (be) honest, I wasn't expecting him (pass). He hardly studies at all.
- 3** A: Yernar's trying (find) a summer job, but he's coming up against a lot of difficulties.
B: Has he tried (take) his CV to businesses in person? That might (present) more opportunities.
- 4** A: What time would you like (have) our meeting about the project?
B: I'm sorry, but I'm busy all day. I meant (tell) you earlier but I totally forgot!

- b) Look at item 3 in Ex. 2a. The verb try is used with to-infinitive and an -ing form. What is the difference in meaning? Write two sentences with each of the verbs below to show their difference in meaning. Check in the Grammar Reference section.**

• remember • stop • go on • forget • regret

Remember to hand in your essay before Friday. Do you remember seeing Umit in class today?

- 3** Rewrite the sentences using the verbs in brackets in the correct form, as in the example. Check in the Grammar Reference section.

- 1** Zhenis will probably be writing his report tonight. (expect)
Zhenis expects to be writing his report tonight.
- 2** Damira says she's been working since 7 am. (claim)
.....
- 3** They will have finished refurbishing the office by May. (hope)
.....
- 4** They are studying hard. (appear)
.....
- 5** He is late for work a lot. (tend)
.....
- 6** They are running a successful business. (seem)
.....
- 7** Kanat has missed the train. (appear)
.....
- 8** Lunara has been absent for a long time. (seem)
.....

- 4 **11.3.7** Make sentences about yourself. Use: *can't help, would rather, regret, look forward to, be thinking of, don't mind, want.*

A: *I can't help feeling anxious before exams.*

B: *I would rather take business studies at college than finance.*

- 5 Read the sentences below. Find the mistakes and correct them.

- To close the factory will greatly affect jobs in the area.
Closing the factory will greatly affect jobs in the area.
- Have a break and taking some time to clear your mind is the best way to find solutions to a problem.
- When Kadyr heard the joke, he burst out laugh.
- Being self-employed, she is used to have varied job assignments.
- It was my fault for not to tell you about the change to our schedule.
- We can't wait seeing you speak at the London exhibition.
- Nursultan is discouraged by not have the resources that he needs to finish his project.
- In my new job, I miss not being able to traveling to other countries like I used to.

Intensifiers

➤ see p. GR18

- 6 a) Read the text in Ex. 1 and find three intensifiers. Check in the Grammar Reference section.

- b) Choose the correct word. Give reasons.

- Kostya is a **greatly/very** competent office manager.
- Progress on the project is being made **particularly/completely** slowly; it's unlikely that the team will meet its deadline.
- Ivan is **really/very** furious that he was unfairly blamed for the mistake at work.
- Samal was **very/completely** speechless when she heard he had been offered the job.
- Ulan was **bitterly/gravely** disappointed not to get the job.
- Luitza was fortunate enough to get an **utterly/extremely** good job in the city.
- Thank goodness that Irina found a solution to our problem; she's a(n) **really/absolute** genius.
- His IT skills have **greatly/extremely** improved since he completed the training course.

Pre- and post-modifying noun structures

Nouns can be **pre-modified** (extra or specific information is added **before** the noun) in these ways:

- noun + noun: *career prospect*
- adjective + noun: *urban environment*
- determiner + noun: *that job, an interview*
- quantifier + noun: *some 10 of employees*
- determiner + (intensifier) + adjective + noun: *my new job, a very innovative idea*
- quantifier + determiner + (adjective) + noun: *some of my (new) colleagues*
- preposition + determiner + (adjective) + noun: *with this (latest) equipment*

Nouns can be **post-modified** (extra or specific information is added **after** the noun) in these ways:

- that-clause: *a suggestion that they should invest*
- relative clause: *the man who set up the business*
- ing phrase: *the employee talking to the boss*
- past participle: *the candidate interviewed by the manager*
- prepositional phrase: *the man in the grey suit*
- to-infinitive: *let's find a quiet place to talk.*
- apposition: *Mr Stark, our teacher, gave us ...*
- adverbs: *their old offices nearby*

➤ see p. GR16

- 7 a) **11.6.3** Read the theory box. Then, look at the highlighted nouns in the text in Ex. 1 and identify the pre-modifying noun structures.

- b) **11.6.1** Use your own ideas to complete the sentences with the post-modifying noun structure in brackets.

- The report contained all the relevant information. (**past participle**)
- The committee rejected the company's proposal (**that-clause**)
- Mr Osipov, will not attend the meeting today. (**apposition**)
- The new manager has just been transferred to Kazakhstan from overseas. (**-ing phrase**)
- That young man is a colleague of mine. (**prepositional phrase**)
- I think that the instructions are very clear. (**adverb**)
- We should have a short break (**to-infinitive**)
- Nur-Sultan, has attracted a great number of international investors. (**relative clause**)

5d Skills

Comparing, analysing and ranking inventions

Reading

1 **11.5.1** Look at the photos and the title of the text. What do you think the article is about?
11.2.1 **11.4.1** Listen and read to find out.

2 **11.4.8** In pairs, check the meaning of the highlighted words in your dictionary.

3 **11.3.6** Read again and answer the questions in your own words.

- How will smart bandages revolutionise healthcare?
- Why does the author claim that 'personal computing' will never be the same again?
- How will a smart home 'care for its occupants'?
- In what ways can nanotechnology help protect the environment?

4 **11.3.3** **11.3.4** **11.3.7** **THINK!**
How do you think these technological developments are pushing boundaries? Discuss with a partner.

5 **11.5.1** **11.5.4** **ICT** Collect information about technological developments in education. Present them to the class.

Check these words

- boundary
- motion sensor
- inhabitant
- resident
- adaptable
- occupant
- manipulate
- molecular
- contaminant

Pushing Boundaries

A We all know about smartphones, but what about smart bandages? These mini devices are equipped with tiny electronic **sensors**. The bandage communicates through Wi-Fi with health professionals and can even **release** medicine. Researchers expect the bandages will revolutionise healthcare within the next few years.

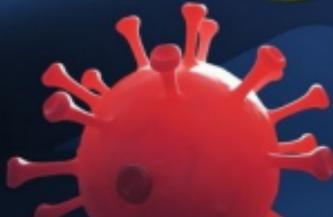
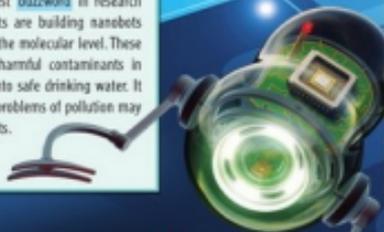


B What if we could use our devices without even 'touching' them? Motion sensor technology allows users to interact with the **virtual** world by just moving their hands. Developers predict that soon most users will be **interfacing** with their devices in a way that is entirely touch-free. Personal computing will never be the same again!

C The smart home of the future will be a learning ecosystem aware of its inhabitants. Residents' wearable devices will send information such as body temperature to a control computer. The home can then **determine** when they are cold and react accordingly. Such adaptable environments will literally care for their occupants.



D Nanotechnology is the latest **buzzword** in research and development. Scientists are building nanobots that manipulate matter at the molecular level. These micro-robots will destroy harmful contaminants in polluted water, turning it into safe drinking water. It seems that environmental problems of pollution may **cease** to exist with nanobots.



Listening

- 6 a) 11.1.9 11.4.8 You are going to listen to two teachers talking about an innovative teaching/learning tool. Before you listen, check these phrases in your dictionary.

- student engagement
- hands-on approach
- keep up-to-date
- embrace the future

Which teaching/learning tool do you think they are talking about?

- b) 11.2.2 11.2.3 11.2.5 11.2.7 Listen and for questions 1-3, choose the correct answer (A, B or C).

- What was the woman's initial impression of the tool?
 - She thought it would give her more confidence in class.
 - She believed it would prevent students from getting distracted.
 - She was afraid that it would be too difficult for the students to use.
- What does the woman suggest is a drawback of the tool?
 - It can cause some students to feel isolated.
 - It takes her more time to put her lesson together.
 - It makes the students dependent on them.
- Why does the woman mention the use of calculators?
 - to show that the situation is unlike anything else
 - to emphasise the need for change
 - to demonstrate her knowledge of the subject

- 7 11.1.8 11.2.7 11.3.3 11.3.4 11.3.7 What other benefits of using an interactive whiteboard in class can you think of? Discuss in pairs giving reasons.

Speaking (comparing/analysing/ranking inventions)



- 8 11.1.1 11.1.7 11.3.4 11.3.5 11.3.7 Read the question and the prompts. Then use phrases from the language box, the ideas from the text in Ex. 1 as well as your own ideas to discuss the importance of these inventions.

Comparing/Contrasting

Similarities: Both in the same way, /just as/ Similarly, /Likewise ... Another common feature/characteristic ...

Differences: On the other hand, /Unlike/In contrast to/ As opposed to/different from ...

Analysing

- This feature suggests/focuses on/means/implies/explains ...
- Its importance lies in the fact that ...
- Scientists argue/claim/point out/assert ...
- According to scientists/experts etc.
- It is assumed/demonstrated/(widely) accepted etc.

Ranking

- For me, the main/leading/primary/major invention is ...
- X is recognized as/believed to be/widely considered to be the most important.
- Y is also attracting considerable/increasing/widespread interest as it ...
- For the second/third place, I would consider the ...
- Perhaps the least important/less important than the others is ...
- Last but not least, ...

- 9 11.3.2 11.2.7 Now listen to two students doing the speaking task in Ex. 8. Evaluate their performance: have the speakers discussed all the prompts? have they used appropriate vocabulary/useful phrases? have they made any grammar mistakes? Compare their answer to yours.

Writing (Design your own invention)

- 10 11.3.6 11.5.3 11.5.4 11.6.3 11.6.14 You have decided to participate in an Inventions Competition. In groups, design an invention. Think about: *the field it relates to – its characteristics – how it would help improve people's lives.* Present your invention to the class. The class votes for the best invention.

5e

Writing A letter to the editor/authorities

Letters to the editor/authorities are written to express an opinion about a topic that is of interest to the general public and may appear in an editorial, an article in a newspaper/magazine or in an announcement by the local council. They are formal in style, that is they contain formal linkers, more advanced vocabulary, complex sentences and passive forms.

Rubric analysis

- 1** Read the rubric and underline the key words. Then answer the questions.

You read this extract from an article in an English language newspaper.

Have job fairs become obsolete? According to some experts, job fairs are dead. Recruiters now favour online applications, so job fairs are a waste of time.

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

- Who is going to read your letter?
- Why are you writing it?
- What style should you write in?
- How many main body paragraphs should you include in your letter? What should each be about?
- How should you start/end your letter?

Model analysis

- 2** Read the model letter. Match the paragraphs to the headings.

- writer's third viewpoint & reasons
- reason for writing, topic for discussion & writer's opinion
- writer's first viewpoint & reasons
- summarise the points & restate writer's opinion
- writer's second viewpoint & reasons

Has the author included all the points from the rubric?

- 3** 11.6.14 Replace the underlined words/phrases in the model with synonymous words/phrases from the Useful Language box.

Dear Sir/Madam,

A I am writing with regard to the article about job fairs becoming obsolete that was published in yesterday's edition of your newspaper. I strongly disagree with the points raised in it.

B Firstly, job fairs offer candidates a chance to meet potential employers face-to-face, which is not possible when they search for a job online. Face-to-face interactions allow employers to assess the candidates' personality, experience and job skills. As a result, candidates increase their chances of getting a job interview.

C Secondly, candidates' resumes are promptly assessed by prospective employers at job fairs. This way, in contrast to online applications, there is an immediate response to the job search. Therefore, candidates are able to improve their resumes according to the employers' feedback.

D Lastly, job fairs are a great opportunity for candidates to build their self-confidence with company recruiters. For instance, interacting with managers in the informal setting of the fair facilitates networking in a more casual environment. Consequently, candidates will feel more comfortable at the actual interview and so will make a good impression.

E To sum up, I feel that job fairs are extremely productive as they allow candidates to meet potential employers, receive feedback on their resumes and build their confidence all in one setting. I look forward to reading others' opinions on this issue.

Yours faithfully,
Belkiz Kaliev

- 4** a) 11.6.14 Identify three complex prepositional phrases in the text.

b) 11.6.14 Use these phrases to complete the sentences: regardless of, in connection with, by way of, contrary to, as per your request.

-, I would like to put forward my personal opinion on the matter.
- I am writing the article entitled 'Have job fairs become obsolete?', which appeared in Saturday's edition of your newspaper.
- some people's beliefs, an informational interview – an informal meeting with a professional in order to gather insight on your desired field of work – can in fact help you create valuable opportunities for the future.
- I firmly believe that communicative and collaborative skills are essential the field.
- I would like to recount my personal experience introduction.

Formal/Informal style

5 11.5.4 The underlined parts are written in the wrong style. Rewrite them using the words/phrases given.

- concerning
- depends on
- in response to your request
- proves more valuable than
- raise the possibility that

I am writing **1) because you asked** for reader's views **2) about** the question of whether higher education **3) beats** vocational training in preparing graduates for the workplace. I would like to **4) say that maybe** the value of each **5) has to do with** the individual student's goals.

Your turn

6 a) 11.5.1 Read the rubric, underline the key words and answer the questions.

You read this extract from an article in an English language newspaper.

Do employment agencies have a future? Some experts believe that employment agencies are in decline. With job seekers now turning to job boards and social networking, employment agencies have become a waste of time.

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

- 1 Who are you writing to?
- 2 What style will you write in and why?
- 3 What greeting/closing will you use?

b) Match the viewpoints (1-3) to the reasons (a-c) and the results (i-iii).

1 <input type="checkbox"/> offer network of contacts	a <input type="checkbox"/> give prompt feedback	i <input type="checkbox"/> candidates feel more confident
2 <input type="checkbox"/> help prepare candidates for jobs	b <input type="checkbox"/> job seekers/employers access range of matches	ii <input type="checkbox"/> candidates don't waste time
3 <input type="checkbox"/> follow up on candidates' performance	c <input type="checkbox"/> offer CV/ interview tips	iii <input type="checkbox"/> connect candidates to the right managers

7 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.8 Use appropriate linking words/phrases from the Useful Language box to connect your answers in Ex. 6b and write your letter to the editor. Follow the plan.

Useful Language

Opening comments

- I am writing in response to/with regard to/concerning/in connection to ...
- I am writing to express my views on ...
- Following your recent article ...

Expressing opinion

- In my opinion, ... I (do not) think/ believe/feel ... I am (totally/ completely) opposed/to/in favour of ...
- I (strongly) agree/disagree with ...

Listing points

- Firstly, • To start with, • In the first place, • Secondly, ... • In addition, • Furthermore, • Moreover, • What is more, • Finally, /Lastly, ...

Giving examples

- For example, /For instance, ...

Presenting results

- Consequently, • Therefore,
- As a result, • This means that ...

Summarising

- In conclusion, • In summary,
- All points considered, • To sum up,

Closing comments

- Thank you for considering my views.
- I hope you take my views into account ...

Plan

Dear Sir/Madam/Editor,

Introduction

- (§ 1) reason for writing, state the topic & opinion

Main Body

- (§ 2) first viewpoint with examples/ reasons/results
 (§ 3) second viewpoint with examples/ reasons/results
 (§ 4) third viewpoint with examples/ reasons/results

Conclusion

- (§ 5) summarise points & restate opinion

Yours faithfully,
(your full name)



Checklist

When you finish writing your essay, check for the following:

- inclusion of all points in the rubric
- appropriate formal style
- well-structured paragraphs
- examples/reasons to justify your viewpoints
- spelling/grammar/punctuation mistakes

CLIL 5

PSHE

How to Stand out from the Crowd



- 1 **11.1.9 11.2.1 11.4.1** Read the title of the text and the subheadings. What do you think it is about? What are some ways of 'standing out from the crowd' when applying for jobs?
 Listen and read to find out.

- 2 **11.4.2 11.4.3 11.4.4 11.4.5** According to the article, which of the following advice is true? Justify your answers.

- 1 Use the same CV when applying for different jobs.
- 2 Use popular business expressions when filling in a job application.
- 3 Back up claims you make on a job application with practical examples.
- 4 Job seekers could benefit from doing some work for free.
- 5 You should think of yourself as a product which needs promoting.

- 3 **11.5.8** Take notes from the text, then use them to write an email to a friend, who is looking for a job, about how to stand out from the crowd.

You're browsing through job websites, and tailoring your applications to each job, but you still aren't getting interviews. So when competition is so fierce, how do you stand out from the crowd?

Grab the employer's attention It's important to get the basics right first. Research the sections you should cover on your CV, for example, and make sure they are clearly and carefully presented. Tailor the CV to the role you're applying for and make it as interesting as possible. Avoid using business jargon and clichéd wording on a CV or letter of application – I am passionate about thinking outside of the box, for instance – or long sentences. Instead, use vibrant but down-to-earth vocabulary with concrete examples of how you meet the criteria.

Prove yourself If you're sending applications and getting nowhere, maybe sitting in front of your computer all day isn't the best use of your time. Journalism students, for instance, could try landing some work experience with a TV news channel, which would look impressive on a CV. Similarly, if you're aiming for a creative role in PR, advertising, web/site design or copywriting, why not showcase your work on your own website?

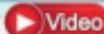
Be marketing savvy Companies spend a lot of money on branding, so it makes sense to focus on marketing yourself when hunting for a job. What does this mean? Well, it's worth using business social networks as potential employers often look for you here before offering you an interview.

Have a good attitude Above all, you'll need perseverance, patience and a positive outlook while waiting for an interview to roll in. Expect it to be tough, don't lose heart when you receive rejections and keep focused on your ultimate goal. Your attitude will shine through and hopefully you'll get a job in no time!

Check these words

- tailor • fierce • jargon • clichéd • vibrant • concrete • land
- copywriting • showcase • savvy • branding • perseverance
- positive outlook • lose heart • rejection • ultimate

Culture Spot



- 1 **11.1.8 11.1.9 11.2.1** Who is Tim Berners-Lee? How is he related to the World Wide Web?
 Listen and read to find out.

- 2 **11.1.2 11.1.4 11.1.10 11.5.1 11.5.7 ICT** Think of an important person in your country related to technology. Collect information and write a short text about him/her. Write about: **name - studies - famous for - interesting facts.**

Tim Berners-Lee

Tim Berners-Lee was born in London, England, on 8th June 1955. He studied physics at Oxford University and after graduation worked as an engineer and software writer. In 1980, he started working for the European Organisation for Nuclear Research, more commonly known as CERN. It was at CERN that he first came up with 'hypertext', a system that would allow users in a company to share information. Later, he developed an idea to allow users to share information over computer networks worldwide. It was this system that eventually became famous as the World Wide Web with the initials 'www'. Berners-Lee went on to develop the first browser, and on 6th August 1991, the first website went online. It is difficult to calculate with precision, but there may now be over 180 million active websites and more are being added daily. Berners-Lee was knighted by Queen Elizabeth II in 2004 for services to the global development of the internet. Sir Tim Berners-Lee's creation has changed the way we see and act in the world, and will continue changing it in ways we cannot imagine in the future. His work will go down in the history of science as perhaps the most important achievement of the 20th century.





Avian Researcher



Video

▶ Just how smart are birds? Until recently, birds were thought of as being at the low end of the intelligence scale - hence the uncomplimentary term 'birdbrain'. It turns out, however, that our feathered friends can be counted amongst the smartest creatures on the planet. One woman who knows this better than most is famed animal psychologist, Dr Irene Pepperberg.

▶ Pepperberg was born in 1949 in New York City. An only child, she kept parakeets as pets and taught them to speak. While studying for a PhD in Chemistry at Harvard University, Pepperberg happened to see a documentary about animal intelligence. Fascinated, she wanted to change fields, but her professors discouraged her. She continued her Chemistry studies but, in her spare time, she began studying animal intelligence.

▶ In 1976, after completing her degree, Pepperberg walked into a pet shop and purchased a one-year-old African Grey parrot with the idea of studying him. She called the parrot Alex, for 'Avian Learning Experiment'. For the next three decades, until Alex's premature death in 2007, Pepperberg dedicated herself to seeing just what Alex was capable of learning.

▶ Before Pepperberg's work, it was widely believed in the scientific community that a large primate brain was required to handle complex problems related to language and understanding. Pepperberg proved otherwise. She showed Alex could understand and use English on his own initiative. Alex learnt to use phrases along the lines of 'I want X' or 'I want to go to Y' and clearly meant them to express genuine desires.

▶ Alex also grasped the concept of certain categories (bigger and smaller, same and different), he could identify fifty different objects and recognise numbers up to six, seven colours and five shapes. His vocabulary stood at about 160 words, but Alex didn't just imitate human speech; he comprehended what he said. For instance, after learning colours, Alex asked what colour he was. He learnt 'grey' after being told the answer just six times.

▶ Pepperberg attributed Alex's ability to reason and process complex information to her training methods. She believed, for instance, that the traditional method of giving birds unrelated rewards (e.g. a food treat) when they learnt to do something correctly simply caused confusion. So she trained Alex using related rewards. When Alex correctly identified a cork, for example, he was given the cork as his reward, not his favourite food, a cashew. To 'sweeten' the task, however, she would then allow Alex to request a nut or a slice of banana.

▶ Alex was an international celebrity during his lifetime and when he died unexpectedly in 2007, his obituary appeared in publications all over the globe. "Alex was so extraordinary in breaking the perceptions of birds as not being intelligent," says Pepperberg. "He had the emotional maturity of a 2-year-old child and the intellectual capabilities of a 5-year-old." Alex was, in short, no birdbrain.

5

Progress Check

Reading

1 **11.4.2** **11.4.3** Read the text and for questions 1-5, choose the correct answer (A, B, C or D).

- From the text, we can infer that the term 'birdbrain'
 - would not be used by Irene Pepperberg.
 - means a person who acts in a rude manner.
 - is not in general use anymore.
 - was coined by researchers studying bird behaviour.
- Pepperberg's desire to work with animals
 - developed slowly over many years.
 - decreased during university studies.
 - began as a child.
 - came about unexpectedly.
- In paragraph C, we learn that Alex
 - was named after a famous experiment.
 - was not bought as a pet.
 - lived an unusually long time for a parrot.
 - was not born in the wild.
- Compared to other parrots, Alex spoke English
 - with a better pronunciation.
 - using a wider vocabulary.
 - with actual understanding.
 - using grammatical structures.
- According to Pepperberg, food rewards when training a bird
 - do not motivate a bird to learn.
 - make the learning of complex tasks impossible.
 - slow down the learning process.
 - should be used only occasionally.

(5x4=20)

Speaking

2 **11.3.7** Choose the correct response.

- A: What do you think of these two inventions?
 - They are both very significant.
 - I see what you're saying.
- A: For me, the most important invention is nanotechnology.
 - Well, unlike smart homes, their potential is limitless.
 - You're right. I also think it should be in the first place.
- A: Which would you consider for the last place?
 - If I had to choose, I would probably say motion sensor technology.
 - Motion sensor technology shares the same features.

(3x3=9)

Progress Check 5

Listening

- 3** **11.2.1** **11.2.2** **11.2.5** Listen to an interview and for questions 1-4, choose the correct answer (A, B, C or D).
- What was Katy's main reason for choosing the position?
 - to finish an assignment
 - to vary her studies
 - to study the farm
 - to apply her knowledge
 - When asked about her role on the farm, Katy
 - admits that she had a lot to learn.
 - explains the benefits of her various tasks.
 - highlights the importance of her position.
 - emphasises her impact on the company.
 - Regarding the effect of her experience, Katy
 - understood she has to work harder to pass.
 - found it less important than her classes.
 - realised that it's important to study theory.
 - gained an insight into what employers want.
 - Katy advises other students to
 - ensure that they have a good time.
 - decide how little they are willing to work for.
 - avoid companies they don't know.
 - consider working for free. (4x3=12)

Grammar

- 4** Choose the correct word.
- Ulan says he can't help **eating/to eat** sweets all day at his desk.
 - Aidar was **very/absolutely** furious that Karima took the credit for his good work.
 - Saule would rather **do/to do** an apprenticeship than go on to further education.
 - Sezim lends **leaving/to leave** all his studying until the last minute.
 - Everyone sat in **complete/real** silence waiting for the awards **ceremony** to begin. (5x3=15)

Vocabulary

- 5** **11.5.2** Choose the correct word.
- Eva's company encourages its staff to **brush up/catch on/wind down** on their skills.
 - I called a tree **therapist/surgeon/broker** to cut the rotten branch of the oak.
 - I would rather **take** any job I could find than go on the **dole/risk/ack**.
 - My job is rather **secure/arduous/unpredictable** because I work as a freelancer so I never know where my next piece of work is coming from.
 - A hands-on **engagement/approach/development** to learning encourages students to participate more. (5x3=15)

Writing

- 6** **11.5.1** **11.5.2** **11.5.3** **11.5.4** **11.5.5** **11.5.9** Read the rubric, then write your letter.

The Director of Studies at your school is planning to promote a summer work experience program and has asked students for their opinions. You agree with his plan. Write a letter to the Director of Studies explaining your reasons for agreeing and giving your opinion on the importance of work experience during a student's time at university. Write your **letter** (150-200 words).

(21 marks)

(Total: 100)

Competences

11.5.5

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- talk about the world of work
- talk about success in business
- talk about jobs & qualities
- talk about vocational training

Reading Competence

- complete a multiple matching task
- answer comprehension questions

Listening Competence

- listen for specific information (multiple choice)

Speaking Competence

- talk about an entrepreneur's secret of success
- compare/analyse/rank inventions

Presentation Skills

- present: a successful entrepreneur; technological

developments in education; an inventor; an important person related to technology from my country

Writing Competence

- write a letter to the editor/authorities

Social change & further study

Module 6

MODULE OBJECTIVES

► Vocabulary

- our changing world
- controversial issues
- technological change
- ingredients of a successful speech
- idioms
- phrasal verbs
- prepositions
- word formation

► Reading

- an article about gamification (synonyms & summary)
- an article about speeches (T/F statements)

► Use of English

- conditionals
- wishes/preference
- unreal past
- transitive/intransitive verbs

► Listening

- a dialogue (multiple choice)

► Speaking

- talking about gamifying the classroom
- giving/responding to advice

► Writing

- an opinion essay
- a summary
- a speech (analysing academic language)

► CLIL (Careers) Success in a Rapidly Changing World

Culture: GiveMe Top

► Progress Check

Words of wisdom

"The world we have created is a product of our thinking. It cannot be changed without changing our thinking."
— Albert Einstein

Discuss



- 1 11.5.2 Fill in the headings of the issues (1-6) with the words/phrases below.

Consumerism	Education	Politics
Energy	Communication	Social change

As a society we're witnessing a rapid pace of development that's changing the way that we live in all aspects of life. Whether positive or negative, this is our changing world ...



- 2 a) 11.2.1 Listen to three people talking about change. Which point in the issues above are they referring to?
- b) 11.2.2 Which of the following effects does each speaker mention?
- a sense of community
 - misinformation
 - digital overload
 - informed consumers
 - sustainable living
 - increased citizen participation
 - ease and efficiency in daily life
 - affordable & accessible education
 - convenient shopping
 - overconsumption

- 3 11.3.2 11.3.3 11.3.6 **THINK!** How do you think the changes described in the issues (1-6) will impact our lives? Choose from the ideas in Ex. 2b and add any ideas of your own. Tell your partner.

6a Controversial issues

- 1 a) **11.1.1** **11.3.2** **11.3.4** What makes a good mobile game? Rank the following according to how important you think they are. Compare your answers with a partner's.

- 1 user engagement
- 2 rewards for reaching targets
- 3 competitive leaderboards
- 4 entertainment
- 5 progression through levels

- b) **11.1.7** **11.1.9** **11.1.10** Do you think gaming has any other value outside of entertainment?

- 2 **11.A.1** Look at the title of the passage and read the first paragraph. What do you think the title means? Discuss with your partner.

STUDY SKILLS

Finding Synonyms

Work out the meaning of the word to be replaced by looking at the context in which it is used in the sentence (many words have different meanings depending on the context of use). Then, think of other words with the same meaning and try each word in the sentence. Choose the one closest in meaning. There may be more than one possible correct answer.

- 3 **11.3.6** Replace the words/phrases in bold in the text with synonymous ones. There may be more than one answer.

STUDY SKILLS

Summarising a text

When summarising a text, you must read the whole text to gain a general understanding, then underline the main idea in each paragraph, ignoring any unnecessary information. Write your summary by paraphrasing the main ideas. Do not include ideas/opinions not mentioned in the text.

- 4 a) **11.1.1** **11.3.5** Look at the first paragraph and, in pairs, discuss what the main idea of the paragraph is. Which statement (a or b) summarises paragraph 1?

- a Gamification is a new and exciting concept that is revolutionising the way we work and play in the long term.
- b In order to make life more entertaining, gamification is challenging existing concepts with a new process.



But words come and go, but there's one at the moment that's taking the world by storm. This word not only describes a process but a whole approach and way of thinking, while at the same time creating images in the mind of fun and excitement. This word is 'gamification' and it's set to transform culture, business and education!

- So what is it and how does it work? Put simply, it is the application of game-design principles in non-game contexts. In other words, gamification is engagement: a transformation of any task, no matter how plain and ordinary, into something interesting and motivational. By utilising the entertaining qualities of games, gamification allows businesses and educators to interact with their audiences in new and relevant ways. In the modern world, people demand things that cause a reaction and offer instant satisfaction. The millennial generation especially understands and relates to games more than others. Some experts have praised gamification as the next level of human-technological interaction. They believe it is already having a positive effect on various areas of our lives, such as work, health and self-improvement.

The real beauty of gamification and its mechanics lies in its simplicity. By offering rewards for performance such as

Check these words

- take the world by storm
- approach
- engagement
- utilise
- relevant
- millennial generation
- leaderboard
- immerse (oneself in)
- reluctant
- measurable



points, badges and coins, users can progress through levels and track themselves on leaderboards. This competitive element encourages 25 people to immerse themselves in the activity and **persist** with things they are struggling with, whether it is learning a new language or being more productive at work.

A huge benefit of gamification is its positive impact on behaviour. It offers **radical** solutions to cultural, social and economic problems, by 30 making us less reluctant to do things that we might otherwise dislike or avoid. For example, companies such as Recyclebank use gamified systems to inspire people to **participate** in green activities and recycle more. In Sweden, gamification has even been tested to stop people from breaking the law. The Speed Camera Lottery concept encourages 35 people to follow the speed limit by taking pictures of the people NOT speeding and entering them into a competition. Winners receive a cash prize that comes from the fines paid by the people caught speeding. When tested in Stockholm, the experiment resulted in a twenty-two percent **reduction** in speeding within the first week. This example 40 shows how game thinking can lead to measurable change.

And it's not just social and ecological issues that gamification is helping with. Gamification has opened new doors for improvements in the areas of health, fitness and well-being. You are probably familiar with the numerous apps on the market for smartphones and smartwatches 45 that **motivate** us with rewards for setting, reaching and breaking personal fitness and exercise targets. However, gamification has also been shown to help patients with serious illnesses manage their medication and treatment, through rewards, progress reports and positive feedback. This can improve a person's behaviour and 50 emotional state, helping them feel in control and remain positive while fighting against their illness.

It is really quite extraordinary that so many amazing and varied things can happen as a consequence of games. Gamification's remarkable power as a social tool could play a major part in making us more willing 55 to accept change within ourselves, society and the planet as a whole. Tolstoy famously said that 'everyone thinks of changing the world, but no one thinks of changing himself'. Perhaps, gamification, with its emphasis on self-improvement, gives us the opportunity to do both.

b) 11.4.1 In pairs, find the main idea of each paragraph and write a sentence paraphrasing it.

c) 11.3.6 11.4.3 Summarise in no more than 150 words what gamification is and how it has affected society, as described in the text.

5 11.4.5 Fill in the missing words. What do these expressions mean? Make your own sentences using each phrase.

- 1 come and (5 1)
- 2 take the world by (5 1)
- 3 the beauty of (sth) (5 3)
- 4 open doors (5 5)

6 11.2.1 11.2.2 11.3.6 11.4.2 11.4.3

11.4.6 Listen and read the text. Then, using your own words, answer the questions below.

- 1 Why is gamification effective?
- 2 What are some of its outcomes?
- 3 Why does the author refer to gamification as a 'social tool' (line 55)?
- 4 What is the author's overall attitude towards gamification?

7 11.3.1 11.3.3 11.3.4 11.3.5 11.3.7

11.3.8 What could be the drawbacks of gamified learning? Discuss with your partner.

Speaking



11.3.2 11.3.3 11.3.5 11.3.7 11.4.4

11.5.5 ICT How would you

gamify your classroom? Do some research and discuss with your partner.

Writing

11.5.1 11.5.2 11.5.3 11.5.4 11.5.5 11.5.9 11.6.4 11.6.5

Gamification makes the world better. Do you agree with this statement? Why/Why not? Write an essay stating your opinion, giving reasons.

6b

Vocabulary

Vocabulary from the text

1 Choose the correct verb.

- 1 Gamification is **praised/ utilised** by experts as the future of learning and working.
- 2 This new language learning app encouraged me to **persist/motivate** and now I'm able to communicate in Spanish fluently.
- 3 The way students learn has been **immersed/transformed** by gamification; instead of just reading a textbook, they also use an entertaining app.
- 4 Since its introduction, gamification has **taken/ engaged** the world by storm.
- 5 This educational app allows students to **interact/ participate** with it and get immediate feedback.

2 Fill in the gaps with words from the list.

- systems • generation
- approach • element
- principles • solution

- 1 Gamification is an innovative that can be applied to various different environments.
- 2 The competitive is what makes internet gaming exciting: knowing you're in contest with other players.
- 3 Gamification is a radical to the problem of student motivation.
- 4 The millennial is the first to have grown up in a world with smart devices and touchscreen technology.
- 5 Gamified offer an interesting and stimulating alternative to ordinary tasks.
- 6 Gamification applies game-design to non-game environments.

Topic vocabulary
Changing World

3 a) Put the adjectives in the list in the correct column. Check in the Word List or in your dictionary.

- significant • dramatic • minor • slight • substantial
- extensive • major • massive • minimal • radical
- revolutionary • complete

Types of Change	
Extreme	Moderate

b) 11.5.2 Use vocabulary from Ex. 3a to complete the sentences. More than one adjective may fit in the gaps.

- 1 The introduction of strict environmental regulations resulted in a(n) change in the energy industry.
- 2 There were some differences in the contract, but no major changes.
- 3 The company made some improvements to the workers' conditions but really they had no significance.
- 4 The changes that are being introduced will have a effect on productivity that will surely have a lasting impact.
- 5 The company wants to avoid making changes that will affect all its employees.

4 a) 11.5.2 COLLOCATIONS Fill in: notable, growing, permanent, concrete, rewarding, contributing.

- 1 The use of mobile learning apps is a factor in making education more flexible.
- 2 Carbon footprint initiatives have produced results in the reduction of CO₂ emissions.
- 3 Social media is a trend in communications in society today.
- 4 The growth of huge corporations is causing damage to local businesses.
- 5 Advertising campaigns on social media have proven to be a success in communicating a business's brand or product.
- 6 Gamification turns a task, whether it is shopping or learning, into a experience.

b) 11.3.2 11.3.3 Tell your partner about changes you have made or witnessed in various areas of your life using vocabulary from Exs 3 & 4. Think about: communication - education - technology - travel - social activities, etc.

I have seen substantial changes in the way we communicate in the past few years. Mobile phones and social media are contributing factors in changing how we interact with others ...

Technological change

- 5 a) 11.5.2 Choose the correct item.

Is this the end of reading?

As multimedia technology becomes the 1) **primary/obvious** means of consuming information, is the decline of the written word 2) **inevitable/endangered**? Many futurists have 3) **predicted/confirmed** that the development of faster forms of communication will 4) **overtake/demolish** traditional literacy, which could eventually fall out of use completely. It might be a bit early to draw such a 5) **conclusion/result** though. Perhaps the main question is not if, but how the written word will be 6) **utilised/facilitated** in the future. Written text may not 7) **contribute/compile** as much to the giving of information, but its use in learning is still valued. After all, reading is highly effective for long-term 8) **retention/attention** of information and it can be used in conjunction with new methods. So, at least for the time being, it looks like literacy is here to stay.



- b) 11.1.3 11.1.7 11.3.2 **THINK!** **SPEAKING**
 What is your opinion on the end of reading? Discuss with your partner.

Idioms (related to change)

- 6 a) Complete the idioms with words from the list. Check in the Word List.

• mould • heart • place • wheel • vat • stone
 • cards

- | | |
|-------------------|--------------------|
| 1 reinvent the | 4 break the |
| 2 turn over a new | 5 get in |
| 3 fall into | 6 be on the |
| | 7 have a change of |

- b) Fill in the gaps with idioms in the correct form from Ex. 6a. Make your own sentences with the rest.

- Nothing is with the fast pace of technological innovation.
- This new product definitely when it comes to interactive technology; there's nothing like it!
- We are confident everything will this week at our product launch.

Phrasal verbs

- 7 a) 11.6.14 Fill in the gaps with phrasal verbs formed from the words in the boxes. Check in Appendix I.

• track • turn • figure • settle

• out • down • for • around

- You should your budget to avoid overspending while shopping online.
 - Informed users websites with slow or inefficient interfaces.
 - I've been trying to an old classmate online; we haven't spoken in years.
- b) What other phrasal verbs can be formed from the words in the box? Make sentences using them.

Prepositions

- 8 11.6.18 Choose the correct item. Check in Appendix II.

- This new app is still at/in development.
- The job of IT analyst is highly sought after/with.
- We are on the brink in/of a technological revolution.
- Businesses are striving to stay ahead in/of the game by offering value to their customers.
- The website will be up/out and running soon.

Word formation

- 9 11.6.4 Read the text. Use the words in capitals to form a word that fits the gaps (1-5).



Do we realise ... ?

How often have we heard how technology is making us 1)? But what about the other less 2) effects technology is having on us? Take search engines, for example. They feed us with 3) information and targeted advertising based on what we have searched or 'liked'. Then, there are the small but significant effects on our memory. With answers only a click away, information is no longer being 4) Few people remember phone numbers by heart, relying instead on their smartphones, in contrast to the pre-tech days when people had 5) numbers in their heads.

SOCIAL IDENTIFY

SELECT

MEMORY

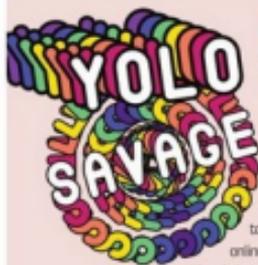
COUNT

6c Use of English

Conditionals

see pp. GR17-GR18

- 1** Read the text and put the verbs in brackets into the correct form. What type of conditional clauses are they? Which one is a mixed conditional? an inverted conditional?



Vibrant Vocabulary



Language is a living breathing thing that constantly changes. If a new word becomes popular, it **1)** (**spread**) through our lexicon. This is becoming especially true in our modern digital age. Nowadays, for example, thanks to social media, if we share expressions and vocabulary online enough, they **2)** (**take**) on a life of their own in both cyberspace and beyond. What's more, providing that they get used enough, they **3)** (**even/end up**) being added to the dictionary, as was the case with words such as YOLO, LOL, and selfie. Bear in mind, however, that even if those words **4)** (**isn't/are**) officially recognised, people would use them anyway. So, if you dismissed them first time round, they **5)** (**probably/fin**) their way into your everyday speech without you even noticing! Technology has become a key factor in most people's access to and use of language in a strikingly short period of time. In fact, **6)** (**tell**) you this fifteen years ago, you would most likely not have believed it! Of course, some people might wish that this wasn't so, but it's something that we should accept. After all, we **had better keep up** with new words and expressions or risk being left behind! With such astonishingly rapid developments, we can't help but wonder if people in the future **will** even understand the cutting-edge lingo that's so exciting to us today!

- 2** a) Choose the answer that explains each sentence.

- If you were less obsessed with your smartphone, you wouldn't have missed the note I left you on the fridge.
 - You weren't paying attention and didn't see something.
 - You are addicted to your smartphone and use it far too much.
- If I hadn't installed that program, I would have more free space on my hard drive right now.
 - I didn't install that program because I didn't have enough free space on my hard drive.
 - I regret installing that program because now I don't have enough free space on my hard drive.
- If you just purchased an X plus games console, you may regret it as a new model is coming out next month.
 - You could find yourself disappointed if you have already made a purchase.
 - You can't buy any other models as the one on the market is the latest version.

- b)** Rewrite the sentences omitting *if*.

- If I were you, I wouldn't get a tablet with facial recognition software.
.....
- If you should go to the electronics fair, could you get me a programme about the exhibits?
.....
- If buildings in the neighbourhood had stayed the same, the local community wouldn't have lost so much of its character.
.....
- If I were more outgoing, I'd work overseas for a multinational company.
.....
- If I should see Dinaz, shall I tell her to call you?
.....

- 3** a) Look at 'will' in line 22 of the text in Ex. 1. What does it express? Check in the Grammar Reference section.

- b)** Now read sentences (1-4) and say what 'will' and 'should' express: *uncertainty, a polite request, insistence, or possibility?*

- If you will hold the line, an IT specialist will speak with you shortly.
.....
- If Victor should happen to contact you, remind him that I need an update on the project.
.....
- If you will go on ignoring our letters, we will have to take matters further.
.....
- I doubt if he will take the job in the software company.
.....

- 4 a) **11.6.15** Look at the highlighted phrase in the text in Ex. 1. What has it replaced? Which other such phrases do you know? Check in the Grammar Reference section.
- b) Join the sentences. Use the phrases in brackets.
- 1 People can adapt to change. They remain flexible and open minded. **(on condition that)**
.....
 - 2 You've faced lots of problems. You've settled into your new position very well. **(given)**
.....
 - 3 I received a scholarship. If I hadn't, I wouldn't have studied computer science. **(but for)**
.....
 - 4 Contactless debit cards may become the norm. Would cash stop being produced? **(suppose)**
.....

Wishes/Preference > see pp. GR18-GR19

- 5 a) The sentence "... people might wish that this wasn't ..." is taken from the text in Ex. 1. What does *wasn't* express? In pairs, think of other constructions with *wish*. Check in the Grammar Reference section.
- b) Write a wish for each of the sentences.
- 1 You neglected to tell your friend about the documentary on robotics yesterday.
.....
 - 2 You want to be able to design websites using HTML but you can't.
.....
 - 3 You wanted to study computing at college, but you didn't do well at IT at school.
.....
 - 4 Your MP3 player doesn't have much battery life and keeps dying after a few hours.
.....

- c) **SPEAKING** Say two things you wish you had done/had not done.

Wish I'd gone on holiday to Italy last year.

- 6 What does the underlined phrase in the text in Ex. 1 express? Give one more example of a phrase expressing preference. Check in the Grammar Reference section. Then, put the verbs in brackets into the correct form.
- 1 I prefer (**cycle**) to driving a car, as it helps lower my carbon footprint.
 - 2 I'd better (**recharge**) my camera before I go.
 - 3 I would prefer (**live**) in the city centre rather than the country.
 - 4 I would rather you (**not/upgrade**) the computer without asking.

Unreal Past > see p. GR19

- 7 Choose the correct item. Which sentences refer to the present? past?
- 1 It's high time the mayor **intervened/ intervened/had intervened** to help local businesses.
 - 2 Supposing you **took/had taken/take** that course. Would it have helped you?
 - 3 If I **had been/have been/were** you, I would build my own computer from scratch.
 - 4 Imagine you **have lost/lost/lose** your wireless headphones; what would you do?
- 8 **11.6.8 11.6.9** Put the verbs in brackets into the correct form.
- 1 By 2100, we (**use up**) most of the Earth's natural resources and so, we (**rely**) on wind and solar power for our energy needs.
 - 2 As I (**work**) late all week, I (**not/have**) time to spend with my family.
 - 3 My grandfather (**decide**) to change his life completely and move to the countryside. In fact, he (**inform**) us of his decision yesterday.
 - 4 As the job market (**get**) more and more competitive nowadays, an increasing number of candidates (**apply**) for limited job openings.

- 9 **WRITING** Think of a way that the world has changed. Write what you wish would have happened/not have happened instead.

6d Skills



The ingredients of a successful speech

Reading

1 **11.1.9** How many types of speech are there? Read the first paragraph of the text to find out.

2 **11.4.1** Skim the text. What is the author's purpose?

- to offer useful tips about how to become an excellent speaker
- to explain how speakers utilise different speech techniques
- to outline the ingredients of a successful speech

3 **11.4.2** Read and listen to the text. Decide if the following statements (1-8) are T (true), or F (false).

- An informative speech includes detailed explanations of its content.
- Persuasive speeches typically place a lot of emphasis on factual information.
- Personal narratives are a common part of ceremonial speeches.
- The most successful speeches are broad and avoid targeting specific groups of people.
- An audience will only absorb a message if they are in the right mood.
- It is essential that all parts of the speech share a thematic connection.
- Short, quick movements will help the audience feel engaged.
- If the listeners don't feel the speaker is sincere, the speech will be ineffective.

4 **11.3.4** **11.4.6** Which part of a speech is the most challenging, according to the author? Why? Do you agree with the author's opinion? Give reasons.

“Have you got the gift of the gab?”



For centuries, speeches have been one of the most common methods of influencing public opinion. Depending on their purpose they can be classified in three categories – informative, persuasive and ceremonial – and each differs in both content and delivery.

Informative speeches aim at presenting useful or important information on a specific topic at a conference for example. They contain a lot of in-depth descriptions and are delivered using more neutral, matter-of-fact language. On the other hand, a persuasive speech intends to convince the listener of something. A typical example would be during a political campaign, whereby a politician uses emotive rhetorical statements to persuade people to believe in his or her abilities. Finally, ceremonial speeches are given on special occasions such as weddings. They are typically light hearted and often use humour and anecdotes in order to entertain the audience and celebrate a person or achievement.

To understand what makes a successful speech, it is important to look at the commonalities between them. Firstly, they have a particular audience in mind. To appeal to a group of people, one must convey a message in a way that resonates with them and encourages them to adopt a receptive mentality. Secondly, an effective speech follows a logical progression from one point to the next. If an audience cannot understand how a speaker arrived at their conclusion, they will be unlikely to draw that same conclusion. Lastly, a convincing speech that is delivered with confidence, by using deliberate movements, careful word choice and strong, open posture, is likely to instil belief in the listeners. In order for an audience to accept an idea, they must first see that the speaker stands firmly behind it.

Any good speech includes three main parts: an introduction to inform the audience of the purpose of the speech and prepare them for what will follow, the main body which includes the core of the speech, and the conclusion that wraps up all the points in a short but meaningful summary. A great number of speakers spend most of their time researching, drafting and redrafting the main points of their speech, overlooking the value of a powerful opening and an equally strong closing. The first grabs the audience's attention so they want to hear more and the latter leaves them with something to reflect on. So they should be dramatic, memorable and always related to the theme of the speech.

A combination of well-organised quality content and poise is the key to a successful speech. After all, it's not what you say, it's how you say it.

Check these words

- the gift of the gab
- in-depth
- matter-of-fact
- emotive
- rhetorical
- anecdote
- commonality
- convey
- resonate
- deliberate
- instil
- wrap up

Listening

- 5 a) 11.4.8 You are going to listen to a teacher giving feedback to a student about an academic speech the student gave. Before you listen, check these words in the Word List or in your dictionary.

- pointers • rule of thumb
- colloquial language • cue cards
- misconception

- b) 11.2.1 11.2.7 11.2.8 Now listen to the dialogue and for questions 1-3, choose the correct answer (A, B, C or D).

- 1 The teacher's aim is to
- explain to the student what he did wrong in his speech.
 - advise the student on how to improve his speeches.
 - teach the student the principles of academic speaking.
 - point out the strengths of the student's speech.
- 2 They both agree that
- the student used a lot of colloquial language.
 - the student maintained eye contact with his audience.
 - the student delivered his speech in a formal manner.
 - the student had done thorough research beforehand.
- 3 The student didn't agree at first with the teacher's comment about
- the conclusion being too repetitive.
 - the conclusion not being powerful enough.
 - what the audience should remember after the speech.
 - how the conclusion should be structured.

- 6 a) 11.6.5 Complete the sentences with the following verbs in their correct form: continue, improve, teach, write.

- a When you prepare your cue cards, clearly in blue or black ink.

b I this speech about social media for three hours now.
- a You need your body language when delivering a speech.

b His public speaking skills a lot lately.
- a The keynote speech isn't over, it after a short break.

b Let's practising the speech.
- a I at a primary school for some years before becoming a professional public speaker.

b Mr Zhaparov Academic Writing at the University and is well respected for his teaching style.

- b) 11.6.5 What did you notice? Are these verbs transitive or intransitive?

Speaking (giving/responding to advice)

- 7 11.1.1 11.1.2 11.1.4 11.1.2 11.3.4 11.3.6 Work in pairs to act out short exchanges. Imagine your friend has asked you to give them feedback on a speech they gave. Use the ideas below and phrases from the language box to give them advice.

- rehearse your presentation in front of mirror
- don't read directly from your notes
- use an interesting hook statement to start
- recap briefly main ideas at the end
- use humour if possible • organise your speech clearly

Giving advice	Responding to advice
<ul style="list-style-type: none"> If I were in your shoes, I'd ... Have you (ever) considered/ thought of/tried to ...? How/What about ...? Why don't you ...? Remember/Bear in mind that ... I (d) suggest ... (I think) It would be a good/better/great idea to ... 	<ul style="list-style-type: none"> That's a thought/an idea. I'll give it a try. I hadn't thought of that. It's worth a try. That's a great idea. / That makes (a lot of) sense. I'll make a note of that. I'm not sure that could work. Well, you have a point but ... I appreciate your advice but ...

Writing

- 8 11.5.1 11.5.2 11.5.3 11.5.4 11.5.6 11.5.8 11.6.4 11.6.8 11.6.9 Listen to the dialogue in Ex. 5b again and take notes. Write a short paragraph summarising the advice the teacher gave to the student regarding his academic speech.

6e Writing A speech

A **speech** can be **informative** (e.g. school presentations, seminars), **persuasive** (e.g. in sales, debates, political speeches) or **ceremonial** (e.g. graduation). Speeches aim to:

- describe a product, an invention, a process
- narrate an important event
- persuade by presenting arguments, expressing opinion, stating a problem and suggest solutions or
- mark the importance of a ceremony, festivity or special event.

Rubric analysis

- 1** Read the rubric, underline the key words and answer the questions.

Your school is organising a Technology Conference and you have been asked to give a speech to teachers, parents and students entitled “Social Media and its effects on Communication”. Collect information about the topic and write your **speech**.

- 1 Who is your target audience?
- 2 What type of speech are you going to give?
- 3 What style should the speech be in?

Model analysis

- 2** Read the model speech. What is each paragraph about?

Opening/Closing techniques

- 3** Which opening technique has the speaker used: **humour**? a **personal narrative**? Which closing technique has the speaker used: a **rhetorical question**? A **question addressed to the audience**?

Cohesion techniques

To ensure that your presentation flows smoothly, you can use cohesion techniques:

- **linking words & phrases**: e.g. Social media allows people to connect or re-connect with each other easily. **In fact**, social media is the new way for strengthening the bonds between people.
- **referencing**: e.g. As I mentioned earlier, social media is a part of everyone's everyday life.
- **repetition**: e.g. If people are only texting or chatting online with each other, how can they have true personal contact? How can they understand the emotions of people in real life?
- **synonymy**: e.g. **Many** of the families who live far away from each other. They can communicate with their relatives instantly.
- **antonymy**: e.g. The more teens use digital communication, the more they struggle to interact in traditional conversations.

To avoid using too much repetition, you can use:

- **substitution**: e.g. Being able to communicate through social media can impact relationships among **peers** and secure strong friendships between them. (NOT: **peers**).
- **ellipsis**: e.g. It has been observed that sometimes teens become irritable or (they become) aggressive because of the excessive use of social media.

▶ Good afternoon, and welcome to our school's Annual Technology Conference. My name is Aizhan Zhaparova and I'm a student of the 11th grade. As a teenager growing up in the third millennium, I am digitally literate and I cannot imagine what life was like before social media. It has infiltrated almost every aspect of our daily lives, from shopping to entertainment, and at times I feel like we cannot escape its massive influence even if we want to. **My** claim that it has brought the world together and created a global community, but others fear its unfavourable long-term effects. Personally, I believe that, sadly, it is crippling our communication skills, and I'd like to outline why.

▶ Let's look at the art of conversation. Social media seems to be responsible for the dramatic shift from face-to-face contact to brief digital interactions, which in effect, have decreased the quality of interpersonal communication. Have you ever noticed young people who, instead of talking to each other, are glued to their smartphones or tablets? This practice is damaging especially for children and teenagers, who are still developing their communication skills. If the only form of communication between them is through social media, I am afraid that their ability to interact in a meaningful way will be severely limited in the future.

▶ Another issue that we need to consider is the disturbing fact that people have become more isolated. Living their lives through social media, they feel less motivated to seek interaction in the real world. Some psychologists have argued that social media is an outlet for the shy and the introverted among us. There is some truth to that, but isolation from any outside contact is likely to make them even more reserved, creating a vicious, inescapable cycle which has significant personal and social implications.

▶ As a user of social media myself, I cannot ignore the benefits that are associated with it but, at the same time, I can acknowledge its dark side and the potentially grave consequences that we cannot discount. As we become more and more dependent on it, we must ask ourselves: where do we draw the line with social media?

Thank you all for your attention.

4 **11.5.4** Identify four cohesion techniques in the model speech.

5 **11.5.6** Read two extracts from a presentation about automation in the workplace. Fill in the gaps with the appropriate words/phrases from the list below. The cohesion techniques in bold will help you.

• For example • automobile • they • Can you imagine • likely

A Can you imagine a world where all types of work are performed solely by machines? **1)** (**repetition**) a world without teachers, workers or police officers? Is this a far-fetched scenario or is it more **2)** (**antonymy**) than we would like to think?

B Although machines routinely perform work which would otherwise require several people to carry out, **3)** (**substitution**) still need operators. **4)** (**linking word/phrase**) machines that build cars in the **5)** (**synonymy**) industry require the oversight of human workers.

Features of academic language

6 **11.3.1 11.3.6** Which of the following are features of academic language: sophisticated vocabulary? colloquial language? presentation of facts and figures? idioms and phrasal verbs? complex grammar structures? formal language?

Your turn

7 a) **11.1.10 11.2.1 11.5.1** Read the rubric and underline the key words. Then answer the questions. Discuss.

Your school is organising a one-day conference on innovative technologies. You have been asked to give a speech entitled "Automation in the Workplace". Research and write your speech.

- 1 What type of speech are you going to write? In what style?
- 2 Which opening/closing technique will you use?

Researching

When you research for information online or in printed sources, check the following: is the author an expert on the topic? When was the information published (is it up-to-date)? Is the information supported by facts and evidence? Remember to cross-check information on various sources to make sure it's reliable and accurate.

b) **11.5.5** Look at the rubric again and the ideas below.

Collect information to write supporting details.

- 1 machines need operators
- 2 certain jobs rely on unique human skills

8 **11.2.2 11.5.1 11.5.2 11.5.3 11.5.4 11.5.5 11.5.6 11.5.9 11.6.4 11.6.5** Use the ideas in Ex. 7 and the Useful Language box to write your speech. It's a good idea to rehearse your speech in front of a friend and ask them to give you feedback. Read your speech to the class.

Useful Language

Introduction

- Greet the audience, welcome them and introduce yourself.
- Select an appropriate opening technique to introduce the topic (e.g. use visuals: 'I'd like you to look at this photograph. Isn't it worrying? ...') make a statement & address the audience: What a phenomenal world it would be without technology. Don't you agree? ...)

Main body

- First argument: Let's start with the argument that technological developments will ultimately lead to unemployment ...
- Second argument: Another important fact that we need to take into account is that there are fields in which humans can never be replaced.

Conclusion

- Summarise the main points of your presentation.
- Select an appropriate closing technique to conclude your presentation (e.g. asking a rhetorical question: 'After all, is it really possible to predict what the future holds?')
- Thank the audience for listening.



Checklist

When you have finished writing your speech, make sure you have:

- introduced the topic
- mentioned all the points of your research
- used appropriate opening/closing techniques
- used appropriate cohesion techniques
- recapped your main ideas in the conclusion

CLIL 6

Careers



Success in a Rapidly Changing World

What do Jeff Bezos, Bill Gates, Mark Zuckerberg and Larry Page have in common? They are some of the most successful – not to mention richest – entrepreneurs in the world. How did they do it? Let's take a look at their recipes for success.

- 1 **11.1.9 11.4.1 11.4.3 11.4.4** Read the title and the first paragraph of the text. Think of some ways successful entrepreneurs achieved their success.

11.2.1 11.4.1 Listen and read to find out.

- 2 **11.4.2 11.4.5** According to the article, which of the following statements are true? Justify your answers.

- 1 Do your homework before you attempt to set up your own business.
- 2 Working with the right people is an important part of success.
- 3 Work harder than the others because your employees won't do the job as well as you.
- 4 Think big and ignore small, day-to-day issues.
- 5 Stick to your original business plan and don't let external factors influence your decisions.

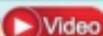
- 3 **11.1.6 11.4.10 11.5.1 11.5.6 11.5.7**
ICT Collect information about other ways a person can achieve success in today's world. Present them to the class.

- **Learn from others before you go solo.** First, gain experience by working for a firm in a related field and read as much as you can about successful businesses and entrepreneurs. What strategies worked for them?
- **Be unique.** In today's over-saturated market, this may seem like an impossible feat, but even the smallest niche can make your business stand out from the crowd. What is it you're offering that others aren't?
- **Build a core business team.** Find people with the skills and attitudes that support the culture of your company. Assign roles to people that suit their individual skills and personalities. Work with professionals who share your passion and use your enthusiasm to motivate and inspire them.
- **Be a good leader.** Be clear about what you want to achieve and how you plan to achieve it. However, also know when to take a step back – you can't do everything, and if you try, you'll quickly burn out. Delegate tasks and allow your employees the autonomy to work to the best of their abilities.
- **Be passionate about what you do and persevere.** Take things one step at a time. Small successes and steady progress will eventually lead to big results. Recognise and celebrate all of your achievements, but don't get complacent. Continue to challenge yourself, when you reach your goals, set new ones.
- **Go with the flow and don't be afraid of change.** Today, the market can shift dramatically from one day to the next, so you must be able to continually adapt. Be prepared for ups and downs, and face challenges head on.
- **Don't be afraid to make mistakes,** but ensure you learn from them. Business is all about taking calculated risks after all. As Henry Ford once said, "Failure is simply the opportunity to begin again, this time more intelligently."

Check these words

- solo • over-saturated • niche • burn out • delegate
- complacent • go with the flow • calculated risk

Culture Spot



GiveMeTap

- 1 **11.1.8 11.1.9 11.5.12** Look at the title and the photo. What is GiveMeTap? What do you think it does?

11.2.1 11.4.1 Listen and read to find out.

- 2 **11.4.6 11.1.8 11.5.1 11.5.6 11.5.7** **ICT**
 Collect information about a company in your country that aims to help make the world a better place. Write a paragraph about it including information about its name, its founder, its main aims, etc.

GiveMeTap is a non-profit scheme that encourages people to drink tap water instead of buying plastic bottles. The concept works like this: people buy a bottle made from recycled aluminium from the GiveMeTap website and take it into any café which has signed up to the scheme. The bottle is then filled with tap water for free, thus reducing plastic waste. Added to this, the money from bottle sales goes towards helping communities in Africa install clean water pumps.

Edwin Broni-Mensah, the founder and CEO of GiveMeTap, came up with the idea while he was at university. After working out, he often had difficulty finding places where he could get free tap water. "After being refused refills by countless cafés and restaurants, I remembered my dad's stories of growing up in Ghana with little or no access to clean water," Edwin states.

Edwin recruited as many cafés, shops and restaurants that were willing to provide free water as he could. He added them to a digital map and The Water Network was born. There are now around 800 locations in the network that will refill water bottles for free. To find your nearest Tap locations, just download the free GiveMeTap app.





Learning in the Age of the Goldfish

In 2000, research placed the average human attention span at 12 seconds. By 2015, the same study found that the number had fallen to just 8 seconds. To put that into context, a goldfish has an attention span of about 9 seconds. Further evidence is pointing to the decline of the attention span. Sweden has changed to a 6-hour working day, saying that people are more productive when they don't have to focus for a full 8 hours. If you're anything like the average person, you'll probably only read 20% of this article. It's official – we're living in the age of the goldfish!

What does the decline of the attention span mean? Are we getting dumb thanks to mobile phones and the Internet? The goldfish comparisons certainly seem to suggest that, but it's not really the case. We're just thinking differently. The decline of attention has come with the rise of multitasking: 74% of millennials use their mobile phone while watching TV. In a time of hyper-connection, we're learning to switch our attention rapidly from stimulus to stimulus. It may be that long-form attention is decreasing simply because it's unnecessary – in a time where people can access information in an instant, we're changing the skills necessary to learn. The shrinking of the human attention span isn't a failure on our part. It's a revolution in the way we learn.

Recently, online video learning platforms have been growing continually but this is just the tip of the iceberg. Media outlets have started thinking like producers, with video now an essential part of online content. Video's use of both sight and sound has proven effective in grabbing and, more importantly, holding our attention.

It's no coincidence that the fall of the human attention span occurred during the time of the mobile revolution. The average person now looks at their phone 1500 times a week. Learning has entered the mobile realm. People can and do learn on their way to and from work, on buses, trains, airplanes. Mobile learning delivery is changing into a truly invaluable learning strategy.

So how do we take advantage of this change in learning? Ironically, we can get a lot of help from the past. In 1885, German psychologist Herman Ebbinghaus, who conducted one of the first experiments on learning and memory, concluded that we learn better when we acquire information over a long period of time rather than all at once. Everyone's had experience trying to study for an exam overnight, and quickly realised how ineffective it can be. This phenomenon, known as the spacing effect, is more relevant today when we can learn anything at any time. The best techniques are based on allowing people to freely jump in and out of learning. The days of forcing people to sit and learn for long periods are gone – learning must be flexible, easily accessible, and at a pace best suited for the learner. The when and where is not all though; the effective learner is always looking for interesting content. The most intriguing content draws the user in through interactivity and the use of gaming elements built into the learning process.

The age of the goldfish is not an age of stupidity, but one of change. With change comes new opportunities, new spaces to occupy. Accessibility, flexibility and engagement are the rules of the game.

6 Progress Check

Reading

1 **11.4.2** **11.4.3** **11.4.5** **11.4.6** Read the text and for questions 1–5, choose the correct answer (A, B, C or D).

- What is the purpose of the text?
 - To discuss the pros and cons of short attention spans.
 - To demonstrate examples of multitasking in learning.
 - To address misconceptions about short attention spans.
 - To describe methods of catching people's attention.
- What does the author say about multitasking?
 - It is a phenomenon which began in the year 2000.
 - It is a technique for avoiding over-stimulation.
 - It is a specific type of long-form attention.
 - It is a characteristic of young adults.
- What does the author mean by 'just the tip of the iceberg'?
 - A complication which was not anticipated.
 - A small indicator of a much larger issue.
 - An obstacle which can be easily overcome.
 - A manageable part of a long-term problem.
- What does the author suggest about the learning process?
 - It takes place primarily on means of transport.
 - It doesn't make effective use of modern technology.
 - It can't achieve results without the use of gaming elements.
 - It has been restrictive and inefficient for some time.
- How would you summarise the author's viewpoint?
 - A shorter attention span is part of a new learning mentality.
 - A shorter attention span shows that technology is too accessible.
 - A shorter attention span can be addressed with interactivity.
 - A shorter attention span resulted from failed learning practices.

(5x4=20)

Progress Check 6

Listening

- 2** **11.2.7** **11.2.8** You will hear two friends discussing the effect of globalisation on languages. For questions 1-5, decide whether the opinions are expressed by Catherine, Donald or whether both speakers agree. Write: *B* if both speakers agree, *C* for Catherine, *D* for Donald.

- Reduction in language diversity will lead to uniformity of behaviour.
- Powerful countries will safeguard their heritage.
- Native cultures are essential for protecting nature.
- Growth and development are to blame for people relocating.
- Native people are responsible for protecting their language.

(5x4=20)

Vocabulary

- 3** **11.5.2** Choose the correct item.

- Akhat made a big life change when he moved to Africa to do voluntary work, but he found it to be a **relevant/rewarding/permanent/measurable** experience.
- It may sound extreme, but we need to make some **minor/minimal/slight/radical** changes to our working practices to turn this company around.
- Technology **facilitates/motivates/resonates/overtakes** communication between people around the world.
- One way to increase the **attention/reiteration/retention/misconception** of information is to rehearse your speech several times.
- It is very important for managers to **persist/predict/interact/instil** enthusiasm and determination in their employees. (5x3=15)

Grammar

- 4** Choose the correct word.

- I'd rather you **discuss/have discussed/had discussed** installing new software with me before placing the order for it.
- Were we to know/Should we have known/Had we known** how effective the program was, we would have installed it long ago.
- I don't know if he **comes/will come/should come** to work tomorrow; he changed his schedule.
- It's high time we **will do/did/do** something about the decline in the standard of literacy.
- What if/Even if/Only if** we don't have the latest data, we can still discuss the changes to the sales projections at the meeting. (5x3=15)

Speaking

- 5** **11.5.7** Choose the correct response.

- A: If I were you, I would use a quotation to start the speech.
B: **a** That's a thought. I'll give it a try.
b I'd recommend that.
- A: Rehearsing sounds like a good idea, but does it really work?
B: **a** I'll make a note of that.
b I'm sure it does.
- A: How can I add humour to end my speech?
B: **a** That makes a lot of sense.
b I'd suggest narrating a funny story. (3x3=9)

Writing

- 6** **11.5.1** **11.5.2** **11.5.3** **11.5.4** **11.5.5** **11.5.6** **11.5.7** **11.5.9**

Read the rubric and do the writing task.

Some experts predict that half the world's languages will soon become extinct because of globalisation, and we will have one global language. Use the ideas in Ex. 2 as well as your own to write a **speech** on the topic.

(21 marks)

(Total: 100)

Competences

11.1.5

Now I can ...

Lexical Competence

- talk about our changing world
- talk about controversial issues
- talk about technological change
- talk about the ingredients of a successful speech

Reading Competence

- find synonyms
- summarise an article
- identify T/F statements

Listening Competence

- listen for specific information (multiple choice)

Speaking Competence

- talk about gamifying the classroom
- give/respond to advice

Presentation Skills

- present ways a person can achieve success in today's world

- present a company that aims to help make the world a better place

Writing Competence

- an opinion essay
- a summary
- a speech (analyse academic language)

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Reading for Pleasure

Module 7

MODULE OBJECTIVES

▶ Vocabulary

- genres of fiction
- figurative language
- parts of a story
- title analysis
- character analysis

▶ Reading

- a biography (answer questions)
- a summary (T/F statements)
- an extract from a fiction book (multiple choice questions)
- an essay (discuss)
- a review (recognise opinion)

▶ Use of English

- present & past forms

▶ Listening

- a lecture (complete a Venn diagram)

▶ Speaking

- evaluating & commenting on the views of others

▶ Writing

- a summary of an article
- an essay
- a film review

Words of wisdom

"I declare after all there is no enjoyment like reading."
(Jane Austen)

Discuss

Genres of fiction

- 1 11.1.10 Read the extracts (a-f) and match them to the genres (1-6). Compare answers in groups.

1	fantasy	3	drama	5	science fiction
2	horror	4	romance	6	adventure

- A The mechanical Hound slept but did not sleep, lived but did not live in its gently humming, gently vibrating, softly illuminated lensel back in a dark corner of the fire house. The dim light of one in the morning, the moonlight from the open sky framed through the great windows, touched here and there on the brass and copper and the steel of the faintly trembling beast.
- B I was coming home from some place at the end of the world, about three o'clock of a black winter morning, and my way lay through a part of town where there was literally nothing to be seen but lamps. Street after street and all the folks asleep – street after street, all lighted up as if for a procession and all as empty as a church – till at last I got into that state of mind when a man listens and listens and begins to long for the sight of a policeman.
- C Mr. Darcy had at first scarcely allowed her to be pretty; he had looked at her only without admiration at the ball, and when they next met, he looked at her only to criticise. But no sooner had he made it clear to himself and his friends that she had hardly a good feature in her face, than he began to find it was rendered uncommonly intelligent by the beautiful expression of her dark eyes.
- D But it was the cold that was most distressing. I felt that I could survive but a few minutes. People were struggling and floundering in the water about me. I could hear them crying out to one another. And I heard, also, the sound of oars. Evidently the strange steamboat had lowered its boats. As the time went by I marvelled that I was still alive.
- E "You cannot pass," he said. The arcs stood still, and a dead silence fell. "I am a servant of the Secret Fire, wielder of the flame of Anor. You cannot pass. The dark fire will not avail you, flame of Udûn. Go back to the Shadow! You cannot pass."
- F "... But there is one way in this country in which all men are created equal – there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court."

- 2 11.1.8 11.4.8 In groups, match the extracts with the books below. Check online. Were you right? What clues helped you to decide?

- 1 *The Sea-Wolf* Jack London
- 2 *Pride and Prejudice* Jane Austen
- 3 *Strange Case of Dr Jekyll and Mr Hyde* Robert Louis Stevenson
- 4 *The Fellowship of the Ring* J R R Tolkien
- 5 *Fahrenheit 451* Ray Bradbury
- 6 *To Kill a Mockingbird* Harper Lee

7 The Sea-Wolf

- 1** **11A.2 11A.4 11A.5** Read the biography and answer the questions.



Jack London (1876-1916) was an American writer who was born in San Francisco, California. He wrote novels, short stories, essays and articles. Today, his novels and short stories are his most popular works.

London had a difficult home life as a child and young man. He left home at an early age and began working. Even at an early age, he wanted to be a writer. He confided in a local business owner that he wanted to go to college and study writing. The man gave London the money and he enrolled in classes. However, he didn't have enough money to continue and dropped out a year later. He then went to Alaska to look for gold during the Klondike Gold Rush. This was not a successful venture, however, and was hard on London's health. Finally, London decided that his only hope in life was to get published and start making money. He returned to his hometown in California and began working very hard. There were a few small successes, but London nearly gave up after months of not being published. Finally, however, a magazine accepted one of his stories and paid him a small sum of money. His success only grew from here and he soon became one of the first writers to ever amass a small personal fortune simply from writing and selling fiction. His most famous works include novels *The Call of the Wild*, *The Sea-Wolf* and *White Fang*, as well as the short stories *To Build a Fire*, *An Odyssey of the North* and *Love of Life*.

- 1 Where and when was Jack London born?
- 2 How could he afford to go to university?
- 3 Why did he go to the Klondike region?
- 4 What was his first successful piece of writing?
- 5 Which novels is he best known for?

- 2** **11A.2 11A.4** Read the summary of the novel and decide if the statements are T (true) or F (false).



The Sea-Wolf is narrated by a wealthy intellectual man named Humphrey Van Weyden, who is rescued from a capsized ferry boat in San Francisco Bay. At least, he thinks he's being rescued.

In reality, the captain of the ship, Wolf Larsen, actually intends to force Van Weyden to work for him. Van Weyden, unused to physical labour, struggles at first. It doesn't help that Wolf is a cruel, brutal and selfish man.

Wolf enjoys talking to Van Weyden, however, because they are both intellectuals. Although Larsen is not formally schooled, he is a deep thinker and has read a lot. Over time, the two men have many interesting discussions about their differing worldviews.

After a few months at sea, Van Weyden realises that he has become much stronger and tougher, something that he uses to his advantage when he finally escapes from Wolf's ship. He and another prisoner of Wolf's (a woman named Maud Brewster) steal a small boat when Wolf is incapacitated with a terrible headache. They land on a deserted island, where they set up camp and plan what to do next.

Several days later, Wolf's ship crashes into the island. He is the only person on board. Larsen's brother, Death Larsen, has taken all of Wolf's crew, destroyed his sails, and left him adrift at sea in revenge for something Wolf did to him. Van Weyden and Brewster are kind to Wolf and try to help him when a stroke leaves him paralysed. Wolf is rude and belligerent to them, ridiculing Van Weyden for refusing to kill him. Brewster and Van Weyden repair the ship and set sail, taking Wolf with them. He dies shortly thereafter, and they bury him at sea. Later, they are rescued.

Though *The Sea-Wolf* received some criticism for its overall narrative structure, it was also praised for combining an adventure story with such deep philosophical themes. The character of Wolf Larsen, the "sea wolf" of the title, has stood the test of time as one of the most powerful in literature.

- 1 Humphrey Van Weyden begins the novel a poor man.
- 2 Wolf Larsen enjoys Van Weyden's company.
- 3 Van Weyden gets sick from time to time.
- 4 Larsen dies at the end of the story.
- 5 *The Sea-Wolf* caused some negative responses.

- 3** **11.1.8** **11.3.4** **11.4.4** **11.6.8** The words in the word map are from the extract from *The Sea-Wolf* below. First, look up any unknown words in your dictionary. Then, in groups, talk about what Humphrey Van Weyden (the narrator) and Wolf Larsen could be discussing in the extract. Read to find out if you were right.

strongest value
human worth sacredness
life cheap devour intrinsically
piggishness nature
mock

"But you, who make a mock of human life, don't you place any value upon it whatever?" I demanded.

"Value? What value?" He looked at me, and though his eyes were steady and motionless, there seemed a cynical smile in them. "What kind of value? How do you measure it? Who values it?"

"I do," I made answer.

"Then what is it worth to you? Another man's life, I mean. Come now, what is it worth?"

The value of life? How could I put a tangible value upon it? Somehow, I, who have always had expression, lacked expression when with Wolf Larsen. I have since determined that a part of it was due to the man's personality, but that the greater part was due to his totally different outlook. Unlike other materialists I had met and with whom I had something in common to start on, I had nothing in common with him. Perhaps, also, it was the elemental simplicity of his mind that baffled me. He drove so directly to the core of the matter, divesting a question always of all superfluous details, and with such an air of finality, that I seemed to find myself struggling in deep waters, with no footing under me. Value of life? How could I answer the question on the spur of the moment? The sacredness of life I had accepted as axiomatic. That it was intrinsically valuable was a truism I had never questioned. But when he challenged the truism I was speechless.

"We were talking about this yesterday," he said. "I held that life was a ferment, a yeasty something which devoured life that it might live, and that living was merely successful piggishness. Why, if there is anything in supply and demand, life is the cheapest thing in the world. There is only so much water, so much earth, so much air, but the life that is demanding to be born is limitless. Nature is a spendthrift. Look at the fish and their millions of eggs. For that matter, look at you and me. . . . Could we not find time and opportunity and utilise the last bit and every bit of the unborn life that is in us, we could become the fathers of nations and populate continents. Life? Bah! It has no value. Of cheap things it is the cheapest. Everywhere it goes begging. Nature spills it out with a lavish hand. Where there is room for one life, she sows a thousand lives, and it's life eats life till the strongest and most piggish life is left."

- 4** **11.4.2** **11.4.5** **11.4.6** Read the extract again and for questions 1-5 choose the correct answer (A, B, C or D). Then explain the meaning of the words in bold.

- What confuses Van Weyden about Wolf?
 - his view on life
 - his lack of intelligence
 - his ruthlessness
 - his materialism
- What is true of Wolf and Van Weyden?
 - They have nothing in common.
 - They both value life equally.
 - They are well-educated.
 - They do not enjoy each other's company.
- What does Wolf say about life?
 - it's valuable.
 - it's uncertain.
 - it's difficult.
 - it's cheap.
- Why does Wolf mention fish eggs?
 - to refute Van Weyden's argument
 - to change the subject
 - to prove a point
 - to assert his authority
- Which of the following words best describes how the narrator feels in the passage?
 - excited
 - bored
 - unimpressed
 - confused

- 5** **11.1.10** **11.4.9** **THINK!** In a group, go through the extract again and make note of the points Wolf Larsen makes in support of his philosophy. Then think of arguments that could be used to oppose it.

Check these words

- motionless • tangible • elemental
- divest • superfluous • axiomatic
- truism • ferment • go begging

7

- 6 a) 11.4.2 Fill in the graphic organiser based on the extract you read in Ex. 3.

Characters	Main Event	Conflict

- b) 11.5.4 11.6.9 Now, use your graphic organiser to write a summary of the extract. Referring also to the summary in Ex. 2, mention how the narrator has found himself in this situation. Use present and past tenses.

Figurative language

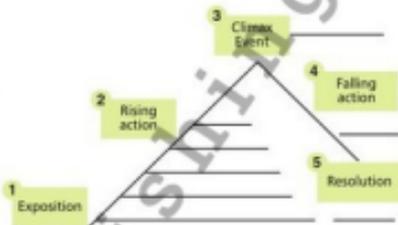
- 7 11.4.5 Read the theory. Then answer the questions.

- **alliteration** – the repetition of the same sounds at the beginning of words or in a stressed syllable: *The soldier stood silent and still.*
- **assonance** – the repetition of vowel sounds in nearby words: *The hunter stopped, cocked his gun and shot.*
- **metaphor** – a strong comparison made by stating one thing is another, without using like or as: *The city is a jungle.*
- **simile** – a comparison of two things using like or as: *Oliver ran like the wind.*
- **personification** – giving human characteristics to objects and phenomena: *Lightning attacked the ground from an angry sky.*
- **hyperbole** – exaggeration in order to draw attention to something: *These books weigh a ton!*

- 1 In the extract, the narrator says, "... make a mock of human life...". Does this quotation contain an example of assonance or alliteration? What is it?
- 2 In the extract, Larsen says, "I held that life was a ferment, a yeasty something which devoured life that it might live, and that living was merely successful piggishness." Does this quotation contain examples of metaphors or similes? What are they?
- 3 In the extract, Larsen says, "Nature spills it out with a lavish hand. Where there is room for one life, she sows a thousand lives, and it's life eats life till the strongest and most piggish life is left." Does this quotation contain an example of personification or hyperbole? What is it?

Parts of a story

- 8 a) Match the parts of a story (1-5) to their definitions (a-e).



- a) the turning point of the story, where events come to a head; the most exciting part of the story
- b) the events that follow and result from the climax
- c) a series of events that build up tension, leading to the climax
- d) the end of the story, where the conflict is resolved
- e) the introduction of the story, giving background information on setting, characters and conflict

- b) 11.4.2 Now match these events from *The Sea-Wolf* to the part of the story they appear in.

- exposition 1) 2)
 rising action 3) 4) 5)
 climax event 6)
 falling action 7)
 resolution 8)

- a) The narrator and Maud Brewster are rescued by an American boat.
- b) Larsen dies.
- c) The narrator and Wolf Larsen discuss life.
- d) The narrator rescues the narrator from the sea.
- e) Maud Brewster is taken on board by Larsen.
- f) Larsen crashes into the island the narrator and Maud Brewster escaped to.
- g) The narrator and Maud Brewster escape from Larsen's ship.
- h) The narrator and Maud Brewster bury Larsen at sea.

Title analysis

- 9 a) **11.3.8** Wolf Larsen is the “sea wolf” of the title. Fill in the graphic organiser. In groups, think of words that are associated with each of the words in the title, as in the example.

Word	Associations
sea	<i>large,</i>
wolf	<i>fierce,</i>

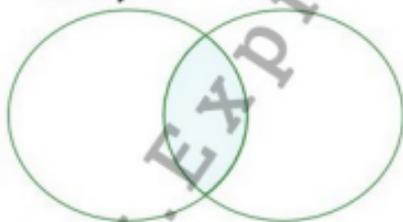
- b) **11.1.90** **11.3.4** Discuss the questions as a group.

- 1 What kinds of things do you associate with the word “sea”? What about “wolf”?
- 2 Based on what you know about the character of Wolf Larsen, does the name “sea wolf” accurately describe him?
- 3 Why do you think Jack London decided to name the book *The Sea-Wolf* and not something else?
- 4 If you could choose a different title for the book, what would it be?

Character analysis

- 10 **11.2.4** Read the extract in Ex. 3 again. Then, listen to the lecture. Finally, use words from the phrase bank to fill in the diagram.

Van Weyden Larsen



Phrase Bank

- intellectual • violent • informally schooled
- thinks that people have immortal souls • gradually becomes stronger • dedicated to pleasure and survival
- believes that human lives are unimportant
- an individualist • treats others well • hurts and kills people for no reason • never grows or changes
- cares for no one • cares for others • main character

- 11 **11.3.4** **11.4.4** **11.4.5** Read the essay analysing the character of Wolf Larsen and discuss the opinion of the writer in a group. Then explain the words in bold.

Wolf Larsen

Jack London's *The Sea-Wolf* is dominated by Wolf Larsen, the captain of the *Ghost*, the ship our narrator gets trapped on. He is even the “sea wolf” of the book's title. But is Larsen the **protagonist**?



Larsen is definitely a powerful character. He is the dominant personality on board the ship, both physically and mentally. For example, in the discussions he has with the educated Humphrey Van Weyden, he usually comes out on top, and when the crew try to take control of the ship, he overcomes them on his own.

However, the character suffers from a major fault. Throughout the course of the novel, he doesn't change. Even on his deathbed, he is still convinced his philosophy of life is the right one.

In conclusion, though Larsen is a very strong character, he is not the main character in the book. Since he does not change, he is marked as the **antagonist**, useful only to create the conflict with the protagonist, Humphrey Van Weyden.

- 12 **11.5.1** **11.5.2** **11.5.5**

11.6.5 Write a similar essay to the one in Ex. 11, analysing the character of Humphrey Van Weyden.



7

- 13 11.4.2 11.4.4 Read the novel. Test your knowledge.



- What boat is Van Weyden aboard as the novel opens?
 - the *Martinez*
 - the *Ghost*
 - the *Atlantic*
 - the *Lady Mine*
- What is Wolf Larsen's opinion of Van Weyden when they first meet?
 - He admires his learning.
 - He despises his softness.
 - He trusts his judgement.
 - He mistrusts his intellectuality.
- Who organises the first mutiny with Johnson?
 - Van Weyden
 - Leach
 - the cook
 - Larsen's brother
- What animals is Wolf Larsen hunting?
 - whales
 - seals
 - sharks
 - swordfish
- What country is the ship closest to when they find Maud Brewster?
 - the USA
 - Canada
 - Russia
 - Jepen
- What is Maud Brewster's occupation?
 - She has none.
 - She writes poetry.
 - She sails.
 - She cooks.
- What does Wolf Larsen suffer from?
 - headaches
 - stomach aches
 - toothache
 - backache
- What name do Van Weyden and Brewster give to the island they land on?
 - Wolf Island
 - Seal Island
 - Liberty Island
 - Endeavour Island

- 14 a) 11.4.4 11.4.6 Read the review. What is the writer's opinion of *The Sea-Wolf*? What did he like/dislike about it? Discuss in groups and write a short paragraph.

All at sea

W. Heinemann

Mr. Jack London's *The Sea-Wolf* is the kind of book that is generally over-praised, and we shall try not to over-praise it. But, with something of a vigorous over-emphasis, it has yet remarkable freshness and vivacity, and the "Wolf" himself is a strong conception, a cruder and harder specimen of a range of characters of which Turgenieff's Bazaroff is the greatest. He is a ferocious sea captain, and the chance arrival of the narrator on his vessel exposes the soft town dweller to his dreadful brutalities.

This rough apprenticeship on a seal-hunting schooner does, however, make a man of a mere literary man, and in the end he is able to accomplish labours that might almost be compared to those of Gilliatt on the rock. In these he is aided by a woman who comes into the story very opportunely and aptly softens its asperities.

It may seem to indicate some youthfulness of handling to say that "Wolf Larsen" reads Browning and De Quincey in the intervals of maltreating or murdering his crew, and that he has many philosophic discussions with the stranger whom on occasion he tries to kill. Yet the man's frightful, and materialism, groping instinctively for the comfort that he scorns, impresses us, and many phases of his brutal egotism are true and good. Much of the life in shipboard, too, is very well described, and several of the sailors are excellent.

Perhaps it is well that in this stage of his work Mr. London should not be deterred by any fear of the vigour that overpowers distinction. We should fear for his talent the tendency to overdraw and emphasise, though he has a sufficiency of natural force. He is capable of refinements, and in refinement is safety and the best kind of success. The illustrations to the story, by Mr. W. J. Aylward, are good, but they do not always correspond to the text.

- b) 11.5.8 11.4.8 Use the Internet to find out who the people in bold are.
- 15 11.5.10 11.3.4 Watch the 1941 film *The Sea-Wolf*. Compare it to the novel it was based on. How are they the same and how different? Discuss in groups.
- 16 11.5.4 11.5.5 Write a review of the film in Ex. 15 for an online cultural website. Include a critical comparison with the novel.

Making statements & providing information

Module 8

MODULE OBJECTIVES

Vocabulary

- different ways of self-expression
- radio/TV/film/theatre
- literature
- music
- options for future careers
- phrasal verbs
- prepositions
- word formation

Reading

- an article about smiling (T/F/DS statements; multiple choice; synonyms/antonyms)
- an article about turning a way of self-expression into a career (missing sentences)

Use of English

- relative clauses
- clauses
- cleft sentences
- transitive/intransitive verb complementation patterns

Listening

- monologues (multiple matching)

Speaking

- making suggestions
- accepting/rejecting suggestions

Writing

- a summary
- an informal email to make suggestions
- an information leaflet
- CLIL (Art): *After the Impressionists* Culture: *The Cutty Sark Studio Theatre*

Progress Check

Words of wisdom

"Self-expression is a vital part of understanding life, and enjoying it to the full."
— Oliver Bowden

Discuss

A **Decorative Arts Exhibition**



Form and function: The Ceramic Work of Jane Clifford

November 20 - December 12
Whitely Museum

Visit a fantastic collection of the artist's finest work!

B **The Joke Room presents ...**

The Best of Stand-Up Comedy!

Featuring top comics:
Marlow Wisley & Denise Lester

Friday June 19th

Doors open: 8 pm
Show: 10 pm

Entrance: £10/person

We'll make you LAUGH till you CRY!



C **The Lexington Poetry Festival**

All that we see or seem is but a dream within a dream...
— Edgar Allan Poe

Don't miss it!

Poetry collections from our local poets as well as classics.

Join us in an adventure through language!

Sat/Sun 10-3 pm **Cassidy Bookshop**



Different ways of self-expression

1 **11.4.0** Read the posters. What is each about? Discuss with a partner.

2 **a) 11.4.8** Read the definitions (1-3) below and match them to the relevant art form (a-c).

- | | |
|---|---------------------|
| 1 Arts that use acting, dancing or singing e.g. theatre | a visual |
| 2 Arts that use any form of creative writing e.g. novels | b performing |
| 3 Arts such as painting, sculpture or filmmaking | c literary |

b) 11.3.6 Which art form – visual, performing or literary – does each poster above belong to? Which words helped you decide?

3 **11.1.1 11.1.3 11.1.10** Which of the following are ways of self-expression in your opinion? Decide in pairs.

- a website or blog
- photography
- fashion design
- choreography
- class debate
- sports
- storytelling
- filmmaking
- discussion
- craftwork
- cooking

4 **11.1.1 11.1.3 11.1.7 11.1.10 11.3.3 11.3.4** What is the importance of self-expression? Discuss in class. Consider the following: balance in life/individuality/self-awareness/coming of age/personal fulfilment.

8a Self-expression



- 11.1.8** Look at the picture. What is the name of the painting? Who painted it?
- 11.1.3 11.1.9** The woman is smiling. What emotions does her smile express in your opinion? Discuss in pairs.
- 11.1.10 11.4.1** Why do we smile? What impact can a smile have on yourself and others? Read the article to find out.

STUDY SKILLS

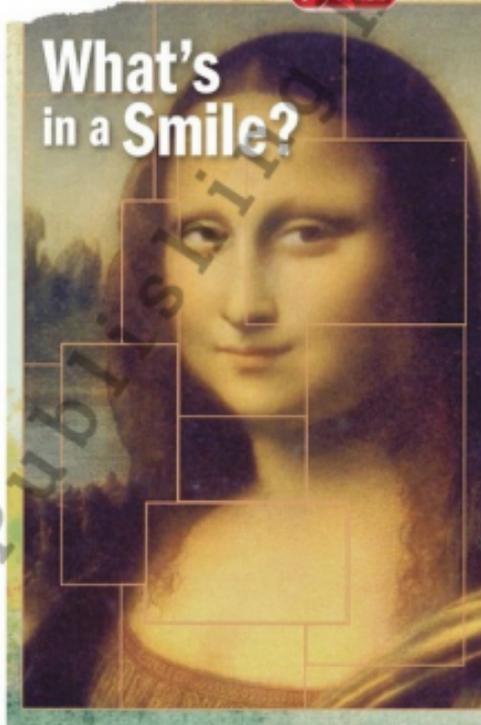
T/F/D/S statements

Read the text quickly to see what it is about. Read the statements and find the key words. Read the text again and find the part that relates to the statement. Make sure all the elements in the statement are true. Be careful with statements that contain words such as **always**, **only**, **never**, **not**. Remember the information can be paraphrased. When looking for doesn't say items be careful; these can often seem like, true or false answers but are things that aren't mentioned at all in a text.

- 11.4.2** Read the text again. For questions 1-8, tick (✓) the correct box.

- The Mona Lisa has remained popular because of da Vinci's amazing technical skill only.
True False Doesn't say
- The act of smiling is studied by scientists from lots of different scientific disciplines.
True False Doesn't say
- Blind babies start smiling later than other babies.
True False Doesn't say
- Primates can signal more than one meaning by showing their teeth.
True False Doesn't say
- The two kinds of smile differ only in terms of the facial muscles activated.
True False Doesn't say
- Emotionally sincere smiles
 - are more beneficial than social smiles.
 - vary based on the degree of emotional warmth expressed.
 - take their name from a researcher.
- According to scientific evidence, smiling
 - maintains blood pressure.
 - lowers endorphin levels.
 - increases dopamine in the body.

What's in a Smile?



- Darwin suggests that smiling
 - causes an emotional response.
 - is only a reflection of one's current emotional state.
 - only benefits the person performing it.

Write the words in the box.

- Find the word in the passage that means the **SAME** as illustrates (paragraph 3)
curative (paragraph 4)
- Find the word in the passage that means the **OPPOSITE** of well-behaved (paragraph 1)
dishonest (paragraph 3)

Few works of art have made such an impact on the world as Leonardo da Vinci's *Mona Lisa*.

Why has this painting made such an impression on us? To many people's minds it's because of the lasting power of her **unique** and enigmatic smile. Smiling is a universal expression that captures our imagination and **lifts our spirits**, whether it is the *Mona Lisa*'s mischievous smirk or a loved one's beaming grin, reaching from ear to ear. But, what's in a smile and why do we do it? Scientists are now examining this simple act to reveal its mysterious secrets and powers.

Smiles seem to be as natural to us as breathing. Smiling has been recorded in babies in the womb, as a reflex, just as making the motions of breathing and blinking are. And even blind babies smile when they feel happiness, for example at the sound of their mother's voice. In this context it's not surprising that smiles have a long history in our **evolution**. In fact, the roots of smiling go all the way back to our primate heritage.

Primates often show their teeth to communicate fear or readiness to attack, but our ability to smile most likely developed from how primates also draw back their lips to show closed teeth as a sign of non-aggression.

And yet, smiles are not quite so simple. First of all, there are two kinds of smile involving **distinct** muscle groups. The polite 'social smile' involves muscles around the mouth and the cheeks. Some people think it is not as sincere as the smile that also engages the

muscles around the eye area. This kind of smile, the Duchenne smile – named after the scientist who first recognised the difference between the two types – displays real emotional warmth.

While smiles might express various degrees of **sincerity**, it seems their beneficial effects remain the same **regardless**. This is because the act of smiling has proven therapeutic benefits and may even be **essential** for good health. It increases the level of dopamine, releases endorphins, and lowers blood pressure. Charles Darwin, the scientist who developed the theory of evolution, noticed this and suggested that smiling is more than a mere response to positive emotions; it is also **pleasure-inducing in and of itself**. These transformative effects are also **infectious**, and can be passed on to others. The people around you will return the smile you give them and then their bodies begin their own cycle of feel-good changes, too.

So, the next time you're unhappy or worried and someone tells you to '**grin and bear it**', maybe you should follow their advice. You might really feel your troubles fly away.

Check these words

- enigmatic • mischievous smirk
- beaming grin • womb • reflex
- non-aggression • engage
- therapeutic • dopamine • endorphin
- mere • pleasure-inducing
- transformative • infectious

- 5 a) Match the words in bold in the text with their synonyms below.

- genuineness • influence • apes • vital
- different • development • irrespective
- one-of-a-kind

- b) **11.4.8** In pairs, check the meaning of the underlined phrases/idioms in the text in your dictionary.

- 6 a) **11.1.5** **11.3.6** **THINK** ICT What did you know about smiling? What did you learn? What else would you like to know?

- b) **11.1.6** **11.1.10** Collect more information about smiling and tell the class.

Listening & Speaking

- 11.2.1** **11.2.2** **11.4.1** **11.4.3** **11.4.4**  Listen and read the text. In pairs discuss what you think the most beneficial thing about smiling is.

Writing

- 11.5.1** **11.5.2** **11.6.10** **11.6.11** Find the main idea in each paragraph and write a short summary of the text.

8b

Vocabulary

Vocabulary from the text

1 Fill in:

- mysterious • mischievous
- therapeutic • infectious
- transformative

- 1 Smiles can be quite causing others to smile too.
- 2 Studies are finally starting to cast light on the secrets of smiling.
- 3 Whether it's a(n) smirk or huge grin, a smile can tell us a lot about a person.
- 4 A smile has such power that it can change our mood.
- 5 When someone is ill, smiling can offer benefits and speed up recovery.

2 Fill in: *display, lift, reveal, capture* in their correct form.

- 1 Mona Lisa's smile the imagination of viewers for hundreds of years.
- 2 For centuries, art historians have speculated over what emotions in the Mona Lisa painting.
- 3 Many viewers find the painting their spirits and gives them a sense of hope.
- 4 Art historians study the Mona Lisa in the hope of the secrets behind her smile.

3 11.6.13 Fill in: *of, for, on* (x2), *to*.

- 1 Mary's beautiful smile makes an impression everyone she meets.
- 2 Studies show that smiling is essential good health.
- 3 The best response a smile is to smile back.
- 4 Babies often smile the sound of their mother's voice.
- 5 Your smile can have a positive impact the people around you.

Topic vocabulary
Radio/TV/Film/Theatre

4 11.5.2 Read the extracts (A-C). What do the words in bold mean? Put them under the correct headings. (Some fit under more than one heading).

A The documentary follows the production of the school play, from its first **audition** right through **rehearsals** to the final **act** of the opening night, with **commentary** from Mrs. Burroughs, the school's Drama teacher.

B The film club produced a great **remake** of the old French movie, with English **subtitles**. The **opening scene**, especially, was considered by everyone a masterpiece.

C The **pilot episode** of the **mini-series** the students have filmed will go online tomorrow. Look out for an exciting **cliffhanger** just before the **end credits**!

Radio	TV	Film	Theatre

5 a) 11.1.1 Circle the odd one out and say which other aspect of a film the odd adjectives can describe. Then, with a partner, decide whether the adjectives are positive (P) or negative (N).

story	thrilling, overrated, charismatic, gripping
plot	intriguing, dull, confusing, high-tech
performance	unexpected, unconvincing, compelling, captivating
special effects	spectacular, complex, breathtaking, uninspiring
ending	absorbing, forced, predictable, dramatic

b) 11.5.2 Choose the correct word.

The highlight of this year's Student Film Festival was, without a doubt, *Stand Up* by Michael Johnson, a promising young director. *Stand Up* tells the **1) gripping/unexpected** story of a young teenage girl growing up during a war. The movie features a(n) **2) intriguing/dull** plot, rife with suspense and drama. The actors were perfectly cast and gave such **3) high-tech/captivating** performances that had the entire audience on the edge of their seats. The action scenes were excellent too and featured **4) breathtaking/dramatic** special effects. Admirably, the director chose not to opt for the **5) thrilling/predictable** ending where the protagonist wins out, but chose to keep it more realistic and ambiguous, leaving the possibility of a sequel.

6 11.1.9 11.3.8 11.3.7 **SPEAKING** If you produced your own film, what would it be about? Use vocabulary from Exs 4 and 5a to describe the story, the plot, the performances and the ending.

Literature

- 7 a) **11.5.2** Read the extracts from authors' interviews below. Fill in: publication, copies, storytelling, edited, bestselling, illustrated, account, depict.
- 'I'd always dreamed of writing children's books full of imaginative drawings. The most challenging part for me was the fact that it had to be carefully to be appropriate for nursery-age children.'
 - 'I had to do a lot of research in order to life in wartime Britain. I aimed to offer an accurate of a very dark period of history.'
 - 'I've always felt that the best way to express myself was through However, it took me years before I was able to submit my first stories for'
 - 'My dream was to become a(n) author. All of my favourite writers have sold millions of worldwide and I wanted to be just like them.'
- b) **11.5.9 11.3.7** Imagine you are an author. Talk about your latest book. What is it about? Who are the main characters? Why did you write it? Tell the class.

Music

- 8 a) Replace the words in bold in the sentences with the correct word from the box.
- lyrics • gig • single • vocals • melody
- The school band is booked for a performance at the new club in the centre of town.
 - I am the singer of the band but I also wrote the **words** for our latest song myself.
 - The teenage girl's voice suits the **tune** of the song very nicely.
 - The teen band is looking for members to perform the **singing** of their new record.
 - The album's first **song** was released last week.
- b) **11.3.2 11.3.3 11.3.4 11.3.7**  Some people say that music is the most powerful form of self-expression. Do you agree? Why? Discuss with a partner.

Phrasal verbs

- 9 **11.6.14** Choose the correct item. Check in Appendix I.
- Be sure to tune **out/in** to next week's show on UCLA Radio for tips on how to pass the exams stress-free.
 - The drama club has just come **up over/with** a great idea for the school play. I think I'll audition.
 - I struggled with my first **musical** role. It's not easy to just **break out/into** song in the middle of a scene.
 - By dispensing **with/of** conventional instruments, the young band has produced a totally unique sound.

Prepositions

- 10 **11.6.13** Fill in: for, into, with, by (x2). Check in Appendix II.
- The school musical has been brought back popular demand.
 - Young stage actors sometimes struggle to engage the audience.
 - For the contest, the student submitted a screenplay that was inspired real events.
 - Over 20 drama students auditioned the role before the teacher cast the part.
 - The script she wrote gave an insight the struggles faced by young actresses today.

Word formation

- 11 **11.6.4** Read the text. Use the words in capitals to form words that fit the gaps.

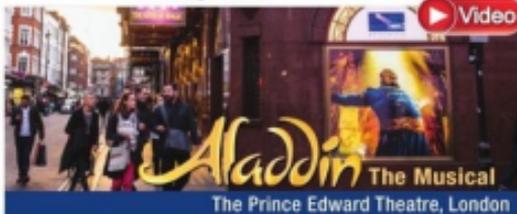


If you've ever thought that Shakespeare's plays might not be **0** **ACCESSIBLE** (**ACCESS**) to everyone, think again! The Reduced Shakespeare Company has the **1** (**SOLVE**). We are a three-man comedy group, which **2** (**ORIGIN**) in the USA. We have broken down the playwright's classic stories into a format suitable for **3** (**BEGIN**). We have presented our short plays as part of a(n) **4** (**AMBITION**) project to make Shakespeare's works available to all. Our unique **5** (**CONTRIBUTE**) are light-hearted and entertaining and our **6** (**PERFORM**) bring Shakespeare's works to the masses. We have also performed other short productions including **7** (**MUSIC**). Some critics say we are destroying Shakespeare's work but the audiences don't seem to agree with them.

8c Use of English

Relative clauses ▶ see pp. GR19-GR20

- 1 a) Read the review. What are each of the relative pronouns/adverbs in bold used to talk about? Which form: *non-defining/defining clauses*?



Disney, **which** has brought audiences so many animated films, has now taken its musical version of Aladdin to London's West End. Aladdin has been a huge success since first opening on Broadway, **where** it played at the New Amsterdam Theatre. Now, the Prince Edward Theatre also invites audiences **that** want to be part of the magic, to experience Aladdin in a dazzling new way.

Casey Nicholaw is the talented choreographer **who** directed this musical version of Aladdin, turning it into a unique experience. He has created a thrilling show, **which** is sure to leave you amazed. It stays true to the story of the film, **in which** Aladdin is a young street kid **who** falls in love with Princess Jasmine. Our hero is luckily saved by a magic genie, **whose** lamp falls into his hands. I must admit I was a little unsure about the show at first. Studios, hoping to finish in on films, often transfer them to the stage. However, I was pleasantly surprised.

The cast, **which** includes lots of talented performers, give amazing performances. Dressed in elaborate costumes, the actors dazzle the audience. In general, all the routines are stunning; the choreography top-notch, and the acting superb. All in all, this new stage version of a timeless classic is the best musical that I have ever experienced! Be sure to see Aladdin for a wonderful evening at the theatre!

- b) Look at the highlighted sentences in the text. In which clause can the relative pronoun be omitted? Why?

- 2 Fill in the sentences with the correct relatives. Add commas where necessary. Then put the relatives that can be omitted in brackets, as in the example.

- The girl (**who/that**) I just spoke to is a singer in the band (**that/which**) my brother started.
- Seeing his first opera was the moment Ian knew he wanted to be a singer.
- The reason Aidana moved to Berlin was for a dance job.
- Samal mother was my music teacher now plays saxophone in an orchestra.

- 3 Join the sentences using relative pronouns/adverbs, putting the pronouns/adverbs in brackets when they can be omitted and adding commas where necessary. Sometimes there is more than one way to join the sentences.

- Diversity are a street dancing group. They made it big after winning a TV talent competition.
- Every year, my friends and I go to Glastonbury Festival. It's one of the most famous music festivals in the world.
- They usually visit Edinburgh in August. That's when the Edinburgh Festival is on.
- Last year, I met Kairat Nurtas. I have always admired him.

Time clauses, Clauses of purpose, Clauses of result, Clauses of concession, Clauses of reason, Clauses of place, Participle clauses, Exclamations ▶ see pp. GR20-GR23

- 4 a) Match the sentences (1-8) to the types of clauses (A-H).

- We missed the bus and **consequently/therefore/as a result/as a consequence** we missed the first act of the play.
- Jason lives next door to the concert hall and **as near as** it is, he's never visited it.
- Having missed** the bus, we took a taxi.
- Kate had to queue up from 6 am **so as to/in order** to get tickets for the Beyoncé concert.
- We can go to the cinema **as soon as/after/when/the minute** that I finish studying.
- Because/Since/As** Hatima lost the theatre tickets, she couldn't see the musical.
- What beautiful costumes** the actors are wearing!
- The record company advertised the album **yet/but** it did not sell well.

<input type="checkbox"/> A	clause of result	<input type="checkbox"/> E	clause of place
<input type="checkbox"/> B	clause of concession	<input type="checkbox"/> F	clause of reason
<input type="checkbox"/> C	clause of purpose	<input type="checkbox"/> G	participle clause
<input type="checkbox"/> D	time clause	<input type="checkbox"/> H	exclamation

- b) Read the text in Ex. 1 again and find a time clause and a clause of purpose. What are the clauses referring to?

- 5 **11.6.15** Expand the prompts to form sentences using the words in the brackets. Make any necessary changes.

- 1 young actors try/find it difficult to get a role in Hollywood (**whatever/no matter what/hard as**)
- 2 his band is talented and successful/he isn't happy (**although/though/despite**)
- 3 it was raining/they called off the concert (**due to/the reason why/because of the fact that**)
- 4 the famous dancer is sick today/the show has been canceled (**as a result/consequently/therefore**)
- 5 I booked us tickets in advance/miss out on the best seats (**so as not to/avoid/for fear of**)

- 6 a) Look at the underlined sentences in the text in Ex. 1. Which participle clause:

- 1 refers to people?
- 2 expresses a reason or condition?

- b) Rephrase the sentences by using the words in bold to form participle clauses. Make any necessary changes.

- 1 **Because he had been awarded** a prize for his book, the author sold more copies.
- 2 I **opened the envelope and** I found two concert tickets.
- 3 **Gulya heard** that her favourite band was in town and then she booked tickets for the show.
- 4 **When he is seen** on TV, the singer looks much taller than he does in person.

Cleft sentences

- 7 a) **11.6.7** Look at the sentences. What does each emphasise?

- 1 a Nurgul practises the saxophone all day.
b All that Nurgul does is practise the saxophone all day.
- 2 a Most rock stars seek a glamorous and exciting lifestyle.
b What most rock stars seek is a glamorous and exciting lifestyle.
- 3 a They saw the performance in the Globe.
b The place where they saw the performance was the Globe.
- 4 a Elnara wanted to see a West End show when she was in London.
b The first thing that Elnara wanted to see when she was in London was a West End show.

- b) Use the words in brackets to rewrite the sentences (1-6) to emphasise the information in them, as in the example.

- 1 My brother watches more films than anyone else in my family. (**The person...My brother...**)
The person who watches more films than anyone else in my family is my brother. My brother is the person who watches more films than anyone else in my family.
- 2 I've popped over to give you back the book I borrowed. (**The reason...**)
- 3 Zhenis wants a guitar for his birthday. (**All .../A guitar ...**)
- 4 Shakespeare's original Globe Theatre was destroyed by fire on 29th June 1613. (**29th June ...**)
- 5 Glastonbury Festival takes place in Somerset, England. (**Somerset, England ...**)
- 6 We should buy Kamshat a book token for her birthday. (**What .../A book token ...**)

- 8 **11.6.7** **SPEAKING** Complete the sentences so they are true for you, using an emphatic structure. Compare your answers with a partner and tell the class.

- 1 The first thing that I want to do this weekend is ...
- 2 The thing that I enjoy most at a concert is ...
- 3 All that I usually do in the evenings is ...
- 4 It wasn't me who ...
- 5 What really bothers me is ...

Key word transformations

- 9 Using the word in bold, complete the second sentence so that it means the same as the first. Use between three and six words.

- 1 When Batima saw the poster for the new album, she told her friends. **HAVING**
Batima, the new album, told her friends.
- 2 It was a fantastic film, so Burkit decided to see it a second time. **SUCH**
It Burkit decided to see it a second time.
- 3 Not wanting to miss the next episode of *Downton Abbey*, I went home early. **AS**
I went home early the next episode of *Downton Abbey*.
- 4 Even though he found it a little hard to get into, Tolkyin ended up enjoying the book. **DESPITE**
Tolkyin enjoyed the book, found it a little hard to get into.

8d Skills

Options for future careers Reading

1 **11.4.3** Look at the title of the text. What do you think it is about? Skim the text quickly to find out.

2 a) **11.4.2 11.4.3 11.4.4 11.4.7** Read the text and fill in the gaps (1-4) with the correct sentences (A-E). One sentence is extra. Which words helped you decide?

- A You will still get the joy and satisfaction from the activity and make a living at the same time.
- B Many forms of self-expression can even be pursued as careers.
- C This may result in frustration and anxiety which, in effect, have a negative impact on our well-being.
- D It is important that you think carefully before you make the final decision.
- E Its main aim is to reduce stress and create a sense of inner peace for yourself.

b)  Now listen and check.

3 **11.4.5** Find words/phrases in the text which mean:

- § 1: verbalising, understand
§ 2: channel, satisfying
§ 3: continually, profitable

4 **11.6.5** Look at the underlined phrases in the text. Identify the transitive and intransitive verb complementation patterns.

Passion or PROFIT?

Self-expression, the process of manifesting one's feelings or thoughts through a creative medium, has been associated with better all-round mental and physical health. One of the major issues we have as humans is our inability to fully comprehend our emotions. Putting them into words might seem close to impossible. **1** Self-expression provides a means of exploring our feelings abstractly when a conversation simply won't do, and so it is regarded as a kind of therapeutic process in a number of cases.

What we need to remember though is that the medium is not as important as the actual act of self-expression. The goal is not necessarily to create a masterpiece, but rather to leave a room feeling better about yourself than when you entered it. Use your instinct to find a creative outlet that works for you. After all, self-expression is not about pleasing others. **2**

A number of people opt to express themselves through art, music, dance or writing, and they are constantly finding new and interesting ways to reflect their personalities. But that is not all. **3** If you love gardening, photography, jewellery making, wood carving or painting, there is nothing to stop you from turning your passion into a money-making business. Certainly, it won't be easy at first but with careful planning, some market research and a business plan, there is no reason why you can't earn some revenue from your favourite means of self-expression. If you treat it like a normal job, advertise it through networking or the old-fashioned word of mouth, be prepared for success. **4** As someone said, "it's a beautiful thing when a career and a passion come together".

Check these words

- manifest • medium • instinct • outlet
- opt • revenue • word of mouth

5 **11.1.1 11.1.3 11.1.8 11.1.10 11.3.3 11.3.4** **SPEAKING** **THINK!**
What are the advantages and disadvantages of turning your favourite means of self-expression into a career? Discuss in pairs. Think about: pressure to create income, overall satisfaction, fear of failure/rejection, change of attitude towards the means of self-expression.

Listening

6 a) **11.4.8** You are going to listen to five people talking about their preferred means of self-expression. Before you listen, check these words/phrases in the Word List or in your dictionary.

- avid walker • meditation • restrictive • de-stress

b) **11.2.1** **11.2.2** **11.2.6** Listen and choose from the list (A-F) what each speaker (1-5) says about self-expression. There is one extra letter.

- A I discovered a simple way to express a very abstract feeling.
 B I learned something about myself.
 C I allow my emotional state to dictate which activities I engage in.
 D I learned about self-expression by listening to other people.
 E I use simple items to express my personal identity.
 F I draw on my own thoughts and feelings to create something.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

7 **11.6.30** Read the following extracts from Ex. 6b. Report what the speakers said.

- 'A friend persuaded me to join the drama club and discovered that I really love acting.'
He explained that
- 'I've been an avid walker for the last twenty years.'
She said
- 'I just feel like myself when I wear bright, crazy colours.'
He said
- 'People often ask me: 'Why do you love going to the gym 6 times a week?''
She said that people often asked her
- 'If I'm annoyed about something, I'll use that energy to lift some weights.'
Siti said

Speaking (making/ responding to suggestions)

8 a) **11.4.1** Read the first and the last exchanges. What do you think the dialogue is about?

b) **11.3.7** **11.5.2** Complete the gaps (1-4) with the phrases. Why don't you, I hadn't thought of that, have you thought about, I'm not sure.

Listen and check.

A: Hey, Anarbek. The school play was fantastic and you were absolutely great!

B: Thank you, Lucy. I'm glad you liked it!

A: I loved it! In fact, I wanted to ask you: 1)

pursuing acting as a career?
 B: Well, I don't know. I haven't decided what I want to do with my life yet.

A: I recently read an article that talked about how following our passions can lead to professional success and a high level of fulfillment. Who wouldn't want to earn lots of money doing the thing they love most?

B: 2) that's such a good choice for me. I've only just started acting and there's so much I don't know about it.

A: That's true, but you clearly love doing it. 3)

..... take some lessons to help you feel more confident?
 B: Well, 4) It sounds like something I could do. Thanks Lucy.

Making suggestions	Accepting a suggestion/idea	Rejecting a suggestion/idea
<ul style="list-style-type: none"> • Have you thought about ...? • What if you (went/studied etc.)? • Why don't you ...? • Perhaps you could ... • It might be a good idea to ... • Have you considered (-ing) 	<ul style="list-style-type: none"> • Great, I hadn't thought of that. • That would be a good idea in fact. • Sounds like a good idea/ something I could do. • Yes, I could, I guess. 	<ul style="list-style-type: none"> • Well, I don't know/ I'm not sure that's such a good idea/choice. • Perhaps it would be better if/to ... • I see what you mean but ... • That's a good point but ... • I was thinking of ... instead.

9 **11.1.10** **11.3.2** **11.3.3** What is your favourite means of self-expression? What would be an ideal career for you? Why? Tell the class.

10 **11.3.3** **11.3.5** **11.3.6** Work in pairs. Use your ideas from Ex. 9 and phrases from the language box to act out a dialogue similar to the one in Ex. 8 about turning your preferred means of self-expression into a career.

Writing

11 **11.5.1** **11.5.3** **11.5.5** **11.5.7** **11.5.8** **11.6.14** Your friend loves writing short stories. Write an email to him/her to suggest that they pursue a career related to their favourite way of self-expression.

8e

Writing An information leaflet

Information leaflets are written in both formal and informal situations. The level of formality depends on the target reader, e.g. workplace regulations leaflet for company employees should be written in formal style, but a travel itinerary leaflet for a school trip should be written in an informal style.

Layout:

- a short and informative title to indicate the topic
- an introduction to attract the reader's attention
- a main body divided into clearly labelled sections focusing on the relevant information in the rubric. The main body paragraphs should be organised according to the purpose of the text: by order of time, priority, etc.
- a conclusion to summarise the points or thank the readers or recommend action, etc.

The main **stylistic features** of information texts include:

- present tenses
- use of the imperative/bullet points, depending on the content
- photos (if necessary)

Rubric analysis

- 1** **11.3.3** Read the rubric and underline the key words. Then answer the questions below.

You are a member of a committee that has been working on setting up a range of extracurricular activities for school children. Prepare an **information leaflet** that will be handed out to the students with information about what's on offer. (150-200 words)

- 1 Why are you preparing the information leaflet?
- 2 Who is going to read it?
- 3 What style will you write it in? Why?
- 4 What kind of activities would be suitable for the students?
- 5 How would you describe them so that they appeal to the students?

Model analysis

- 2** **11.4.2** **11.4.4** **11.4.7** Read the model and fill in the appropriate headings. One heading is extra.

- A** Something for everyone **C** Times **E** Why?
B Membership **D** Who can join?

Looking for Something New?

Want to have some fun after a day's lessons? Then why not come and join one of the many clubs that will be running this term?

1

Anyone can participate in the clubs, as long as you have a permission form signed by your parents. The only exception is if you get a detention for any reason – you can't use membership of a club to avoid it.

2

All the clubs start at 4 pm and finish at 6 pm. So, don't worry, you'll have plenty of time to finish your homework.

3

Whichever way you want to express yourself, there's a club for you. If it's sport you're after, you can practise everything from football and archery to diving and badminton. Looking for something more creative? How about having a go at photography or drama? Or you could brush up your cooking skills in the Baking Club. How many clubs you join depends on how much time you have to spare. You could try a different club every evening of the week.

4

What's the point? you might ask. 'I'd rather hang out with my friends.' Well, you'll be doing just that but you'll get to try interesting activities as well. So why don't you come along? What have you got to lose?

- 3** **a)** **11.3.1** The model in Ex. 2 was written in an informal style to appeal to students. The extract below was written in a more formal style, appropriate for an information leaflet addressed to parents. Fill in the gaps with the following phrases:

- be permitted • no later than • in question • to attend
 • on condition that • a variety of • draw your attention to

After-School activities

Commencing in the autumn term, the school will be offering 1) _____ extracurricular activities in the form of organised societies and clubs.

Membership

Your son/daughter will 2) _____ to enrol in these clubs
 3) _____ you have signed the enclosed permission form. We would like to
 4) _____ the fact that students who have been punished with detention
 will not be allowed 5) _____ any of these activities on the day
 6) _____.

Times

All activities begin at 4 pm and end 7) _____ 6 pm.



b) 11.5.4 11.6.14 In pairs, rewrite the last two paragraphs of the model in Ex. 2 in a formal style. You can use the prompts below as well as your own ideas. Include some prepositional phrases.

- to suit (sb's) interests/(to be) of interest to/to have an interest in/to be keen on/to be enthusiastic about/to participate in/to engage in
- improve/develop skills – broaden one's horizons/knowledge

4 11.5.3 11.6.5 Read the following extract from an information leaflet outlining the main rules and regulations in the workplace. Complete it with the following verbs in their correct form: plan, follow, keep, inform, expect.

Workplace Regulations & Guidelines

To have a well-organised and pleasant office environment, all employees need 1) some simple rules:

Dress

There are no set requirements regarding what to wear. However, all employees 2) to dress formally.

Annual Leave/Absences

Please inform your supervisor in writing about any holidays you 3) to take at least one month in advance. If you are unable to come to work for any reason, the company receptionist must 4) by telephone.

Courtesy to others

The office area and facilities should always be tidy and clean. Likewise, noise and the use of mobile phones should 5) to a minimum.

Your turn

5 11.1.8 11.5.1 Read the rubric and underline the key words. Then answer the questions below.

Some foreign teachers are going to visit your university for a series of seminars but know very little about the area. As a member of the Students' Union, you have been asked to prepare an information leaflet to be sent to the visitors before their arrival. You should include details about your university, the area, and the activities available to the teachers during their stay. Write your **information text** and include one or two photos to make the leaflet more attractive. (150-200 words)

- 1 Who is going to read the information text?
- 2 What style will you write it in?
- 3 Select four of the following subheadings which would be appropriate for the information text.

THE UNIVERSITY Enjoy your stay! **See you soon!**
THE CITY AND SURROUNDING AREA **EVENTS & ACTIVITIES**

- 4 What information should you include in each section?

6 11.5.1 11.5.2 11.5.3 11.5.4 11.5.5 11.5.6 11.5.7 11.6.14 Use your answers in Ex. 5, phrases from the Useful Language box and the plan to prepare your information leaflet.

7 11.1.2 11.1.4 11.1.5 Swap papers with a partner and evaluate each other's piece of writing. Use the Checklist.

Useful Language

Introduction

- The following information should help you provide useful information about ... • We have included details/features about ...

The university: It was founded Its facilities are/include ...

The city and the surrounding area: It is located in/close to ... It has many attractions/places of interest ... The city is/has/features ...

Events & Activities: There is a great variety/range of ... There are ... and you can enjoy/be entertained by/appreciate ...

Conclusion

We hope your stay is/will be unforgettable/memorable/pleasant.

Plan

Introduction

(Para 1) state the purpose of the information leaflet

Main Body

(Paras 2 & 4) present information in separate paragraphs under appropriate headings

Conclusion

(Para 5) summarise information



Checklist

When you finish your piece of writing, check that:

- there is an appropriate introduction to the topic
- the reader is fully informed
- the writing is well-organised (suitable headings for each paragraph)
- the appropriate register has been used
- there are no grammar/spelling/punctuation mistakes
- there is an appropriate conclusion

CLIL 8

Art



After the IMPRESSIONISTS

The Impressionists painted real-life subjects with the use of vivid colours, distinctive brush strokes and the thick application of paint. However, French art developed further during the time of Manet and separate art movements were born.

The Post-Impressionists were in their prime in the late nineteenth and early twentieth centuries. Among the most notable painters in this movement were Henri de Toulouse-Lautrec, Vincent van Gogh and Paul Cézanne. The term Post-Impressionism was first coined by the art critic Roger Fry in 1910. This movement saw the arrival of new techniques which went beyond the scope of the Impressionist movement. New paintings distorted the forms of their subject matter, emphasis was placed on geometric forms and unnatural colours were used for expressive effect.

Not all Post-Impressionists agreed on how to move on from their predecessors. Pointillism was developed by Georges Seurat and his followers. This new art movement used a system of tiny dots of paint to construct forms. Pointillist paintings rely on the eye and being able to decipher and blend the colourful patterns into their real-life forms. Pointillism was a term initially used to mock the artists who used this technique. At the time, Seurat and Signac actually preferred that their art be categorised as Divisionism. However, these days, Pointillism has got no negative connotations.

The 20th century witnessed many new art movements which derived from Post-Impressionist ideas. Many artists such as Cézanne and Picasso actually moved from one art movement to another as well as helping to create their own. For many art enthusiasts, certain paintings of this time are hard to define and seem to fall under different categories. Nevertheless, inspired by past masters and their art movements, the 20th century has produced some of the most beautiful artwork ever seen.

Check these words

- vivid • application • art movement • in one's prime • notable
- coined by • scope • distort • geometric form • expressive
- predecessors • decipher • mock • connotation

- 1 **11.1.9 11.1.10 11.3.7** Describe the painting by Georges Seurat. What technique has been used?
 Read and listen to the text to find out.

- 2 **11.4.2 11.4.3 11.4.4** Read the text again and mark the sentences as T (true) or F (false).

- 1 The Impressionists believed in using bright colours.
- 2 The Post-Impressionist movement was still popular in the 1990s.
- 3 The Post-Impressionists started to alter the forms of their subjects.
- 4 Pointillist paintings only contain spots of colour.
- 5 'Pointillism' was originally used as a complimentary term.
- 6 Picasso followed Post-Impressionism ideas strictly.

- 3 **11.3.1 11.3.6 11.3.7** Tell the class a few things about Pointillism.

- 4 **11.1.6 11.4.8 11.5.1 11.5.7 ICT**
 Collect information about Impressionism. Find out about when it started, how it got its name, which artists were part of it. Give a presentation to the class.

Culture Spot

The Cutty Sark Studio Theatre

- 1 **11.1.9 11.2.0 11.4.1** What do you know about the Cutty Sark? What's unusual about it?
 Listen and read to find out.

- 2 **11.1.6 11.1.8 11.5.1 11.5.7 ICT**
 Collect information about a theatre in your country. Write a paragraph about it, including information about its history, performances that have taken place there, and current schedule.



We all love to be entertained, and the people of London are no exception. Home to the world famous West End theatre district, the city also has a theatre that might raise a few eyebrows, the Cutty Sark Studio Theatre. This unique performance space is unlike any other theatre in the UK, because it's inside a ship! One of London's most famous tourist hotspots, the Cutty Sark has attracted visitors for many years before this incredible addition. During the day the boat acts as a museum where visitors can explore the vessel's cargo hold to get a taste of life at sea in the 19th century. However, in the evening the cargo chests aren't the only thing in the heart of the ship. The same space can be turned into an intimate theatre in around an hour that seats up to 110 people! The Studio Theatre hosts a wide variety of performances, such as comedies, music concerts and drama. So, the next time you fancy a show with a difference, come trip the light fantastic on the seven seas!



To be or not to be?

▶ Acting as an art form has changed a great deal over the centuries. It's no longer just about entertaining an audience in a dramatic way to depict characters and events that everyone is familiar with. Nowadays, acting has moved away from simple performance in favour of something more authentic. Audiences often expect to be challenged by it, and acting sometimes asks difficult questions about the world around us.

▶ Given this change in emphasis, what kind of implications might acting have on somebody's physical and mental health? The idea that there is a psychological price to pay for good acting is nothing new, yet there is surprisingly little scientific research that examines the issue. In fact, many scientists and experts have been reluctant to examine the area in depth. This is changing, however, with academics now starting to investigate the relationship further.

▶ Actors often agree that performing can come with risks. Deborah Margolin, an award-winning actress, found the line between her stage self and her real personality started to become less clear the deeper into character she went. She felt a real emotional impact especially when she played difficult or unpleasant roles. Margolin explains, "It was depressing... my character would cry, and I would cry. She was miserable, and I was miserable." She recalls the impact on her fellow actors: "Everybody backed away from me... These were lovely people – I loved them dearly – but my character was unattractive and somewhat... so was I."

▶ These feelings are easy to understand, and would seem to be a natural outcome of acting styles such as those pioneered by director Constantin Stanislavsky, who pushed for "believable truth" during a performance. These ideas can also be seen in later techniques such as "method acting" which encourages actors to use their real life experiences as an inspiration. There are some, however, who disagree. Actor Sanford Meisner felt that an actor's most important tool is their imagination and that psychology has no place in a performance. Others warn that actors must be careful of how much of their own personality goes into a part. In fact, many performers mix these different methods and keep in touch with family to reconnect with the person beyond their character.

▶ There's no doubt that walking the tightrope between personalities can be a difficult task. As drama student Naomi Cohen explains, "It can be hard. Offstage, you have to remember 40 that it's pretend and onstage you have to forget ..."

8 Progress Check

Reading

1 **11.4.1 11.4.2 11.4.4 11.4.5 11.4.6 11.4.9** You are going to read an article about acting. For questions 1-4, choose the correct answer (A, B, C or D).

- What is the development in acting discussed in the first paragraph?
 - Seeking inspiration from the past is more popular.
 - Entertainment has become the most important factor.
 - Authenticity has shaped the art in new ways.
 - Real life events influence all shows.
- In the third paragraph Margolin says
 - how she grew to dislike her fellow cast members.
 - that a colleague's behaviour affected the group.
 - why she began to feel isolated from everyone else.
 - how she dealt with her personal problems during a show.
- Unlike Stanislavsky, Meisner
 - believes that actors should find their own personal approach.
 - advises caution when throwing yourself into a role.
 - argues that actors must use their personal issues to inspire them.
 - considers creativity to be more important than emotional investment.
- What would be a suitable subtitle for this article?
 - The thin line between actor and character.
 - The importance of interacting with fellow cast members.
 - The challenges of different acting methods.
 - The physical stressors of difficult productions.

(4x5=20)

Listening

2 **11.2.1 11.2.3 11.2.4** Listen and match the speakers (1-6) to the forms of self-expression (A-G). There is one extra form of self-expression that you do not need.

- Cooking
- Jewellery making
- Making their own clothes
- Writing poems
- Stand-up comedy
- Dancing
- Writing music

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	
Speaker 6	

(6x3=18)

Progress Check 8

Everyday English

3 11.3.6 11.3.7 Choose the correct response.

- 1 A: Have you thought about turning your hobby into a business?
B: **a** It sounds like something I could do.
b I see what you mean.
- 2 A: Have you considered taking up pottery?
B: **a** Well, I'm not sure that's such a good idea.
b Well, I was thinking of pottery instead.
- 3 A: Perhaps you could try a different way of self-expression.
B: **a** Well, I'm not sure about these.
b Yes, I could, I guess.

(3x4=12)

Vocabulary

4 11.4.5 11.5.2 Choose the correct item.

- 1 A(n) **commentary/rehearsal/audition** by the renowned jazz musician Fats Bender accompanied the live broadcast.
- 2 Critics claimed the film's cast were **a gripping/overrated/absorbing** actors who didn't perform well.
- 3 They played some lovely **lyrics/vocals/tunes** on the radio.
- 4 The symptoms of stress can **manifest/opt/ restrict** themselves in various ways.
- 5 At first I believed her but then I **saw** the little **beaming/mischievous/infectious** smile on her face.

(5x2=10)

Grammar

5 Choose the correct word.

- 1 The actor **which/who/whom** played the lead role won an award for his performance.
- 2 Bakyt was offered the **part as soon as/sooner than/now** he finished his audition.
- 3 Moldir enjoyed the film **nevertheless/even though/despite** she doesn't usually like sci-fi.
- 4 There are **so many/so much/such many** people here that we can't find a seat.
- 5 The theatre closed in **view of/since/now that** the poor ticket sales.
- 6 Tokyn goes to see his favourite singer **where/wherever/as far as** he performs.
- 7 Ainar bought the book in **order to/in order that/so that** read it before he saw the film.
- 8 Marzhan, **whom/whose/which** brother is an actor, told me about the show.
- 9 **However/Despite/In spite of** experienced the director may be, he always asks for advice.
- 10 **For/Because/On account of** I didn't like the script, I didn't take the role.

(10x2=20)

Writing

6 11.5.1 11.5.2 11.5.3 11.5.4 11.5.6 11.5.7 11.5.9

Read the rubric and do the writing task.

You are a member of your school's Sport Society. You have been asked to prepare an information leaflet describing the activities of the society. The leaflet will be distributed to students around the school in order to attract more members. Prepare your **information leaflet**. (150-200 words)

(20 marks)

(Total: 100)

Competences

11.1.5

GOOD ✓

VERY GOOD ✓✓

EXCELLEN ✓✓✓

Now I can ...

Lexical Competence

- talk about different ways of self-expression
- talk about radio/TV/film/theatre/literature/music
- talk about options for future careers

Reading Competence

- answer T/F/DS questions and multiple choice questions
- fill in missing sentences

Listening Competence

- listen for detail (multiple matching)

Speaking Competence

- make suggestions – accept/reject suggestions

Presentation Skills

- present: Impressionism; a theatre from my country

Writing Competence

- write an information leaflet

Clothes' Journeys

Module 9



MODULE OBJECTIVES

▶ Vocabulary

- traditional clothes around the world
- investigating resources and processes in manufacturing clothes (clothes' journeys)
- parts of clothes
- textiles & materials
- issues related to the fashion industry
- idioms
- phrasal verbs
- prepositions
- word formation

▶ Reading

- an article about the journey of clothes (multiple choice; putting information in order; comprehension questions)

- an article about fashion in Kazakhstan (multiple choice)

▶ Use of English

- adjectives/adverbs
- position of adverbs
- comparisons/like/as
- determiners
- nominalisation
- cleft sentences/ impersonal structures

▶ Listening

- interview (multiple choice; complete sentences)

▶ Speaking

- a summary
- making/responding to a complaint

▶ Writing

- a short text about a clothing production stage
- a short text about a fashion designer
- a report (reporting/ comparing findings)

- ▶ CLIL (History): *The Silk Road*
Culture: *Welsh National Costume*

▶ Progress Check

Words of wisdom

'Fashions fade; style is eternal.'

(Coco Saint Laurent)

Discuss

Traditional clothes around the world

- A** • silk • robe • print

Kimono

This Japanese garment is one of the most instantly recognisable items of clothing in the world. The design is simple: a T-shaped **1)**, hemmed at the ankle, with wide sleeves and a collar. They are traditionally made from **2)**, with a handwoven floral **3)**, The kimono is synonymous with humility and politeness, and this is reflected in the simplicity of its name, which literally means 'thing to wear'.



- B** • headpiece • shade • palm leaf

Nón Lá

The nón lá, or conical **4)** hat, is a symbol of Vietnamese culture. For 3,000 years, this **5)** has been worn by people from all walks of life. However, due to its functionality, it is mostly worn by farmers and street vendors. It is not uncommon to see this hat used for **6)**, as a fan or even as a basket to carry shopping.



- C** • clan • woollen • tartan

Kilt

The Scottish kilt (a) is **7)** knee-length garment which closely resembles a skirt. Surprisingly, however, this item of clothing is worn exclusively by men! Since the 16th century, kilts have been worn at formal or sports events, such as the famous Highland games. The pattern is called **8)**, and varies from person to person, as each Scottish **9)**, or family, has its own distinct version of it.



- D** • folds • designs • heirlooms

Sari

Saris are worn in many countries but are best known as a part of Indian culture and are often passed on from one generation to the next as **10)**, Typically worn by women, they are made from brightly-coloured silk or cotton. A sari consists of one single piece of fabric with intricate handwoven **11)**, It is fastened through a series of **12)** and can be draped in over 100 different ways, usually with one end worn over the head.



- E** • plain • embroidered • traditional

Borik

A borik is a piece of **13)** headgear that reflects the traditionally nomadic lifestyle of the Kazakh people. It is a round cap, typically made from felt and often decorated with fur around the edges. There are two varieties of borik: male and female. The male version is quite **14)**, whereas the female version is more ornate; it is **15)** and decorated with beautiful feathers.



Introduction

- 1** **11.4.4** Read the texts and fill in the gaps with the correct word.

What do all these clothing items have in common?

- 2** **11.1.1 11.1.8 11.1.10 11.2.5 11.3.6** **THINK!** How does each piece of clothing reflect the country's tradition?

- 3** **11.1.6 11.3.5** **ICT** In pairs, collect information about another traditional clothing item from your country or an English speaking country and write a short paragraph. Present it to the class.

9a Clothes' journeys

- 1 a) 11.4.8 These key words appear in the text. Check their meaning in the Word List or in your dictionary.

• pre-wash • dye • marking • grading • sew • stitches

- b) 11.5.2 Use the words in Ex. 1a to fill in the gaps.

- I am really keen on learning how to and create my own clothes.
- You can clothes and change them completely using either natural materials or chemicals.
- This sewing machine has settings for various types of
- Pattern is the process of creating various sizes of an item of clothing.
- Most manufacturers the fabric before production starts to avoid shrinking later in the process.
- helps maximise the number of items that can be made from the fabric and can be done either manually or with computer software.

- 2 11.4.1 11.4.2 11.4.5 11.4.4 Read the text and for each of the questions (1-4), choose the correct answer (A-D). Give reasons for your answers.

- What is the main idea of the text?
 - Clothes are being produced in ever-increasing variety.
 - Clothing manufacturing is a complex activity.
 - Designers have little involvement in manufacturing.
 - Clothes come from a variety of different places.
- What does the author suggest about the value of fabric selection?
 - It is the most fundamentally important stage of manufacturing.
 - It is secondary to the initial design and prototype.
 - It is less relevant towards the later stages of the process.
 - It is a relatively simple part of clothing production.
- What does the writer mean by *public perception*?
 - The way a company understands its customers.
 - The way a company interacts with its competitors.
 - The way a company is viewed by customers.
 - The way a company regards its employees.



The JOURNEY of CLOTHES

from the design table to your wardrobe

▶ Every morning, before we set foot outside, we rummage through our wardrobes in search of the right outfit. Some of us can spend hours doing this, others merely seconds, but one thing remains constant: each wardrobe contains clothes of all kinds – different brands, colours, shapes and styles. It's easy to feel like they've always just been there, but they didn't appear by magic. Every garment has been carefully designed, and the journey from the design table to the wardrobe isn't as straightforward as you might imagine.

▶ The first phase involves the sourcing of raw materials. After an item of clothing has been designed and a prototype made, the arduous process of selecting an appropriate fabric begins. There is a vast selection of fabrics to choose from, each with different properties. The weight of the fabric, the price and the quantity needed are all equally important. A fabric's quality and

- 4 The writer believes that people should ...
- consider manufacturing their own clothes in the future.
 - appreciate the work of those in the clothing industry.
 - research carefully the raw materials in their clothing.
 - avoid purchasing clothes from mass manufacturers.

properties affect every stage of manufacturing, and mass production necessitates buying in bulk, so a lot of planning and research is put into making an informed decision. After purchasing a suitable fabric, it is commonplace for the manufacturer to pre-wash it. This means washing it at a high temperature, so as to prevent it from shrinking when the customer washes it. Now, the fabric is ready to be dyed in the desired colour.

▶ Next is marking and pattern grading, which involves making patterns on the fabric as well as creating additional sizes according to the designer's specifications. Upon completion, the graded and marked fabric is cut into segments, which are bundled up in preparation for their assembly. At this stage, clothes are embroidered with logos or lettering and any printing is completed. The pieces are then sent to a factory, where employees work on an assembly line sewing the pieces of a garment together and attaching components, such as buttons and zippers, using special stitches.

▶ Before a product is sent out, it must go through the finishing process. This means attaching labels, price tags and care tags. Quality control is next. Each unit is checked to ensure it fits the original specifications and loose threads are trimmed away. Any defective or imperfect items are promptly discarded. Unfortunately, the vast majority of manufacturers cannot sell them, regardless of how small their imperfections are, as it can negatively affect the company's public perception. Finally, everything is packed and shipped to a fulfilment centre, which is responsible for distribution, and shortly afterwards the product becomes available in stores.

▶ Regardless of the brand or the price tag, it seems that every item is the result of painstaking effort, and has completed a long journey in order to arrive in our wardrobes.

Check these words

- rummage • source
- raw material
- prototype • arduous
- mass production
- in bulk • segment
- bundle up • assembly line • thread • discard
- fulfilment centre
- painstaking

- 3 11.3.5 11.4.7 11.4.9 Work in pairs. Go through the text again and put the manufacturing process of clothes making in the correct order (1-12).

- Pre-Washing
- Finishing process
- Shipping
- Prototype creation
- Packing
- Marking and pattern grading
- Sourcing of raw materials
- Cutting
- Dyeing
- Quality control
- Design
- Assembly

- 4 11.3.2 11.3.3 11.3.6 11.6.3 Answer the questions in your own words.

- 1 Why is it so important to select the appropriate fabrics?
- 2 Why don't clothing producers sell defective items?
- 3  Which stage of the process seems the most difficult? Why?

- 5 a) 11.4.5 Find words in the text which mean:

- Para A: includes, simple
- Para B: exhausting, suitable
- Para C: finishing
- Para D: faulty, rejected
- Para E: outcome

- b) 11.4.8 Now use your dictionary to find an antonym for each of these words.

Listening & Speaking

11.8 11.21 11.23 11.25 11.34 11.37

11.8.1 Listen and read the text. In pairs, decide on the main idea of each paragraph and give the class a summary of the text.

Writing

11.5.1 11.5.2 11.5.3 11.5.5 11.5.6 11.5.7 11.5.9 ICT Select one of the stages of clothing production and collect more information about it explaining its importance. Write a short text and present it to the class.

9b Vocabulary

Vocabulary from the text

- 1** **11.5.2** Fill in: prototype, mass, assembly, quality, fulfilment.
- Clothes are typically made based on the designer's specifications and a(n)
 - The orders were processed at the centre.
 - Performing control ensures that all items meet the specifications.
 - In factories, clothes are typically put together on lines.
 - production allows people to have a variety of clothes from all over the world.
- 2** **11.5.2** Choose the correct item.
- The customer's **specification/perception** of the producer is extremely important.
 - Kimonos are crafted with **defective/painstaking** attention to detail.
 - The fabrics have already been **bundled up/embroidered** in preparation for packing.
 - Cheap clothes will often **pre-wash/shrink** the first time they are laundered.
 - Rather than **discard/source** imperfect products, we should sell them at a discount.
- 3** **11.6.13** Fill in: through, of, into, from, in.
- Belbit spent half an hour rummaging his closet looking for a matching pair of socks.
 - A huge amount of planning and research is put creating a product.
 - Using low temperatures will prevent your clothes fading during a wash.
 - Regardless your lifestyle, you probably have some interest in fashion.
 - Clothing producers can save money by buying raw materials bulk.

Topic related vocabulary

Parts of clothes

- 4** **11.5.2** Use the words to label the parts of clothes.

A • pocket • collar • cuff • button

C • leg • zipper • bottom

D • lining • lapels • buckle • epaulette



B • pleat • waistband • hem

Textiles & Materials

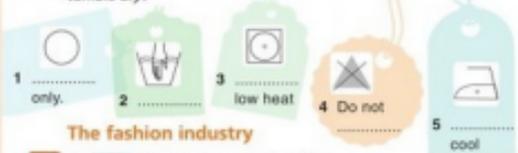
- 5** **11.4.1** Put the following materials into the right category. Check any unknown words in the Word List or in your dictionary.

• cotton • nylon • silk • denim • polyester • flannel • acetate
• leather • linen • viscose • rayon • wool

Textiles from natural fibres	cotton,
Textiles from man-made fibres	nylon,

Textile care

- 6** Label the pictures. Use: iron, dry-clean, hand wash, bleach, tumble dry.



The fashion industry

- 7** a) **11.4.5** Choose the correct option.

Each person has different shopping habits. Most people tend to choose **1) mass-produced/assembly-produced** items which come from recognisable, name **2) tag/brand** manufacturers and provide a guarantee of quality. Others prefer **3) budget/sale** apparel and some even choose to buy illegal **4) counterfeit/false** goods, or knockoffs. This is especially common when purchasing **5) occasional/seasonal** clothes, which are only worn for a short time. For those who can afford luxury items, it's possible to bypass the conventional **6) stock/supply** chain altogether and have expensive, high quality clothes custom-made. This is referred to as **7) haute/chic** couture, meaning "high fashion".

- b) 11.3.3 11.3.4 11.3.7 In pairs, discuss how you prefer to shop for clothes. Use phrases from Ex. 7a.

The clothing industry and the environment

- 8 a) Match the words to form phrases.

1 <input checked="" type="checkbox"/>	upcycled	a	fibres
2 <input type="checkbox"/>	eco-friendly	b	conscious
3 <input type="checkbox"/>	fashion	c	impact
4 <input type="checkbox"/>	chemical	d	clothes
5 <input type="checkbox"/>	environmental	e	demand
6 <input type="checkbox"/>	consumer	f	processes

- b) 11.4.4 11.4.5 Complete the text with phrases from Ex. 8a.

The textile and clothing industry is heavily criticised for its negative 1) because the 2) involved contribute to global pollution. 'Fast fashion' is perhaps the primary factor, as manufacturers rapidly produce clothes to keep up with huge 3) However, we can make a difference as consumers, while still remaining 4) when we select what clothes to wear. One way is to support companies which use sustainable or 5) Another way would be to start reusing old fabrics to create 6) trendy clothing items from outdated garments we find at the back of our wardrobes.

- c) 11.5.6 11.5.1 11.5.7 ICT Collect more information about how the fashion industry can become more eco-friendly. Prepare a short presentation.

Idioms

- 9 11.4.8 Choose the correct word to form idioms. Then explain what the idioms mean. Check in your dictionary.

- The shopping centre was **bursting at the seams/hems** during the sales!
- He still **has a card up his sleeve/pocket** just in case he runs into any problems.
- Shoppers' new dress was custom-made, so it **fits/matches like a glove**.
- So you have a full-time job and three children! I **take my cap/hat off to you!**
- Max **wears his heart/mind on his sleeve**; he never tries to hide his feelings.
- Before you judge someone, why don't you try to **put yourself in their boots/shoes** first?

Phrasal verbs

- 10 11.3.14 Fill in: keep, take, throw, try, wrap. Check in Appendix I.

- I asked the tailor to my trousers in because they were a little too big for me.
- It's snowing today, so up before you go outside.
- Before buying an item of clothing, you should it on first.
- Albela loves reading fashion magazines in order to up with the latest trends.
- When I go to the gym, I normally just on a T-shirt and shorts.

Prepositions

- 11 11.6.3 Complete the sentences with the correct preposition. Check in Appendix II.

- the peg items are typically cheaper than custom-made clothes.
- My sister is constantly shopping for new clothes; she's a slave fashion!
- Fashion conscious people usually only wear what is fashion at the moment.
- As our culture changes, some styles inevitably go fashion.
- It's a black-tie event, so we have to dress the occasion.

Word formation

- 12 11.6.4 Fill in the gaps with words derived from the words in bold.

- I need to buy something for the wedding, it's going to be a rather formal occasion. (**DRESS**)
- The charity organisation will gratefully accept all kinds of clothes and shoes in condition. (**WEAR**)
- He bought a very convenient coat which is made up of two different types of fabric. (**REVERSE**)
- stockings first appeared in the 1950s but were not very popular since women preferred the ones with a seam at the back. (**SEAM**)
- You should avoid the socks and sandals combination; it's considered really (**FASHION**)

- 13 11.3.2 11.3.3 11.3.4 11.3.5 11.3.7 **SPEAKING** **THINK**
Discuss in pairs. What do you think the clothes we wear say about us?

9c Use of English

Adjectives/Adverbs

Quality Control in the Fashion Industry

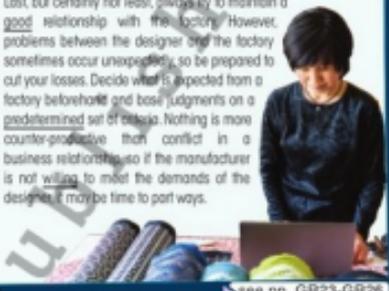
The fashion industry leaves hardly any margin for error when it comes to production. The smallest imperfection can be enough to render a whole garment unfit for sale, so effective quality control is paramount. Luckily, there are some simple ways to ensure that the production process runs as smoothly as possible.

Firstly, quality control should begin at the pre-production stage, so start early and create a checklist. Problems will inevitably arise during the manufacturing process, so a checklist will help to keep everything in order. Research factories thoroughly before choosing one and prepare a detailed tech pack with your designs and the specifications; it will be the blueprint on which all subsequent garments will be based. Be as clear as possible to ensure that the sample the factory provides is perfect. **The key to successful quality control is to avoid mistakes in the earliest stages of production.**

Secondly, it is strongly recommended that designers arrange regular factory visits during production, in order to perform quality checks and ensure that everything fits the specifications in the tech pack perfectly. For example, if items do not appear as they do

in the tech pack or the fabric does not feel like the original sample, then the manufacturing process may need to be adjusted. If no adjustments are necessary, then a pre-shipment inspection can be done. At least 5-10% of the total order should be checked at this stage, since this will be the last opportunity for quality control before the product reaches consumers.

Last, but certainly not least, always try to maintain a good relationship with the factory. However, problems between the designer and the factory sometimes occur unexpectedly, so be prepared to cut your losses. Decide what is expected from a factory beforehand and base judgments on a predetermined set of criteria. Nothing is more counter-productive than conflict in a business relationship, so if the manufacturer is not willing to meet the demands of the designer, it may be time to part ways.



→ see pp. GR23-GR26

- 1 Read the text and look at the underlined adjectives. Which are gradable (they have comparative and superlative forms)? Which are non-gradable? (they do not have comparative and superlative forms)?

- 2 11.6.11 Identify two adverbs in the text from each category: frequency, sequence, time, manner, degree. How do we form adverbs? Where do we place them in a sentence? Check in the Grammar Reference section.

- 3 a) 11.6.11 Look at the highlighted word in the text. The adjective hard can form two adverbs: hard and hardly. What is their difference in meaning? What other similar adjectives can you think of?

- b) 11.6.11 Underline the correct item.

- 1 a I found the online knitting tutorial quite hard/hardly to understand.
b To be honest, I hard/hardly know how to hold a needle and thread!
- 2 a The fashion show started rather late/lately.
b The prêt-à-porter fashion industry has been booming late/lately.
- 3 a He always walks to the studio because it's quite near/nearly.
b The designer visited the factory near/nearly every day to check their progress.
- 4 a His family always encouraged him to aim high/highly.
b She is considered a high/highly skilled fashion designer.
- 5 a Teenagers most/mostly wear fashionable yet comfortable clothes.
b Which of these fashion brands do you like most/mostly?

- 4 11.6.11 Rewrite the sentences putting the adverbs in the correct place. Remember that the emphasis can be changed according to the position of the adverb.

- 1 The two designers talk to each other. (sadly/hardly ever)
2 The fashion model walked. (gracefully/along the catwalk)
3 Lotus fibres have become popular. (recently/increasingly)
4 They changed the production line. (entirely, last month)
5 The young designer mentioned his difficulty coming up with new designs. (briefly/yesterday)

Comparisons/like/as

> see p. GR26-GR27

5 Look at the text in Ex. 1 again. Underline examples of comparisons. How are they formed?

6 Fill in: *nowhere near*, *by far*, *just as*, *so much*.

- The new inspector is careful as the old one, so we didn't receive any defective sample products from the factory.
- Aset is the greatest creative director the fashion house has ever had.
- Berik is not creative as he is hard working.
- Sadly, the collection was as brilliant as the designer believed it to be.

7 a) Read the extracts (1-2) taken from the text in Ex. 1. How are *like* and *as* used?

1 ... items do not appear as they do in the tech pack ...

2 ... the fabric does not feel like the original sample, ...

b) Fill in *like* or *as*.

- He earns a living a shoes designer for a luxury brand.
- Tazagul is a great stylist. No one can match and match clothes her!
- She looked a movie star in her evening gown.
- Most people regard Ms Karimova an excellent creative director.
- There's nothing achieving global success!

8 a) Read the blog entry about being a fashion designer and choose the correct item.

Home About Contact

Blog Post Posted on Monday

The Reality of being a Fashion Designer

Some people think being a fashion designer is easy, but it's far 1) lot/more very challenging than it looks.

Designers need to possess a number of skills. They define the technical specifications for each garment and choose the fabric. This means that they must have a knowledge of the properties of every fabric available on the market. Making the initial design is 2) much/a lot of far the most creative task they perform. Other than that, they sometimes have to act more 3) as/like/such craftsmen than artists: their daily routine revolves around cutting, pinning and sewing segments together to create prototypes.

Undoubtedly, the 4) most/less/little glamorous part of the job is liaising with the factory owner, the person responsible for the manufacturing process, in order to ensure that the final product is turning out as intended. This process is arduous and full of conflict, so fashion designers must be determined.

All in all, it's a lot 5) most/much/more to being a fashion designer than meets the eye.

Post a comment



b) 11.6.2 Look at the underlined determiners in Ex. 8a. Identify their type and use.

Nominalisation > see p. GR27

9 a) In nominalisation, a verb turns into a noun. Look at the sentence in bold in the text in Ex. 1 and then read how it can be rewritten using nominalisation. What other changes in the sentence structure do you notice?

Avoidance of mistakes in the earliest stages of production is the key to successful quality control.

b) Rewrite the sentences in your notebook using nominalisation.

- The price of the clothes increased dramatically due to the fact that they were imported. The
- The fashion industry is booming as a result of the work of talented new designers. The
- Kazakhstan's attitude to clothes has been changed as a result of globalisation. There
- When the sewing machine was developed, it made clothing production much faster. The
- They altered her dress, which was what made it fit better. The

Cleft Sentences/ Impersonal Structures

10 11.6.6 Rewrite the sentences in your notebook using the word in bold.

- A combination of talent and hard work made him so successful. (**what**)
- My mother only wants to wear French designers. (**all**)
- They say that Christian Dior's legacy still influences the fashion industry. (**it**)
- Thomas Burberry invented a trench coat for military officials in WWI. (**it**)

9d Skills

Issues related to the fashion industry Reading

- 1** **11.44** **11.47** Read the first sentence of each paragraph. What is the text about?
Listen and check.



FASHION Power

In recent years, Kazakhstan has undergone a massive transformation. The country has become increasingly diverse, taking cultural influences from all over the world and blending them with its own. Now, thanks to the prosperity brought on by its booming economy, the stage is set for the Kazakhs to become major players in world fashion and some domestic designers are already turning heads with their innovative creations.

Kazakhstan is still relatively new to the world of contemporary fashion, having established the Kazakhstan Union of Designers in 1987 and their very own fashion week as recently as 2004. As the world's largest landlocked country, the importation of raw materials has been a consistent issue, as fabrics imported from abroad were often of inferior quality. However, recent investments have brought about a huge increase in domestic textile production guaranteeing that local designers have the best resources at their disposal. As a result, they've gained a reputation for high-quality clothing, with designers representing their country at internationally-renowned events like Paris Fashion Week. By combining contemporary trends with national motifs, Kazakh designers have found a market niche and have seen increasing consumer demand with each passing year. Consequently, their fashion industry has gone from strength to strength.

Having said that, there are those in the industry who have misgivings about Kazakhstan's new approach to fashion, and are concerned about the implications of the country's rapid modernisation. Undoubtedly, the Kazakh people are enjoying a newfound love for designer labels. Some designers have even gone so far as to say that the people have become "brand-brainwashed", that their infatuation is bordering on obsession, and is putting the country at risk of losing its cultural identity. As of yet, it's hard to tell if that argument holds any weight. For now, all signs suggest that the country is moving in a positive direction. With a strong and stable economy and talented designers finally getting the attention they deserve, things are definitely looking up for the fashionistas of Kazakhstan.

Check these words

- undergo • prosperity • booming • turn heads
- landlocked • renowned • motif • niche
- misgiving • implication • newfound
- infatuation • obsession • fashionista

- 2** **11.45** **11.46** **11.49** Read the text and for questions 1-3, choose the correct answer (A, B or C).

- What is the main idea of the text?
 - Kazakh fashion designers have long been known as the world's elite.
 - Western retailers have flooded the fashion market in Kazakhstan.
 - Multiple factors have played a part in the success of Kazakh fashion.
- What is the author's opinion of Kazakhstan's current fashion industry?
 - The quality of textiles is inferior to that of other countries.
 - The industry's growth has been a long-term process.
 - The industry currently relies heavily on imported textiles.
- The author is uncertain about ...
 - the claim that the country is at risk of losing its cultural identity.
 - the future direction of the country's clothing industry.
 - the degree of the consumers' fondness for designer labels.

- 3** **11.35** **11.36** Match the words to create phrases from the text. Then, in pairs, use them to make sentences.

1	cultural	a materials
2	booming	b motifs
3	market	c influences
4	raw	d labels
5	national	e economy
6	designer	f niche

- 4** **11.13** **11.18** **11.32** **11.35** **11.37** **THINK!** In pairs, discuss what you think the future holds for the fashion industry in Kazakhstan.

Listening

- 5** **11.19** **11.48** You are going to listen to an interview with a fashion designer. Before you listen, check these words in the Word List or in your dictionary. What do you think makes this fashion designer unique?

- making waves • custom-fitted • assortment
- unconventional • blend • fusion

- 6 a) 11.2.2 11.2.3 11.2.5 11.2.7 Listen to the interview and for questions 1-3, choose the correct answer (A, B or C).

1 What is the designer's opinion about the fashion industry in Kazakhstan?

- A It is dominated by designers who use the nomadic haute-couture style.
B It is difficult for new designers to break into.
C It is an ideal place to experiment with new concepts.

2 What is the designer's attitude towards tradition?

- A Keeping old traditions helps people learn from the past.
B Creating new traditions is a core element of fashion.
C Studying traditions opens up a window into the future.

3 How does the designer feel about her future in fashion?

- A She feels she has already mastered the art of design.
B She wants to explore overlooked elements of the profession.
C She hopes to pass on her knowledge of her craft.

- b) 11.6.3 Listen again and complete the sentences.

- 1 Inna says that some people are shocked when
2 Inna claims she's always felt motivated to
3 Inna tells the interviewer that she is excited to
4 When asked about her future, Inna says she is not sure where
5 At the end of the interview, the interviewer says he is certain that

- 7 11.1.6 11.1.9 11.1.10 11.3.7 11.6.11 THINK Imagine you are a fashion designer. What would you design that could make waves in the fashion industry? Think about: **type of clothing item** - fabric/material - pattern - colour - **environmental impact**, etc. Use appropriate adverbs and adverbial phrases to describe your design. Then, present your design to the class.

Speaking (making/responding to a complaint)

- 8 a) 11.4.3 11.4.5 11.5.2 Complete the gaps (1-5) in the dialogue with the phrases: *Please accept my apologies, I'd like to make a complaint, I assure you that, what we can do, I was rather hoping.*

A: Hello Mr Abdulov, I've just inspected a sample of the black cotton trousers and 1)
B: Ms Taylor, what seems to be the problem?
A: Well, it seems that these are some broken stitches on the lining of a number of the units.
B: 2) Some of my staff are quite new and still learning. I will have them add more stitches to each garment immediately.
A: 3) you could sew the trousers from scratch. Each garment has to be perfect.
B: That would be very time consuming. 4) Is have the trousers restitched at no extra cost. 5) the result will be excellent. Would that be okay?
A: That will be fine, thank you.

- b) 11.1.1 11.1.10 11.3.6 11.3.7 Work in pairs. Imagine you are a fashion designer conducting a routine quality control at the factory that manufactures your clothes. You complain to the factory owner about some defective products you have found. Your partner is the factory owner. Act out a similar dialogue using the dialogue in Ex. 8a as a model and phrases from the language box.

Making a complaint

- I'd like to make a complaint.
- What (has) really upset me is/was ...
- I'm afraid I have to complain about/I'm not really happy with ...

Responding to a complaint

- I'm sorry to hear that.
- Please accept my (sincere) apologies.
- I'm so/terribly sorry (that) ...

Requesting a course of action

- I was rather hoping ...
- Can you do something about it?
- I'd rather get/have ...

Offering a solution

- I assure you that ...
- What I/we can/ could do is ...
- To make amends, I'd/we'd like to ...

Writing

- 9 11.1.6 11.1.10 11.5.1 11.5.2 11.5.3 11.5.5 11.5.6 11.5.7 11.5.9 ICT Collect information about a Kazakh fashion designer and his/her work. Write a short text about him/her and present it to the class.

Reports are formal pieces of writing we write for a person in authority (e.g. a manager, a teacher). They may contain a description of something (e.g. how well a business is performing) and often include our suggestions or recommendations for future action (e.g. how sales could improve).

The information in reports is presented in separate sections under appropriate headings.

A report starts with the following information* in the top left corner.

To: (full name & position)

From: (full name & position)

Subject:

Date:

* the exact information you include depends on the purpose of the report

Rubric analysis

- 1** Read the rubric and underline the key words. Then answer the questions.

You work as a market analyst for a big clothes retailer. Your manager has asked you to write a report about the problem of returns to the online shop. Your report should discuss the causes and propose solutions to address the problem. Write your **report** in 150-200 words.

- 1 What do you have to write?
- 2 Who are you and who is going to read your report?
- 3 What style should you write in?
- 4 What information should your report include?

Model analysis

- 2** **11.5.2** Read the model and fill in the gaps (1-3) with the correct heading.

PROPOSED SOLUTIONS

PROJECTED RESULTS

PROBLEM OF RETURNS

To: Laura Barnes, Chief Customer Officer (CCO)

From: Stephen Bennett, Market Analyst

Subject: Brand Loyalty

Date: 1st August

INTRODUCTION

The aim of this report is to address the recent problem of returns to our online store, to propose measures to solve the issue and to present projected results.

1 _____

In the past 18 months, our sales have fallen dramatically. Our research has shown that we have been experiencing a high rate of returns in our e-shop. Customer feedback tells us that sizing has been the number one reason. Most complained that our sizes differ considerably compared to garments from similar retailers.

2 _____

I propose creating a size guide specifically for our store's products, publicising it on all social media accounts and making it available for print on our website. I also propose offering a small amount of store credit with any further returns to help retain our customer base.

3 _____

If we implement the proposed solutions, it is expected that returns to our e-shop will drop by as much as 30% in the coming season. I also believe that our social media campaign will draw in a substantial number of new customers, which should help to boost our sales.

CONCLUSION

In conclusion, if we manage to reduce returns, we will see an upturn in profits. Clearly defined sizing standards and good customer care are the ways to do this.

In reports, we normally use:

- **present tenses** to describe facts/a current situation, **past tenses** to report on past actions/events and **future tenses** to talk about future actions/possible results.
- **verbs** (e.g. propose, intend, hope, expect, predict, anticipate)
- **adjectives** (e.g. probable, possible, forthcoming, potential)
- **adverbs** (e.g. highly, strongly, firmly, especially, undoubtedly)
- **hypothetical structures** (e.g. this would mean that, we might, this should)

- 3** **11.3.7** **11.5.2** **11.5.3** **11.6.11** Underline the correct word/phrase.

- 1 I would **strongly/namely** suggest that we all attend the **forthcoming/possible** event.
- 2 If we **could/might** implement some of these suggestions, it would boost the company's sales.
- 3 I **hope/predict** these recommendations are taken into account in any **future/potential** discussions.
- 4 Online buyers' concerns about internet safety **have increased/increased** over the last few years.
- 5 **Undoubtedly/Particularly**, the recent changes have improved the situation.

Linking words/phrases

- 4 a) **11.5.6** Read the sentences and fill in the correct linking word/phrase.

• Consequently • Firstly • for instance • Furthermore
• However • I would suggest • It seems to me

1 Various schemes are helping young designers to set up their businesses. _____, the whole process is long and complicated.

2 _____ that we can all help, _____ by buying clothes from local designers. _____, we can make posts about them on social media.

3 _____, we need to organise a sponsored event to make the brand known. Secondly, we have to advertise the brand online to increase exposure.

4 Despite the increase in profits, there are still a lot of problems. _____ setting up a customer care hotline immediately.

5 I believe that a new product line would help significantly. _____, we would be more competitive during the new season.

- b) **11.5.6** Which linking word/phrase: *introduces a point? lists points? gives an example? introduces contrasting points? expresses cause and effect? makes a recommendation? expresses an opinion?*

Your turn

- 5 **11.5.1** Read the rubric and underline the key words. Then answer the questions.

You work as a market analyst for a clothing company. Your supervisor has asked you to write a report about the problem of poor sales. Your report should discuss the reasons, propose measures and explain how these would help improve sales. Write your **report** (150–200 words).

- Who are you and who are you writing to?
- What style should you write in?
- Which tenses should you use?
- What information will you include in the introductory paragraph?
- How many main body paragraphs will you write?
- What headings will you use for the main body paragraphs?
- What information will you include in the conclusion?

- 6 **11.1.2** **11.1.3** **11.1.5** **11.1.6** **11.5.2** **11.5.3** **11.5.4** **11.5.5** **11.5.6** **11.5.7**

11.5.9 **11.6.2** **11.6.3** **11.6.11** Use your ideas in Ex. 5, phrases from the Useful Language box and the plan to write your report. Swap your reports and give each other feedback using the Checklist.

Useful Language

To introduce the report

- The purpose/aim of this report is to ...
- This report outlines/examines/assesses ...

To introduce/list points

- Firstly, ... • Furthermore/Moreover/In addition/Additionally ...

To give examples

- For instance, /For example, ...
- ... especially/particularly/specifically ...
- ... like/such as/namely ...

To introduce contrasting points

- However, /On the other hand/ Although ... • While ... • Despite ...

To express cause and effect

- By doing this, we could/would ... • In this way ... • As a result, consequently ...

To make suggestions/recommendations

- I would strongly suggest/recommend ...
- One solution/suggestion would be to ...

To express opinion

- I firmly/strongly believe (that) ...
- As far as I am concerned ... • I consider it ... that ... • It seems to me that ...

To conclude

- In conclusion/To conclude/On the whole

Plan

Introduction

(Para 1) state the purpose and content of the report

Main Body

(Paras 2–4) present information/suggestions/recommendations in sections under appropriate headings

(Para 3) arguments against & justifications/examples

Conclusion

(Para 4) summarise arguments & state your opinion



Checklist

When you finish your piece of writing, check it for:

- appropriate introduction of the topic (stating purpose and content)
- use of headings to introduce each part of the report
- appropriate formal style
- variety of formal linking words
- grammar/punctuation/spelling mistakes
- range of vocabulary
- appropriate conclusion

CLIL 9

- 1 **11.1.9 11.1.10** What is the Silk Road? Which continents did it pass through? Where did it get its name?

11.2.3 11.4.1 Listen and read to find out.

- 2 **11.4.1 11.4.2 11.4.4 11.4.6** Read the text again and for questions 1-3, choose the correct answer (A, B or C).

- 1 What is the author's purpose?
A to give historical information
B to give advice to travellers
C to compare different cultures
- 2 Why did most merchants travel only a part of the Silk Road?
A Not all of them were going to Europe.
B Their camels couldn't travel the whole distance.
C They sold their goods en route.
- 3 How did merchants benefit from their travels?
A They learnt about new products.
B They shared new ideas.
C They improved their trading skills.

- 3 **11.3.2 11.3.3 11.3.7** Why do historians claim that the Silk Road was the melting pot of different civilisations? Discuss in pairs.



The Silk Road

Nowadays, products from all around the world are just a click away. But centuries ago, long before the age of the internet, merchants had to travel thousands of miles to sell their goods. They travelled along a trading route which led to foreign lands: the Silk Road.

Despite its name, the Silk Road actually wasn't just one road. In fact, it encompassed a number of routes over land that connected the great empires of Asia and Europe. It all began back in 164 BCE when the first merchants started travelling in order to sell silk cloth. Silk soon became a luxury material and for years Asian merchants transported not only silk, but also porcelain, jade, spices and tea.

Very few merchants actually travelled the entire length of the Silk Road. Instead, goods were exchanged at trading posts along the way, such as Alexandria and Istanbul. In Kazakhstan, one of the main Silk Road routes ran across the southern part of the country. For centuries, traders travelled along the great Kazakh steppe carrying silk and other exotic goods making stops in caravanserais, which later turned into small settlements and then into towns or cities.

However, it wasn't just cloth and spices that were traded along the Silk Road. The merchants soon learned each other's languages and when they returned to their homelands, they brought with them new ideas and attitudes.

The end of the Silk Road came in the 15th century when European explorers discovered a route to Asia by sea which made trading easier and cheaper. At the same time, the discovery of the Americas uncovered new trading opportunities to the west.

The Silk Road hasn't been forgotten. In 2014, 33 sites along the eastern part of the road were made a UNESCO World Heritage Site and each year, thousands of tourists travel to the Silk Road to visit the magnificent trading cities and retrace the footsteps of the ancient merchants.

Check these words

• encompass • jade • caravanserai • settlement • retrace

Culture Spot

- 1 **11.1.8 11.1.9 11.1.10** Look at the photo. What do you know about the Welsh national costume? What does it symbolise?
 Read and listen to the text to find out.

- 2 **11.1.6 11.1.8 11.5.1 11.5.7 ICT**
 Collect information about your country's national costume. Write a paragraph about it including a description and information about its history and symbolism. Present your work to the class.

Welsh National Costume

The Welsh national costume has been worn by Welsh women since the early 19th century. These days, it is reserved for special occasions such as St David's Day.

Inspired by clothing worn by Welsh women in rural areas in the early 1800s, the outfit comprises a skirt, an apron and two iconic items: a black hat and a red shawl. It became part of the country's national identity in the 1830s, as result of Augusta Hall's efforts to promote the Welsh culture.

The Welsh national costume is also said to have played a significant role in the country's history. According to legend, during the invasion of Wales at the end of the 18th century, French soldiers arrived at the coast near Llanwnda, a small town in the southwest of the country. Hundreds of Welsh women, dressed in their traditional clothes, came out to see what was happening. Seeing them from a distance, the French mistook them for soldiers and surrendered to the British army.



FASHION in the Land of the GREAT STEPPE



A Since the upturn of its economy, Kazakhstan has been subject to significant change in every sense of the word. Perhaps the most noticeable change of all, however, has been the shift in attitudes among the people, particularly in relation to fashion. As the country has grown, its heightened profile has brought with it some 5 challenges as the people try to find their place in the modern global community.

B Kazakhstan's initial entry into the global fashion industry raised an important question: how should the Kazakhs express their identity in a global context? Fashion serves to shape 10 perceptions of people internationally and for many it would be the first major glimpse into Kazakh culture. The challenge was made all the more difficult by the fact that Kazakhstan has been in the process of such a rapid modernisation. On one hand, there are ultra-modern lifestyles being led in major cities like Nur-Sultan and 15 Almaty, while on the other there are traditional, tribal and nomadic elements of Kazakh culture still alive in rural areas.

C Kazakh designers have found an elegant solution to this problem, inspired by elements of both the old and the new. In a style of their own creation, they have incorporated traditional 20 motifs into contemporary items and re-created folk costumes using modern fabrics and fitting. By effortlessly merging elements from two separate eras, local designers have helped to cement Kazakhstan's status as a modern global entity while still keeping the country's culture intact. This experimental style has received 25 widespread acclaim and as a result, local designers have represented their country at fashion events all over the world. What's more, due to its recent successes, Nur-Sultan is fast becoming the fashion capital of Central Asia, as the wealthy elite from neighbouring countries increasingly choose to do their shopping there rather than 30 in Dubai, Paris or Milan.

D Kazakhstan's current success in fashion has come as a result of innovation, passion and hard work. The first steps into the fashion industry were enormously challenging, and it took time for the idea to take off because the country had almost no established 35 structure for producing manufacturing textiles and clothing. That meant that not only did designers have to establish a style that would draw the attention of the fashion industry, but the country itself had to create a system which would allow them to source materials and manufacture clothing in larger quantities than ever before. 40

E Looking at the history of the country and the painstaking effort required to reach this point, it's safe to say that Kazakhstan's achievements in the fashion industry are no small feat.

9 Progress Check

Reading

1 [11.41] [11.42] [11.43] [11.44] [11.45] [11.46] Read the text and for the questions (1-5), choose the correct answer (A, B, C or D).

- What is the main idea of the text?
 - Kazakhstan is currently enduring a difficult period.
 - Kazakhstan has been modernised in every aspect of its culture.
 - Kazakhstan is tackling issues which affect the whole world.
 - Kazakhstan has overcome obstacles in its development.
- What does the author mean when he refers to Kazakhstan's heightened profile in the first paragraph?
 - The different types of changes the country is experiencing.
 - The country's plentiful supply of natural resources.
 - The international attention the country has been getting.
 - The country's rich culture and long history.
- What does the author say about Kazakh fashion in paragraph C?
 - There are contrasting styles featured in the designs.
 - The clothes are very elegant in their design.
 - There is little effort involved in the process.
 - The clothes feature a lot of contemporary patterns.
- What is implied about the countries around Kazakhstan?
 - Their people originally come from places like Dubai, Paris and Milan.
 - They are becoming increasingly wealthy with each passing year.
 - Their inhabitants are changing their shopping habits.
 - Their people have enjoyed similar success to that of Kazakhstan.
- What does the author imply about the country's success in fashion in the last paragraph?
 - It prevented the country from investing in other areas.
 - It came as a result of widespread international attention.
 - It didn't gather much momentum right away.
 - It was achieved using existing resources.

(5x4=20)

Progress Check 9

Listening

- 2** **11.2.2** **11.2.3** **11.2.6** Listen to a speech about Kazakhstan Fashion Week and complete the gaps. Use one to three words.

Kazakhstan Fashion Week is the biggest fashion event 1) The most important aspect of KFW is the 2) contest. The contest attracts many contestants most of which are 3) About 4) of them make it to the final. The contest is challenging because the 5) are very specific. The contestants must show individuality and 6) in their creations. They must create clothes in 'peñón-parler' style, meaning 7) One of Fashion for Future's primary themes is 8) The winner of Fashion for Future receives 9) to study fashion in Italy. There, they will study next to some of the best 10)

(10x2=20)

Speaking

- 3** **11.3.1** **11.3.7** Fill in the correct response: To make amends, I'd like to offer a considerable discount. – Please accept my apologies. – What seems to be the problem?

- 1 A: Good morning Ms Aronova.
B: I'm afraid I have to complain about the quality of this fabric.
- 2 A: What has really upset me is the excessive delay in delivery.
B: Oh dear!
- 3 A: What can you do about it?
B:

(3x4=12)

Vocabulary

- 4** **11.5.2** Choose the correct item.

- This dress is too long; let's take the **seam/hem/capel** up a bit.
- For babies, it's advisable to select clothes from natural fibres, such as **cotton/viscose/rayon**.
- Mass/Assembly/Supply** production requires special equipment.
- Nowadays, most fast-fashion retailers stock a(n) **blend/ assortment/fusion** of clothes from different brands.
- A **motif/niche/prototype sample** gives the manufacturer a clear idea on how the finished garment looks like.
- The young celebrity often has **custom-fitted/renowned/newfound** garments made specially for her.

(6x2=12)

Grammar

- 5** **11.6.2** **11.6.3** Choose the correct item.

- She is feeling by **far/a** lot better now.
- Coco Chanel was known **like/as** one of the most influential fashion designers of all time.
- The young designer is becoming **the more/more and more** sure of himself every day.
- They **hard/hardly** go anywhere these days; they have to finish the designs for the Fashion Week.
- Could I have a look at **another/other** sample please?
- She travels to Milan nearly **each/every** weekend.
- As the director of the company, she **frequently attends/ attends frequently** meetings.
- Evrika isn't **as skilled as/skilled as** Albanu in knitting.

(8x2=16)

Writing

- 6** **11.5.1** **11.5.2** **11.5.3** **11.5.4** **11.5.5** **11.5.6** **11.5.7** **11.5.9** Read the rubric and write your report.

Imagine you are a student of Fashion Design and you have recently attended a fashion event in your city. The event organiser wants to attract more people in the next fashion event and has asked you to write a report making suggestions. Think about venue, publicity, activities. Write your **report**. (150-200 words).

(20 marks)

(Total: 100)

11.15

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now can ...

Lexical Competence

- talk about traditional clothes around the world
- talk about the resources & processes of clothes manufacturing (clothes' journeys)
- talk about issues related to the fashion industry

Reading Competence

- answer multiple choice/ comprehension questions
- put information in chronological order

Listening Competence

- listen for specific information/detail (multiple choice/complete sentences)

Speaking Competence

- summarise an article
- make/respond to a complaint

Presentation Skills

- present: a clothing production stage; a fashion designer; the national costume of my country

Writing Competence

- write a report (report/compare findings)

Revision

Present Simple and Present Continuous

We use the **present simple** for:

- facts and permanent states. *My mother works as a nurse in the local hospital.*
- general truths and laws of nature. *Italians drive on the right.*
- habits and routines (with **always**, **usually**, etc). *We often visit my grandparents at the weekend.*
- timetables and programmes (with future reference). *Our plane leaves at 10 o'clock.*
- sporting commentaries, reviews and narrations. *Murray smashes the ball over the net and wins the point.*
- feelings and emotions. *My family loves getting together at the holidays.*

The time words/phrases we use with the **present simple** are: usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.

We use the **present continuous** (to be + verb-ing):

- for actions taking place at or around the time of speaking. *The children are playing in the garden right now.*
- for temporary situations. *My dad is decorating the kitchen these days.*
- for fixed arrangements in the near future. *I am meeting my sister for a coffee tomorrow.*
- for currently changing and developing situations. *Jobs are getting more and more competitive nowadays.*
- with adverbs such as 'always' to express anger or irritation at a repeated action. *My sister is always borrowing my things without asking!*

The time words/phrases we use with the **present continuous** are: now, at the moment, at present, these days, nowadays, still, today, tonight, etc.

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see**, **hear**, **smell**, **taste**, **feel**, **look**, **sound**, **seem**, **appear**, etc). *My grandmother's house always smells of fresh cooking.*
- verbs of perception (**know**, **believe**, **understand**, **realise**, **remember**, **forget**, etc). *Bekoz understands how people feel because he's very sympathetic.*
- verbs which express feelings and emotions (**like**, **love**, **hate**, **prefer**, **detest**, **desire**, **want**, etc). *I love going to family barbecues.*
- and some other verbs (**be**, **contain**, **include**, **belong**, **fit**, **need**, **matter**, **cost**, **own**, **want**, **weigh**, **wish**, **have**, **keep**, etc). *I wish you would listen!*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK <i>I think he's a very good athlete. (= believe)</i>	<i>I'm thinking of going to the cinema. (= am considering)</i>
HAVE <i>The Smiths have a fabulous cottage. (= own, possess)</i>	<i>I'm having a problem with my best friend. (= am experiencing)</i> <i>My dad is having a nap. (= is taking)</i> <i>My sister is having breakfast. (= is eating)</i>
SEE <i>You can see the entire city from the top of the tower. (= it is visible)</i> <i>Do you see what I'm talking about? (= understand)</i>	<i>I'm seeing my friends this afternoon at the mall. (= am meeting)</i>
TASTE <i>My mom's quadding tastes amazing! (= has the flavour)</i>	<i>Dad is tasting the sauce to see if it is ready. (= is testing)</i>
SMELL <i>This dish smells delicious! (= has the aroma)</i>	<i>She is smelling the perfume. (= is sniffing)</i>
APPEAR <i>The children appear to be having fun. (= seem)</i>	<i>He is appearing in a new film. (= is performing)</i>
FIT <i>That dress fits you perfectly. (= it's the right size)</i>	<i>He is fitting a new carpet in the living room. (= is attaching)</i>
LOOK <i>This scarf looks expensive. (= appears to be)</i>	<i>She is looking at her graduation photos. (= is taking a look)</i>
FEEL <i>This shirt feels like silk. (= it has the texture of)</i>	<i>He is feeling his forehead to see if he has a fever. (= is touching)</i>
BE <i>She is a good-natured person. (character – permanent)</i>	<i>She is being very selfish! (behaviour – temporary state)</i>

Notes:

- Although the verb **enjoy** expresses a feeling, it can be used in continuous tenses.
My brother really enjoys playing computer games. He's enjoying the programme very much.
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
He's feeling stressed. = He feels stressed.

Grammar Reference

Adverbs of Frequency

These include: *always, frequently, often, once, twice, sometimes, never, usually, ever, hardly ever, rarely, occasionally, etc.*

- Adverbs of frequency are normally placed before the main verb. *I usually eat dinner with my family. I often call my parents.*
- However, adverbs of frequency are placed after the verb **be** and auxiliary/modal verb (if there is more than one modal/auxiliary verb, the adverb is generally placed after the first). *My mum is always kind. I've rarely been on a holiday alone. He may never be forgiven.*

Present Perfect

We use the **present perfect** (*have + past participle*) for:

- an action that happened at an unstated time in the past. The emphasis is on the action. The time when it happened is unimportant or unknown. *I have painted the bedroom. Kostya has visited London three times.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as *be, have, like, know, etc.* *Olga has lived in Paris for twelve months.*
- a recently completed action. *Arina has finished her homework assignment.*
- personal experiences or changes. *Louis has cut his hair.*
- an action which happened within a specific time period which is not over at the time of speaking (with time words/phrases such as: *today, this week, morning/evening/month/year etc.*). *They've organised five conferences this month.*

Note: *She has been to Paris.* (= She has gone and come back.)
She has been in Madrid for five years. (= She lives there.)
She has gone to Berlin. (= She hasn't come back yet.)

The time words/phrases we use with the **present perfect** are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc.*

Present Perfect Continuous

We use the **present perfect continuous** (*have been + verb-ing*):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *Nurtas has been studying all day.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, with the result visible in the present. *Ivan is an expert because he has been working in the industry for years.*
- to express anger, irritation or annoyance. Someone *has been using my PC without asking me!*
- for repeated actions in the past continuing up to the present. *Nartay will win the competition because he has been training for the event every day.*

The time words/phrases we use with the **present perfect continuous** are: *for, since, How long ...?, all day/morning/month etc, lately, recently, etc.*

Note: With the verbs *live, work, teach and feel* we can use the present perfect or the present perfect continuous with no difference in meaning. *She has taught/has been teaching History for the last thirty years.*

Past Simple

We use the **past simple**:

- for an action that happened at a definite time (stated or implied) in the past. *Anton graduated from university last year.*
- for actions that happened immediately one after the other in the past. *Aldyar closed the front door and locked it.*
- for habits or states which are now finished. *I played in a band when I was at college.*

Note: *used to* can be used instead of the past simple for habits/repeated actions in the past.

The time words/phrases we use with the **past simple** are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 2011, etc.*

Past Continuous

We use the **past continuous** (*was/were + verb-ing*):

- for an action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action). *Diana was cooking dinner when Lana called.*
- for two or more simultaneous actions in the past. *Ken was washing the car while Alexey was tidying the house.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 7 o'clock this morning, I was preparing my things for work.*
- to describe the atmosphere, setting, etc and to give background information about a story. *The wind was blowing and the rain was pouring. I was walking home, totally soaked.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (*-ing* form), and leave out the verb *was/were*.

They were riding their bikes and they were enjoying themselves. = *They were riding their bikes and enjoying themselves.*

The time words/phrases we use with the **past continuous** are: *while, when, as, all morning/evening/day/week, etc.*

Past Perfect

We use the **past perfect (had + past participle)**:

- for an action which happened before another past action or before a stated time in the past. *Gulnur had left work by three o'clock.*
- for an action which finished in the past and whose result was visible at a later point in the past. *She had broken her ankle a few months earlier and was still in plaster.*

The time words/phrases we use with the past perfect are: before, after, already, just, for, since, till/until, when, by the time, never, etc.

Past Perfect Continuous

We use the **past perfect continuous (had been + verb -ing)**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *I had been driving for about an hour when I realised that I had left my wallet at home.*
- for an action which lasted for some time in the past and whose result was visible in the past. *He had been exercising and was sweating heavily.*

The time words/phrases we use with the past perfect continuous are: for, since, how long, before, until, etc.

used to – would – Past Simple – be/get used to

- We use **used to/would/past simple** to talk about past habits, routines and repeated past actions that no longer happen. *We used to visit/would visit/visited my aunt every summer.* (We don't anymore.)
- We use **used to/past simple** (NOT 'would') for past states. **Would** cannot be used with stative verbs. *He used to have/had a red sports car.* (NOT: *He would have a red sports car.*)
- We use the **past simple** for an action that happened at a definite time in the past. *Simon flew to France last night.* (NOT: *James used to/would fly to France last night.*)
- We use **be used to + noun/pronoun/-ing form** to talk about habits (= be accustomed to/be in the habit of). *He isn't used to travelling by boat.*
- We use **get used to + noun/pronoun/-ing form** to talk about habits (= become accustomed to). *Anwar will soon get used to speaking a foreign language now that he lives in Spain.*

Time words to talk about the past:

ago (= back in time from now) is used with the past simple. *I spoke to Kiril about two hours ago.*

since (= from a starting point in the past) is used with the present and past perfect (simple and continuous).

I haven't seen Emilia since high school.

for (= over a period of time) is used with the present and past perfect (simple and continuous).

Anat had been playing computer games for hours.

already is used in statements and questions in the present and past perfect in mid or end position. *I've already cooked dinner. Have you finished that cake already?*

yet is used with the present and past perfect in questions and negations. *Have you made the coffee yet? I haven't started cleaning the house yet.*

Module 1

Future Simple

We use the **future simple (will + bare infinitive)** for:

- decisions made at the moment of speaking. *I'm hungry, so I'll make a snack.*
- predictions based on what we think, believe or imagine, with the verbs **think, believe, expect** etc. the expressions **be sure, be afraid** etc. and the adverbs **probably, certainly, perhaps** etc. *We will probably see Roman at the party tonight.*
- promises, threats, warnings, requests, hopes and offers. *I promise that we will go on holiday next year.*
- actions, events and situations which will definitely happen in the future and which we can't control. *Krina's son will be six years old this month.*

be going to

We use **be going to**:

- for plans, intentions or ambitions. *Laura's going to be a graphic designer when she finishes university.*
- for actions that we have already decided to do in the near future. *Baha is going to visit his friends in Almaty tomorrow.*
- for predictions based on what we can see or what we know, especially when there is evidence that something will happen. *It's very cold today; the pond is going to freeze tonight.*

The time words/phrases we use with the future simple and be going to are: tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc. in a week/month, etc.

Future Continuous

We use the **future continuous (will be + verb -ing)**:

- for actions which will be in progress at a stated future time. *This time next week we'll be swimming off the coast of Spain.*
- for actions which will definitely happen in the future as a result of a routine or arrangement. *Mr Bayzhanov will be having a meeting in Paris on Friday.*

Grammar Reference

- when we ask politely about someone's plans for the near future. *Will you be ordering anything else, sir?*

Future Perfect (will have + past participle)

- We use the **future perfect** for actions that will have finished before a stated time in the future. *They will have finished the project by 5:00 pm.*

The time words/phrases we use with the future perfect are: before, by, by then, by the time, until/till (only in negative sentences), etc.

Future Perfect Continuous (will have been + verb -ing)

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: **by ... for**.

By the end of November, I will have been living in Nur-Sultan for two years.

Time clauses with future reference

We use the **present simple** or **present perfect**, but NOT future forms, with words and expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, etc to introduce time clauses. *By the time we reach town, the shops will have closed.* (NOT: *By the time we will reach town...*)

We also use the **present simple** or **present perfect**, but NOT future forms, after words and expressions such as **unless, if, suppose/supposing, in case**, etc. *Take an umbrella with you in case you need it.* (NOT: *In case you will need it.*)

We use **future forms** with:

- when** when it is used as a question word. *When will you be driving to Birmingham?*
- if/whether** after expressions which show uncertainty/ignorance, etc, such as *I don't know, I doubt, I wonder, I'm not sure*, etc. *I wonder whether my team will win the football cup.*

Other future forms

be + to-infinitive is used to express:

- formal arrangements/scheduled events. *Our company is to open a new office in Tokyo next year.*
- instructions/orders. *You are to remain seated until take-off.*
- prohibitions (only in negations). *You are not to talk during the examination.*

be due to + infinitive is used to express something that is expected to happen at a particular time. It is often used with timetables. *The meeting is due to start in ten minutes.* *The bus from Liverpool is due to arrive at 6:15.*

be about to + infinitive/be on the point/of be on the verge of + -ing form are used to talk about actions that will take place in the immediate future.

The presentation is about to begin!

The scientists are on the point/on the verge of developing a new treatment for cancer.

be bound to/be sure to/be certain to + infinitive are used to talk about actions which are almost certain to happen in the future. *He is bound/sure/certain to pass his exams because he has been studying really hard.*

Degrees of certainty

100%	I'm positive (that)	= I'm certain it/they will
90%	I'm almost certain (that)	
80%	I'm fairly sure (that)	= probable
70%	I wouldn't be surprised if	
50%	it's possible (that)	= I'm not sure
40%	I suppose (that)	
30%	it's unlikely (that)	
20%	there's not much chance (that)	= improbable
10%	I doubt (if/that)	
0%	there's no way (that)	= I'm certain it/they won't

Adjective complements

A clause or a phrase that modifies an adjective or adds extra information is called an adjective complement. It can be:

- a **wh-clause** *I am not sure why he did that. She felt disappointed when she failed her exam. I am not certain what he said exactly. It was not clear how they did it.*
- a **that-clause** *I am afraid that a storm is approaching. She felt really happy that she had won first prize. Grandma is worried that the heavy rain will destroy her flowers. I am pleased that you finally made a decision.*
- to-infinitive** *I am happy to see you. It was difficult to find the solution. We are pleased to offer you the job. I'm sorry to disturb you.*

Note: Certain adjectives are followed by a preposition e.g. *He is afraid of flying. I'm very good at English but I'm terrible at Maths. Her parents were extremely proud of her. etc*

Determiners

Determiners are the **indefinite article** (a/an), the **definite article** (the), **demonstratives** (this – these/that – those), **possessive adjectives** (my, your, his, etc), **quantifiers** (some, any, every, no, both, each, either, neither, none, enough, several, all, most, whole, etc) and **numbers** (one, two, etc).

This – These are used:

- for people or things near us. *This is my rucksack.*
- for present/future situations. *I'm going hiking this weekend.*
- when the speaker is in or near the place he/she is referring to. *This cave is huge.* (The speaker is inside the cave.)

- to introduce people or to identify ourselves on the phone. *Hello, this is Aigul speaking.*

That – Those are used:

- for people or things not near us. *Look at that dark cloud in the distance!*
- for past situations. *That was a strong storm we had last night.*
- to refer back to something mentioned before. *"I climbed Mt Everest last summer." "That's amazing!"*
- when speaking on the phone to ask who the other person is. *Hello? Who's that, please?*

Note: **This – These / That – Those** are not always followed by nouns. *That's how we crossed the river.*

- Both** refers to two people or things. It has a positive meaning and takes a verb in the plural. It is the opposite of **neither/not either**. *Life jackets and helmets are required. Both life jackets and helmets are required. They are both required. Both of them are required. Both pieces of equipment are required.*

- All** refers to more than two people or things. It has a positive meaning and takes a verb in the plural. It is the opposite of **none**. *All the tourists took photos. All of them took photos. They all took photos. All four of them took photos.*

Note: **All + that-clause** (= the only thing that) takes a singular verb. *All that he did was sit by the pool.*

- None** refers to more than two people or things. It has a negative meaning and isn't followed by a noun. *"Is there any snow on the mountain?" "No, none." None of is used before nouns or object pronouns followed by a verb either in the singular or plural. It is the opposite of **all**. *None of the hikers/they had a map.**

Note: **no + noun**. *There's no garden more beautiful than theirs.*

- Either** (= any one of the two) / **Neither** (= not one and not the other) refer to two people or things and are used before singular countable nouns. *Either day trip would be interesting. Neither boy likes camping.*

Neither of/Either of take a verb either in the singular or plural. *Neither of them is/are going camping.*

- Whole** (= complete) is used with countable nouns. We always use **a/the/this/my etc + whole + countable noun**. *the whole summer (= all summer)*

- One/Ones** are used to avoid repetition of a countable noun. *"Which bicycle is yours?" "The red one."*

- Both ... and ... + plural verb**. *Both Talgat and Sezim know how to ski.*

- Either ... or ... / Neither ... nor ... / Not only ... but also ... + singular or plural verb** depending on the subject which follows **or, nor, but also**. *Neither my sister nor my parents enjoy swimming.*

Other constructions:

- the other(s)** = the rest. *I took this photo but the others were taken by Bolat.*

- others** = several more apart from the ones already mentioned. *Some people like relaxing holidays, but others look for an adventure.*

- each other** = one another. *The climbers depend on each other to reach the peak safely.*

- every other** = alternate. *We go hiking every other week.*

- the other day** = a few days ago. *There was a storm the other day so we couldn't go hiking.*

- the other one(s)** = not this/these but sb/sth else. *This lake is nice but the other one was less crowded.*

- another** = one more apart from those already mentioned. *Is there space for another person on the boat?*

- Another** can be used with expressions of distance, money and time. *It will be another three hours before the train comes.*

Every/Each

Each and **every** are used with singular countable nouns. We normally use them when we refer to three or more people or things. *Every student in this group studies German. Each student was given a special prize.*

- Every** refers to a group of people/things as a whole. *Every teacher has to attend the seminars. (all of them together)*

- Each** refers to the members of a group individually. *Each teacher has to have one-to-one meetings with the parents. (one at a time)*

- Each** is also used to refer to two people/things. *She wore silver bangles around each wrist.*

- The pronouns **everyone, everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences, and are followed by a singular verb.

- We use **every** to show how often something happens. *We go out every Friday night.*

- We use **every**, but not **each**, with words and expressions such as **almost, nearly, practically** and **without exception**. *He washes his hair nearly every day.*

A few/Few – A little/Little

A few and **few** are used with plural countable nouns.

A little and **little** are used with uncountable nouns.

- A few** (= not many but enough) + countable noun.

There are a few pages left to finish the book.

- Few** (= hardly any, almost none) + countable noun. It can be used with **very** for emphasis. *There were (very) few chairs for the students to sit.*

- A little** (= not much but enough) + uncountable noun. *I'd like a little milk in my coffee please.*

- Little** (= not much, almost none) + uncountable noun. It can be used with **very** for emphasis. *There is (very) little orange juice left. We have to buy some.*

A lot of/Lots of – Much – Many

- A lot of/Lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.

There are a lot/lots of good players at my tennis club. Is there lots of sugar in this cake? Yes, there's lots.

Grammar Reference

- **Much** and **many** are normally used in negative and interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. *There aren't many men in this cookery course. We don't need much time to figure out what to do.*
- **How much** and **how many** are used in questions and negations.
How much + uncountable noun → amount
How many + countable noun → number
How much information have we got on the issue?
How many people are coming to your party?
- **Too much** is used with uncountable nouns. It has a negative meaning, and shows that there is more of something than wanted or needed. *I had too much to eat last night.*

The use of determiners

Determiners can be used to express:

- a generic reference. *The A car is a necessary means of transport nowadays. A lot of people will attend the ceremony.*
- a textual reference. *They bought a house in the countryside. Its (refers to the house in the previous sentence) location near the lake is amazing. / He made a lot of jokes in class. These (refers to the jokes in the previous sentence) had everyone laughing to tears.*
- An appositive reference. *The kitchen, the biggest room in the house, is very modern. Mr Jones, our Music teacher, plays the piano and the guitar. The Ile-Alatau National Park, a beautiful national park in the mountains, is home to lots of species of animals.*

Transitive and Intransitive verb complementation patterns

Transitive verbs are verbs that take an object that receives an action. *He bought a car.* (direct object) *She didn't use her computer.* (direct object) *Jon lent his brother (indirect object) his new smart watch.* (direct object)

Verb complementation – Transitive verbs

- Verb complements are words necessary for the meaning of a verb. They can be the direct or indirect object of a verb. They answer the question 'what'. Transitive verbs can be followed by:
- nouns *He fixed the laptop.*
 - noun clauses *She thought that the instructions were simple.*
 - -ing phrases *They love designing new websites.*
 - infinitive phrases *The girl helped her grandma to stand up. The students asked their teacher to explain the theory.*

Intransitive verbs do not take an object. *I don't know what happened. It snowed yesterday. They can be followed by adverbs or adverbial phrases. The boys ran down the street. Did you leave early yesterday?*

BUT there are some intransitive verbs (called **prepositional**

verbs) that are followed by a preposition. The prepositional phrases in this case act as complements.

They arrived at the airport. The police hurried to the scene of the accident.

Module 2

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

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

Say – Tell

- **say + no personal object**
Inkar said (that) she was afraid of thunderstorms.
- **say + a personal object**
Inkar said to me (that) she was afraid of thunderstorms.
- **tell + personal object**
Inkar told me (that) she was afraid of thunderstorms.
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Our teacher said to recycle our empty bottles. She told us/spoke/talked about helping endangered species.

Say	hello, good morning/afternoon, etc something/nothing, so, a few words, no more, for certain/sure, sorry, etc.
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
Ask	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Aslan said, "I've dropped my coat." (direct statement)
Aslan said (that) he had dropped his coat. (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Ainur said, "I watched the volcano erupt."*

Reported speech: *Ainur said that she watched/had watched the volcano erupt.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present Simple → Past Simple	
"Take hot weather."	She said (that) she liked hot weather.
Present Continuous → Past Continuous	
"It's raining."	He said (that) it was raining.
Present Perfect → Past Perfect	
"They have been to Canada."	She said (that) they had been to Canada.
Past Simple → Past Simple or Past Perfect	
"We sold the house."	They said (that) they had sold the house.
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was driving the lorry."	She said (that) she was driving/ had been driving the lorry.
Future (will) → would	
"I will donate some money."	He said (that) he would donate some money.

- Certain words and time expressions change according to the meaning as follows:

now	→ then, immediately
today	→ that day
yesterday	→ the day before, the previous day
tomorrow	→ the next/following day
this week	→ that week
last week	→ the week before, the previous week
next week	→ the week after, the following week
ago	→ before
here	→ there

- Verb tenses change in reported speech when we consider what the speaker said to be untrue. *A snake is a mammal.* → *He said that a snake was a mammal.* (We know it is not.)
- Verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature. *The professor said, "The sun is a star."* → *The professor said (that) the sun is/was a star.*
- Verb tenses remain the same in reported speech: a) when the introductory verb is in the **present, future or present perfect**. *Madina has (often) said, "I love animals."* *Madina has (often) said that she loves animals.* b) in **type 2 and 3 conditionals**. *"If I were you, I would walk to school," she said to me.* *She told me (that) if she were me, she would walk to school.*

Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder**, or the expression **want to know**.
- When the direct question begins with a question word

(**who, where, how, when, what**, etc), the reported question is introduced with the same question word.

"When did the accident happen?" he asked. (direct question)

He asked when the accident had happened. (reported question)

- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may, etc**), then the reported question is introduced with **if** or **whether**. *"Do you do any conservation work?" he asked her.* (direct question)
He asked her if/whether she did any conservation work. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh, etc** are omitted. The verb tenses, pronouns, possessive adjectives and time expressions change as in statements. *"Can you tell me the weather forecast?" she asked him.* (direct question)
She asked him if he could tell her the weather forecast. (reported question)

Indirect questions

- Indirect questions** are used to ask for advice or information. They are introduced with: **Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...**, etc and the verb is in the affirmative. If the indirect question starts with **I want to know ..., I wonder ... or I doubt ...**, the question mark is omitted. **Direct question** *"Where's the police station?"*
Indirect question *Do you know where the police station is?*

Reported commands/requests/suggestions/orders

- Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise, ask, beg, suggest**, etc) followed by a **to-infinitive**, an **-ing form**, or a **that-clause**, depending on the introductory verb. *"Stop talking," he told me.* → *He told me to stop talking.* (command)
"Close the door, please," he said. → *He asked us to close the door.* (request)
"Let's give some money to charity," she said. → *She suggested giving some money to charity.* (suggestion)
"You'd better stay out of the midday sun," he said. → *He suggested that I (should) stay out of the midday sun.* (suggestion)
- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**. *"Don't panic," she told them.* (direct order)
She told them not to panic. (reported order)
"Evacuate the building," the official told us. (direct order)
The official ordered us to evacuate the building. (reported order)

Grammar Reference

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date:

DIRECT SPEECH	REPORTED SPEECH
He said, "I'll watch the programme on climate change later."	→ He said (that) he would watch the programme on climate change later.
He said, "I can't come to the meeting."	→ He said (that) he couldn't come to the meeting. (present)
He said, "I can help in the soup kitchen next week."	→ He said (that) he would be able to help in the soup kitchen the following week. (future)
He said, "It may snow tomorrow."	→ He said (that) it might/could snow the next/following day.
He said, "Where shall I put the empty cans?"	→ He asked me where he should put the empty cans. (information)
He said, " Shall I go to Africa to help with the project?"	→ He asked (me) if he should go to Africa to help with the project. (advice)
He said, " Shall I help you hand out those leaflets?"	→ He offered to help me hand out the leaflets. (offer)
He said, "We must help the animals."	→ He said (that) we had to help the animals. (obligation)
He said, "They must be the reporters."	→ He said (that) they must be the reporters. (deduction)
He said, "We had better check the weather forecast."	→ He said (that) they had better check the weather forecast.
He said, "You needn't take your raincoat today."	→ He said (that) I didn't need to/didn't have to take my raincoat that day.
He said, "They needn't worry about it snowing next week."	→ He said (that) they wouldn't have to worry about it snowing the next/following week. (future)
He said, "You should wait until it stops raining."	→ He said (that) I should wait until it stopped raining.

SPECIAL INTRODUCTORY VERBS

Introductory verb	Direct speech	Reported speech
+ to-inf		
agree	"OK, I'll go to the beach clean-up."	→ He agreed to go to the beach clean-up.
demand	"I want to talk about the real issues!"	→ He demanded to talk to me about the real issues.
offer	"Would you like me to record the documentary for you?"	→ He offered to record the documentary for me.
promise	"I'll sweep up the leaves."	→ He promised to sweep up the leaves.
refuse	"No, I won't help with your campaign."	→ He refused to help with our campaign.
threaten	"Stop shouting or I'll send you to your room."	→ He threatened to send me to my room if I didn't stop shouting.
claim	"I saw everything from my car."	→ He claimed to have seen everything from his car.
+ sb + to-inf		
advise	"You should ask an expert."	→ He advised me to ask an expert.
allow	"You can watch the news."	→ He allowed me to watch the news.
ask	"Please, don't buy GM foods."	→ He asked us not to buy GM foods.
beg	"Please, help me!"	→ He begged me to help him.
command	"Go outside!"	→ He commanded us to go outside .
encourage	"Come on, try it."	→ He encouraged me to try it.
forbid	"You mustn't leave the house."	→ He forbade me to leave the house.
instruct	"Stay out of the midday sun."	→ He instructed me to stay out of the midday sun.
invite sb	"Would you like to eat dinner with us?"	→ He invited me to eat dinner with them.
order	"Form a queue!"	→ He ordered us to form a queue.
permit/allow	"You may go to the day trip."	→ He permitted/allowed me to go to the day trip.
remind	"Don't forget to dress warmly."	→ He reminded me to dress warmly.
urge	"Close all the shutters."	→ He urged me to close all the shutters.
warn	"Don't walk too far into the forest."	→ He warned me not to walk too far into the forest.
want	"I'd like you to do some training."	→ He wanted me to do some training.

+ -ing form accuse sb of apologise for	"You cut down those trees!" "I'm sorry / dropped litter in the park."	→ He accused me of cutting/having cut down the trees. → He apologised for dropping/having dropped litter in the park.
admit (to) boast about	"Yes, I broke the glass." "I give more money to charity than you."	→ He admitted (to) breaking/having broken the glass. → He boasted about giving more money to charity than us.
complain to sb about	"You never talk to me." "I didn't know they tested their products on animals."	→ He complained about my never talking to him. → He denied knowing they tested their products on animals .
deny insist on suggest + -ing form	"You must go inside now." "Let's climb the mountain."	→ He insisted on us/our going inside immediately. → He suggested climbing the mountain.
+ that-clause agree boast	"Yes, the plan will help the animals." "I'm a very environmentally-friendly person."	→ He agreed that the plan would help the animals. → He boasted that he was a very environmentally-friendly person .
claim complain deny exclaim explain inform sb	"I swam across the river." "You don't care about social issues." "I didn't use your umbrella." "It's horrific!" "The volcano is no longer active." "The hurricane is headed towards our town."	→ He claimed that he had swam across the river. → He complained that I didn't care about social issues . → He denied that he had used my umbrella . → He exclaimed that it was horrific . → He explained that the volcano was no longer active . → He informed me that the hurricane was headed towards our town .
promise suggest	"I'll wear a coat." "You should read this article."	→ He promised that he would wear a coat . → He suggested that I should read that article .
explain to sb + how	"This is how you act in an earthquake."	→ He explained to me how to act in an earthquake .
wonder where/what/why/ how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "Where is Laura?" He asked himself, "Why is she shouting?" He asked himself, "What is she carrying?" He asked himself, "How did she get here?" He asked himself, "Should I ask her for help?"	→ He wondered where Laura was . → He wondered why she was shouting . → He wondered what she was carrying . → He wondered how she had got there . → He wondered whether to ask her for help .
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the introductory verb)	He asked himself, "Where should I sit?" He asked himself, "What can I say?" He asked himself, "How can I help?"	→ He wondered where to sit . → He wondered what to say . → He wondered how to help .

Cleft sentences

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

- **It is/was (not) + noun/noun phrase/pronoun + relative clause**
It wasn't Azat who saw an opera last night.
It is you who is right.
- **Is/Was it + noun/noun phrase/pronoun + relative clause...?**
Was it a street performance that they saw in Berlin?
Was it you who saw a famous actor in Berlin?

- **What + subject + verb + is/was**
What Bibigul loves most is going to the circus.
- **The place where/The day when/The reason why/The person/people who + clause + is/was**
The place where they performed was the Globe Theatre.
- **The (only/first) thing that + clause + is/was**
The first thing that he wanted to do in London was to see a play.
- **All (that) + clause + is/was**
All (that) Rustan does is (to) practise the piano all day.

Grammar Reference

There – it – they

Impersonal sentences are sentences that have no natural subject. We usually have the word **There** or **It** in the subject position.

We use:

- **There + be** to say that someone/something exists. *There is a cinema next to my house.*
- **It + be** for identification. *There's someone at the door for you. It's Mr Abdulov.*
- **It** instead of an infinitive phrase. *It's easy to use the internet. (= To use the internet is easy.)*
- **It + be** for distance (*It's a ten-minute walk from my house to the school*), temperature (*It's really cold in winter here*), time (*It's six o'clock*), weather (*It's snowing today*) and in expressions such as: **It seems/appears that, It looks like, it doesn't matter, etc.** (*It looks like Temir is going to be late.*)
- **They** when we don't know the name of a person. *The nurse has just left. They'll come back again in the afternoon to check on the patients.*
- **You/One** (more formal) to refer to people in general (anyone). *You/One should appear confident during a speech.*
- **They** to refer to a particular group of people. *They are using the most sophisticated equipment in this company (= not everyone, only the people who work in this company).*

Note: **You/One** (more formal) to refer to people in general (anyone). *You/One should appear confident during a speech.*

Module 3

Modals

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

- don't take -s, -ing or -ed suffixes.
- are followed by the infinitive without 'to'.
- go before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a present infinitive, they usually refer to the present or future. *We should eat more fruit and vegetables; we will feel more energetic.* When followed by a perfect infinitive, they refer to the past. *We should have eaten fewer sweets during our holidays.*

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

- **Must** expresses a **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *(I must start going to the gym regularly. (The speaker has decided it is necessary.)*
- **Have to** expresses **strong necessity/obligation**. We use **have to** when somebody other than the speaker has decided that sth is necessary. *My doctor says that I*

have to start going to the gym regularly. Arman's mum keeps telling him that he has to brush his teeth. (Somebody else has decided it is necessary.)

- **Should/Ought to + present infinitive** express **weak obligation**.

You should/ought to take time to rest at weekends. (less emphatic than 'must' – This is the right thing to do.)

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

- **Don't have to/Don't need to/Needn't**: it isn't necessary to do sth in the **present/future**. *Her arm has healed, she doesn't have to wear a cast. You don't need to lose weight. You needn't buy any lettuce for salad. We have plenty at home. (It isn't necessary.)*

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

- **Can/May/Could** are used to ask for/give **permission**. **May** is more formal than **can**. **Could** is the most formal of the three. *Can/May/Could I borrow your recipe book this week? (asking for permission – Is it OK if...?) Yes, you can/may. (NOT: Yes, you could.)*
- **Can + present infinitive** expresses the idea that you are allowed to do something. *Alday can stay up late tonight because there is no school tomorrow. (She is allowed to.)*
- **Mustn't/Can't**: it is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You mustn't/can't use your mobile phone while the plane is landing. (You aren't allowed to; it's forbidden; it's against the rules/law.)*

Possibility (can, could, may, might)

- **Can + present infinitive**: general/theoretical possibility, not usually used for a specific situation. *It can be difficult to find vegetarian food when travelling. (general possibility – It is theoretically possible.)*
 - **Could/May/Might + present infinitive**: possibility in a **specific situation**. *We might go out for dinner tonight so don't have a heavy lunch. (It is possible; I think it's likely; perhaps – possibility in a specific situation)*
- Note:** We can use **can/could/might** in questions, **BUT NOT may**. *Where can/could/might I go running in this city? (NOT: Where may I go...?)*

Ability/Inability (can, can't)

- **Can('t)** expresses (in)ability in the **present/future**. *Nurgul can play the piano beautifully. (She is able to.) All can't play the violin. (He isn't able to.)*

Offers/Suggestions (can, would, shall, can/could)

- **Can:** *Can I get you another serving of lasagna? (Would you like me to...? – informal)*

- **Would:** *Would you like some more fruit salad? (Do you want ...?)*
- **Shall:** *Shall I help you chop the vegetables? (Would you like me to ...?/Do you want me to ...?)*
- **Can/Could:** *We can find something better to do than watch TV all weekend. You could go for a walk on the beach tomorrow morning. (Let's .../Why don't you ...?)*

Probability (will, should/ought to)

- **Will:** *Damira will finish the marathon; she would never give up. (It's 100% certain.)*
- **Should/Ought to:** *Miras should/ought to win the race; he has been training so hard for it! (It's 90% certain; it's probable.)*

Advice (should/ought to, shall)

- **Should/Ought to + present infinitive:** general advice. *You should/ought to try doing yoga. (I advise you to; it's a good idea; it's a good thing to do.)*
- **Shall:** asking for advice. *Shall I book a table at the restaurant for eight o'clock? (Is it OK if ...?)*

Past Modals**Obligation/Duty/Necessity (had to, should/ought to)**

- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to + perfect infinitive** express weak obligation. *You should/ought to have chosen fresh fruit for a snack. (You were supposed to, but you didn't.)*

Absence of necessity (didn't need to/didn't have to, needn't have + pp)

- **Didn't need to/Didn't have to:** it wasn't necessary to do sth. We don't know if it was done or not. *Nurlan didn't need to/didn't have to join the gym in order to take a class there. (We don't know if she joined the gym, but it wasn't necessary to do so.)*
- **Needn't + perfect infinitive** expresses the idea that something happened or was done although it was not necessary. *I needn't have cooked her dinner — she had already eaten. (I cooked her dinner, but it wasn't necessary.)*

Permission/Prohibition (could, couldn't)

- **Could + present infinitive** expresses the idea that you were allowed to do something in the past. *Sanzhar could watch TV after dinner when he was a child. (He was allowed to.)*
- **Couldn't + present infinitive** expresses the idea that you were not allowed to do something in the past. *Zhibek couldn't eat fast food when she was younger. (She was not allowed to.)*

Criticism (could, might, should/ought to)

- **Could/Might/Should/Ought to + perfect infinitive** are used to criticise someone's actions, or lack of action, in the past.

*Yernar could/might/should/ought to have walked to work instead of driving.
(It would have been better if ...)*

Possibility (could, may/might, would)

- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *Warm up first, next time; you could/might have pulled a muscle! if you hadn't been wearing a seat belt, you would have got hurt!*
- **May/Might + perfect infinitive** refer to something that possibly happened in the past. *Zhusip may/might have stopped eating dairy products because he has an allergy. (He possibly stopped for this reason.)*

Ability/inability (couldn't, was(n't) able to)

- **Could** expresses general repeated ability in the past. *I could swim very fast when I was at university. (He was able to.)*
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *Zhazira was(n't) able to attend the workshop on Saturday. (She managed/didn't manage to ...)*
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Akhmat couldn't swim when he was a child. (repeated inability in the past)
Akhmat couldn't/wasn't able to swim yesterday because he was sick. (specific inability in the past)*

Advice (should/ought to)

- **Should/Ought to + perfect infinitive:** general advice. *You should/ought to have practised more before the tournament. (I had advised you to do it, but you didn't.)*
- **Should + perfect infinitive:** criticism *You shouldn't have drunk so much coffee yesterday!*

Assumptions (must, may/might/could, can't/couldn't)

- **Must:** almost certain that this is/was true (positive logical assumption). *I can hear music; Alizat must be playing the violin.
Bakyt must have been practising; she has improved a lot. (I'm almost sure that sth is/was true.)*
- **May/Might/Could:** maybe, it's possible. *They may cancel the football game if the weather is bad. Beibit isn't at home; he may have gone out for a walk.*
- **Can't/Couldn't:** almost certain that this is/was impossible (negative logical assumption). *Bunkit has a broken arm; he can't/couldn't be at basketball practice. Lunara can't/couldn't have ordered pizza; she never eats junk food. (I'm sure that sth isn't/wasn't true.)*

Grammar Reference

Tenses of the infinitive

The verb tenses corresponding to the tenses of the infinitive are as follows:

Verb tenses	Tenses of the infinitive
he does/will do	→ (to) do
he is doing/will be doing	→ (to) be doing
he did/has done/had done	→ (to) have done
he was doing/has been doing/had been doing	→ (to) have been doing

<ul style="list-style-type: none"> Perhaps she is at her dance class. I'm sure he exercises a lot. It's likely that he will go running tomorrow. 	present infinitive	<ul style="list-style-type: none"> She may be at her dance class. He must exercise a lot. He may go running tomorrow.
<ul style="list-style-type: none"> It's possible that Moldir is going to her aerobics class now. It's likely that he will be participating in the marathon next month. 	present continuous infinitive	<ul style="list-style-type: none"> Moldir could be going to her aerobics class now. He may be participating in the marathon next month.
<ul style="list-style-type: none"> I'm sure Kadyr didn't eat all the chocolate. It's likely that she has gone to the gym already. Perhaps Symbat had eaten before she came to the restaurant. 	perfect infinitive	<ul style="list-style-type: none"> Kadyr can't have eaten all the chocolate. She might have gone to the gym already. Symbat may have eaten before she came to the restaurant.
<ul style="list-style-type: none"> Perhaps they were eating when the telephone rang. Maybe Tasagul has been dieting; she has lost weight. I'm sure Aidar had been practising for hours; that's why he's so tired. 	perfect continuous infinitive	<ul style="list-style-type: none"> They may have been eating when the telephone rang. Tasagul may have been dieting; she has lost weight. Aidar must have been practising for hours; that's why he's so tired.

Words/Phrases that express modality

- Be supposed to + infinitive** means 'should', but it expresses the idea that someone else expects something to be done. *You're supposed to work out every day. (Your coach expects you to.) You should work out. (It's a good idea because it improves your health.)*
- Be to + infinitive** means 'must', but it expresses the idea that someone else demands something. *I am to report for jury duty next week. (It's the law so I must obey.) I must report for jury duty next week. (If I don't, they will come and look for me.)* **Be supposed to and be to** are used to express what someone expects about a previously arranged event. *Jury members are supposed to/are to fill out some forms when they arrive. (It is scheduled.)*

- Be likely to** means 'may' (possibility). In order to express possibility in questions, we don't use 'may'. Instead, we use: *Is he likely to...? Is it likely that he...? Can he...? Could he...? Might he...?* *Is he likely to agree to go camping? Is it likely that he will agree to go camping? Could he agree to go camping?*
- Would you mind** is used to express polite formal requests. *Would you mind helping me move this box?*
- Let's.../How about...?/Why don't we...?/What about...?** are used to make suggestions. *Let's make a big salad for dinner. How about making a big salad for dinner? Why don't we make a big salad for dinner? What about making a big salad for dinner?*
- Would you like to...?/Would you like me to...?** (= Shall I...?) are used when we offer to do something. *Would you like me to lend you my dictionary? (Shall I lend you...?)*
- Was/Were allowed to** is used to express permission on a specific occasion in the past. *They were allowed to use their notes during the exam. (NOT: They could use...)*
- Be bound to** is used to express that it is certain that something will happen, or it is very likely to happen. *You are bound to improve your grades if you study more.*

Conjunctions: contrast

The following conjunctions are used to express contrast.

- but** Akbota was ill but she still went to work.
- although/even though/though + clause** **Even though** is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence. *Although/Even though/Though it was raining, the concert took place. The concert took place although/even though/though it was raining. It was raining. The concert took place, though.*
- however/nevertheless** – A comma is always used after **however/nevertheless**. *She doesn't like classical music. However/Nevertheless, she went to the concert.*
- yet (formal)/still** – When **yet** joins the main clause and the clause of concession, it is preceded by a comma. When **yet** is at the beginning of a sentence, it is followed by a comma. *The interview went very well, yet I don't know if I'll get the job. My course at university was difficult. Yet/Still, I'm proud that I did it.*
- while/whereas** Aizat is a writer while/whereas his brother is a famous pianist. *While he has talent, he can't find a job as an actor.*
- In spite of/Despite + noun/-ing form/the fact that + clause** **In spite of/Despite the heavy rain, the concert hall was packed. In spite of/Despite arriving early, we could not get a seat. In spite of/Despite the fact that it was cold, there were many people at the play in the park.**
- however/no matter how + adjective/adverb + subject + may + verb** **No matter how well she may know the music, the pianist is always afraid she will forget it. However experienced he may be, the actor still gets stagefright.**
- however/no matter what + clause** *No matter what happens, the show must go on.*

- **even if + present tense/past tense/should** (unlikely to happen) *Even if it snows/should snow, we're still going to the concert in the park.*
 - **adjective/adverb + though + subject + (may) verb** *Handsome though he is/may be, he is not a great actor. Far though he fell, he wasn't badly injured.*
 - **adjective/adverb + as + subject + verb** *Great as they are, the band doesn't have a recording contract. Hard as he tried, the writer couldn't find a publisher.*
 - **infinitive form + as + subject + may/might** *Try as you might, you won't become famous.*
 - **for all + noun** *For all his determination, Alan couldn't find work as a DJ.*
- Note:** Clauses of **concession** follow the rule of the sequence of tenses.

Much as he enjoys the opera, he rarely goes. Talented as the director is, he has made a terrible film this time. Even though she fell, the dancer got up and continued her performance.

Conjunctions: condition

The following conjunctions are used to express condition:

- **as/so long as - As/So long as** *the weather is nice, I will ride my bike to school.*
- **assuming (that)** - *You can buy a new laptop, assuming you can find one on sale.*
- **even if** - *We will have the party, even if it rains.*
- **if - If** *you had prepared carefully, you wouldn't have failed the test.*
- **if only** - *If only I'd practised longer, I would have made the shot.*
- **only if** - *The signer agreed to perform a few songs, only if the profits go to charity.*
- **on (the) condition that** - *You will get a pay rise, on (the) condition that you work extra hours.*
- **or** - *You need to try harder, or you won't make it.*
- **otherwise** - *Please send it by courier, otherwise it will take weeks to get here.*
- **provided (that)** - *I will lend you my phone, provided you are careful with it.*
- **providing (that)** - *The bank will give you the money, providing you can pay it back within six months.*
- **unless** - *Unless you've booked tickets, you won't be able to watch the show.*
- **whether** - *I promised to help you whether I have the time or not.*

Complex prepositional phrases

Complex prepositional phrases consist of two or three words and function like a one-word preposition. They can be **two-word prepositional phrases** (word + preposition, according to) or **three-word prepositional phrases** (preposition + noun + preposition, as well as). There are also **four-word prepositional phrases** which are very similar in structure to the three-word prepositional phrases (they also include the article **the** or **a**). The most commonly used complex prepositional phrases are:

according to	in between	in view of
adjacent to	in (the) case of	near to
ahead of	in charge of	next to
along with	in comparison	on account of
apart from	with/to	on behalf of
as a result of	in common with	on the matter of
as for	in connection	on top of
as per	with/to	opposite to
as regards	in contact with	out of
as to	in contrast with/to	outside of
as well as	in exchange for	owing to
aside from	in favour of	pertaining to
at the expense of	in front of	prior to
at the same time	in lieu of	pursuant to
away from	in light of	regardless of
because of	in line with	subsequent to
but for	in need of	such as
by means of	in place of	thanks to
by virtue of	in (the) process of	together with
by way of	In regard to	to the left of
close to	in reference to	to the right of
confrary to	instead of	to the side of
for the sake of	irrespective of	up against
in accordance with	in terms of	up to
in addition to	in relation to	up until
in due to	in respect to	with respect to
except for	in return for	with reference to
far from	inside of	with regard to
for lack of	in search of	with the
in back of	in spite of	exception of

Module 4

The passive

Form

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

	ACTIVE	PASSIVE
Present simple	Anna writes a story.	A story is written by Anna.
Present continuous	Anna is writing a story.	A story is being written by Anna.
Past simple	Anna wrote a story.	A story was written by Anna.
Past continuous	Anna was writing a story.	A story was being written by Anna.
Present perfect simple	Anna has written a story.	A story has been written by Anna.
Past perfect simple	Anna had written a story.	A story had been written by Anna.
Future simple	Anna will write a story.	A story will be written by Anna.
Infinitive	Anna has to write a story.	A story has to be written by Anna.
Modal verbs	Anna might write a story.	A story might be written by Anna.

Grammar Reference

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant or obvious from the context**. *Their new album was released last week.* (We don't know who released it.)
Aina's book will be published on Thursday. (Who will publish the book is unimportant.)
A lot of factual mistakes were made in the article. (It's obvious that the author made the mistakes.)
- when the **action itself is more important** than the person/people doing it, as in **news headlines, newspaper articles, advertisements, instructions, formal notices, processes, etc.**
The film will be shown at 8 pm.
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
Several people were injured.
- to **emphasize the agent**.
The film was introduced by the director.
- to make statements **more formal or polite**.
My magazine has been taken. (More polite than saying "You took my magazine.")

Changing from the active to the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.

	Subject	Verb	Object
ACTIVE	<i>Benik</i>	<i>conducted</i>	<i>the seminar.</i>
	↓	↓	↓
PASSIVE	Subject	Verb	Agent
	<i>The seminar</i>	<i>was conducted</i>	<i>by Benik.</i>

Only transitive verbs (verbs that take an object) can be changed into the passive. *The story took place in Victorian England.* (Intransitive verb; **no passive form**).

Note: Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc.) cannot be changed into the passive. *His style resembles that of Picasso.* (NOT: *His style is resembled by that of Picasso.*)

- Let** becomes **be allowed to** in the passive.
They let us stay up late to watch the film. – We were allowed to stay up late to watch the film.
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.
Your CD got scratched when I dropped it.
- By + agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The sketch was made by Leonardo. It was drawn with charcoal.*

- The agent can be **omitted** when the subject is *they, he, someone/somebody, people, one, etc.* *The song has been recorded.* (= They have recorded the song.)
- The agent is **not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence.
This T-shirt was signed by the band.
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, sell, read, offer, give, lend*, etc. we can form two different passive sentences.
Kanot gave Symbat a DVD. (Active) *Symbat was given a DVD by Kanot.* (passive, more common) *A DVD was given to Symbat by Kanot.* (passive, less common)
- In passive questions with *who, whom* or *which* we do not omit **by**. *Who composed this piece of music? Who was this piece of music composed by?*
- The verbs **hear, help, see** and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *Batima made me learn the poem by heart.* (Active) *I was made to learn the poem by heart by Batima.* (passive)

Impersonal/Personal passive constructions

- The verbs **believe, consider, expect, know, report, say, think**, etc. have both personal and impersonal constructions in the passive.

active:	<i>People expect that Adele will sing the song.</i>
passive:	<i>It is expected that Adele will sing the song.</i> (impersonal construction) <i>Adele is expected to sing the song.</i> (personal construction)
active:	<i>They say he was a brilliant musician.</i>
passive:	<i>It is said that he was a brilliant musician.</i> (impersonal construction) <i>He is said to have been a brilliant musician.</i> (personal construction)

Module 5

Infinitive

	Tenses of the infinitive	
	Active voice	Passive voice
Present	(to) buy	(to) be bought
Present continuous	(to) be buying	
Perfect	(to) have bought	(to) have been bought
Perfect continuous	(to) have been buying	

Tenses of the infinitive corresponding to verb tenses

present simple/will → present infinitive
present continuous/future continuous → present continuous infinitive
past simple/present perfect/past perfect/future perfect → perfect infinitive
past continuous/present perfect continuous/past perfect continuous/future perfect continuous → perfect continuous infinitive

The **to-infinitive** is used:

- to express purpose. *Karim used the book to research topics for his assignment.*
- after certain verbs (*agree, appear, decide, expect, hope, plan, promise, refuse, etc.*). *Kamshat expects to get the job because she had a great interview.*
- after *would like, would prefer* and *would love* to express a specific preference. *Kuan would prefer to study English Literature at university.*
- after adjectives which describe feelings/emotions (*happy, sad, glad, etc.*), express willingness/unwillingness (*willing, eager, reluctant, etc.*), refer to a person's character (*clever, kind, etc.*) and the adjectives *lucky* and *fortunate*. *Kymbat was very happy to pass her entrance exam for college.*

Note: With adjectives that refer to character, we can also use an impersonal construction. *It was kind of you to cover my shift tomorrow night.*

- after *too/enough*. *The computers in the office aren't good enough to run the new software.*
- after a **noun/pronoun**. *The course gave Makai the chance to develop his writing skills.*
- to talk about an unexpected event, usually with **only**. *Raushan worked all night only to find that the deadline had been extended.*
- with **it + be + adjective/noun**. *It was difficult to hear my mum's voice so I turned off the television.*
- after **be + the first/second/next/last etc.** *Rishat was the first person to congratulate me on my birthday.*
- after verbs and expressions such as *ask, learn, explain, decide, find out, want to know, etc.* when they are followed by a question word. *Zhanar's manager explained how to plan the project.*

Note: **why** is followed by **subject + verb**, NOT an infinitive. *I wonder why he didn't meet us last night.*

- in the expressions **to tell you the truth, to be honest, to sum up, to begin with, etc.** *To tell you the truth, I'm not surprised that he left the company.*

Note: If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *I would love to go and visit Rome one day.*

The infinitive **without to** is used:

- after **modal verbs**. *Turk can draw and paint very well.*
- after the verbs **let, make, see, hear and feel**. *The team leader made us print all eighty pages of the report. BUT we use the to-infinitive after be made, be heard and be seen (passive form). She was made to print copies*

of the report for everyone at the meeting.

Note: When **see, hear and watch** are followed by an **-ing** form, there is no change in the passive. *Turk saw Yerbol working in the garden. Yerbol was seen working in the garden.*

- after **had better** and **would rather**. *You had better drive to work; the trains are on strike tomorrow.*

Note: **help** can be followed by either the **to-infinitive** or the infinitive **without to**. *Alykber helped me (to) decorate the house.*

Gerund (-ing form)

	Tenses of the -ing form	
	Active voice	Passive voice
Present	being/doing	being broken
Perfect	having/being	having been broken

The **-ing** form is used:

- as a **noun**. *Teaching as a profession always needs to focus on the needs of students.*
- after certain verbs: *admit, appreciate, avoid, confess, deny, fancy, go (for activities), imagine, keep, mind, miss, quit, save, suggest, practise, consider, prevent, etc.* *I suggest speaking to Tanatar if you need help; he's an expert on computers.*
- after *love, like, enjoy, prefer, dislike* and *hate* to express general preference. *Victor likes playing tennis in the evenings. BUT for a specific preference (would like/would prefer/would love) we use a to-infinitive.*
- after expressions such as *be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, be fed up with, have difficulty (in), have trouble, etc.* *I'm fed up with doing so much overtime; I need to rest.*
- after *spend, waste and lose (time and money)*. *They lost a lot of time fixing the problems with the computer network.*
- after the preposition **to** with verbs and expressions such as *look forward to, be used to, in addition to, object to, prefer (doing sth to (doing) sth else)*. *We are looking forward to meeting you next week.*
- after all the other prepositions. *Abay is thinking of flying to Paris next weekend.*
- after the verbs *hear, listen to, notice, see, watch* and *feel* to describe an incomplete action. *I listened to Farkhad discussing his plans for next week. (I only heard part of the discussion.) BUT we use the infinitive without to with hear, listen to, notice, see, watch and feel to describe the complete action. I listened to Farkhad discuss the plan for the conference. (I heard the whole discussion.)*

Difference in meaning between the to-infinitive and the -ing form

Some verbs can take either the **to-infinitive** or the **-ing** form with a change in meaning.

Grammar Reference

- **forget + to-infinitive** = to not remember to do sth – *Don't forget to turn off your computer when you leave the office.*
forget + -ing form = to not recall doing sth – *I'll never forget sailing around the Caribbean.*
 - **remember + to-infinitive** = to not forget to do sth – *Did you remember to book the meeting room?*
remember + -ing form = to recall doing sth – *I remember joining Goli's team when I first started in the company.*
 - **mean + to-infinitive** = to intend to do sth – *I'm sorry, I meant to hand in my essay yesterday but I forgot!*
mean + -ing form = to involve – *If he doesn't pass his test, it will mean doing extra catch-up classes.*
 - **regret + to-infinitive** = to be sorry to do sth (normally used in the present simple with verbs such as **say, tell** and **inform**) – *The company regrets to inform staff that the training course has been cancelled.*
 - **regret + -ing form** = to feel sorry about doing sth – *I regret missing out on the school trip to Belgium.*
 - **try + to-infinitive** = to do my best, to attempt – *The supplier tried to email you but their messages bounced back.*
try + -ing form = to do something as an experiment – *Why don't you try creating your logo with graphic design software?*
 - **stop + to-infinitive** = to stop doing sth temporarily in order to do something else – *After a long meeting, we stopped to have some coffee.*
stop + -ing form = to finish doing sth – *At five o'clock everyone stopped working and went home.*
 - **go on + to-infinitive** = to do sth else after an activity stated previously – *Once we'd written down our notes, we went on to type them up.*
 - **go on + -ing form** = to continue an activity stated previously – *After a short break, we went on cooking the rest of the dinner.*
- Note:** The following verbs can be used with either the **to-infinitive** or the **gerund** with no change in meaning: **begin, start, continue.** *We began to eat/eating.*

Intensifiers

Intensifiers are adverbs which are used to make adjectives stronger. *Your project is good.*
Your project is very good. (The intensifier makes the meaning of 'good' stronger.)

The most common intensifier is **very**. We can use it before:

- adjectives *She is very happy.*
- adjective + noun *He is a very kind man.*
- adverbs *The train travels very quickly.*

We can also repeat it for extra emphasis. *My new car is very very nice!* **BUT** we don't use **very** with strong adjectives, such as **enormous, furious, disgusting, etc.**

-ly intensifiers

Some **-ly adverbs** (**extremely, really, greatly, particularly, terribly**) are often used in place of **very** for extra emphasis, with:

- adjectives *The new boss is extremely polite. The film is terribly boring.*
 - adverbs *My English teacher writes particularly nicely.*
 - past participles and verbs *I greatly admire my teacher. I'm really irritated by your behaviour.*
 - adjective + noun *Moldir is a really professional employee.*
- **Strong intensifiers**, such as **utterly, completely, entirely, totally, absolutely, etc.** go with strong adjectives (**utterly furious, completely disgusting**).
 - **Many -ly intensifiers** collocate with specific adjectives (**bitterly cold/disappointed, etc.**, **gravely serious/ill, etc.**, **deeply depressed/worried/hurt, etc.**, **absolutely brilliant/fantastic, completely empty/full/new/wrong, utterly hopeless/useless, greatly impressed/mistaken, fully aware, highly successful/motivated, etc.**).
 - We can also use some adjectives (**absolute, utter, total, complete, perfect, real**) as intensifiers with nouns. *She's an absolute genius! That's a real bargain!*

Pre- and Post-Modifying Noun Structures

Pre-modifiers are words that come before nouns and add to them extra or more specific information. There are several pre-modifying noun structures:

- **noun + noun** – *healthcare profession*
- **adjective + noun** – *false alarm*
- **determiner + noun** – *an idea, that process, his experience*
- **quantifier + noun** – *lots of replacements, some colleagues*
- **determiner (+ intensifier) + adjective + noun** – *a very demanding job, the stressful job*
- **quantifier + determiner + noun** – *a lot of their employees*
- **quantifier + determiner + adjective + noun** – *neither of my twin sisters*
- **preposition + determiner + adjective + noun** – *in a safe environment, etc.*

Post-modifiers are words that come after nouns and add to them extra or more specific information. There are several post-modifying noun structures:

- **that-clause** – *There are certain facts that you haven't taken into account.*
- **relative clause** – *The woman who called you earlier is waiting outside.*
- **-ing phrase** – *The tall guy talking to the secretary ...*
- **past participle** – *the woman dressed in black*
- **prepositional phrase** – *The man on the street was screaming and shouting.*
- **to-infinitive** – *His dream to become a scientist never became a reality.*
- **apposition** – *Ronaldo, the captain of the team, is from Portugal.*
- **adverbs** (of time, manner, place, etc.) – *The house next door belongs to my grandparents.*

Module 6

Conditionals

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditionals, we can use **when** instead of **if**.

<i>If</i> -clause	Main clause
if/When + present simple → present simple	
<i>If/When it rains, the grass gets wet.</i>	

Type 1 conditionals are used to express a real or very probable situation in the present or future.

<i>If</i> -clause	Main clause
if + any present form (present simple/present continuous/present perfect)/should + present bare infinitive	→ future simple/imperative/can/must/may etc + present bare infinitive
<i>If we arrive at the show early, we will/can have a snack in the lounge.</i>	

When the hypothesis (*if*-clause) comes before the main clause, we separate them with a comma. When the main clause comes before the *if*-clause, then we do not use a comma to separate them.

Note: In **type 1 conditionals** we can use **unless + affirmative verb** (= *if + negative verb*). *He won't be able to meet with you unless you book an appointment in advance.* (= *if you do not book*)

Type 2 conditionals (unreal present) are used to express imaginary situations, which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future. We can use **were** for all persons in the *if*-clause. We can also use **'If I were you'** to give advice.

<i>If</i> -clause	Main clause
if + past simple/past continuous	→ would/could/might/should + present bare infinitive
<i>If they had access to the Internet, they would/could book tickets online.</i>	
<i>If we were designing the website, we would include a review section.</i>	
<i>If I were you, I might sign up for the course.</i>	

Type 3 conditionals (unreal past) are used to express imaginary situations, which are contrary to facts in the past. They are also used to express regrets or criticism.

<i>If</i> -clause	Main clause
if + past perfect/past perfect continuous	→ would/could/might/should + perfect bare infinitive
<i>If you had told me about his accident, I would have gone to the hospital.</i>	
<i>If I hadn't been working yesterday, I could have attended the conference.</i>	

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an *if*-clause from one type with a main clause from another.

<i>If</i> -clause	Main clause
Type 1 <i>If he is as clever as they say,</i>	Type 3 <i>he should have been promoted by now.</i>
Type 2 <i>If you were more observant,</i>	Type 3 <i>you wouldn't have missed all these clues in the puzzle.</i>
Type 3 <i>If I hadn't missed the deadline,</i>	Type 2 <i>I would be taking the exam right now.</i>
Type 2 <i>If you trusted them,</i>	Type 1 <i>you may bitterly regret it.</i>

'Will/would' and 'should' in *if*-clauses

We do not normally use **will**, **would** or **should** in an *if*-clause. However, we can use **will** or **would** after **if** to make a polite request or express insistence or uncertainty (usually with expressions such as *I don't know*, *I doubt*, *I wonder*, etc.). In this case, **if** means **whether**. We can also use **should** after **if** to talk about something which is possible but not very likely to happen. Alternatively, this function can be performed by the structure **'if sb/sth happens/should happen to ...'**

- If you will wait over there, I will see you in a few minutes.* (Will you please wait ... - polite request)
- If you will go on talking, I will have to ask you to leave.* (If you insist on talking ... - insistence)
- I wonder if she will admit to her mistakes.* (I wonder whether ... - uncertainty)
- If the client should call, tell her I'm expecting her in my office tomorrow at 2 pm.* (I don't really expect the client to call.)
- If the client happens/should happen to call, tell her I'm expecting her in my office tomorrow at 2 pm.*

Note: **if need be** (= *if it is necessary*), the loan payment can be adjusted.

Inversion in *if*-clauses

When there is **should**, **were** or **had** in the *if*-clause, the subject and the auxiliary verb can be inverted and **if** is omitted.

If she should pass by, tell her to leave the documents on my desk.

Should she pass by, tell her to leave the documents on my desk.

If I were you, I would purchase it online.

Were I you, I would purchase it online.

If I had arrived earlier, I would have met with your teacher.

Had I arrived earlier, I would have met with your teacher.

Grammar Reference

Other phrases with hypothetical meaning

Other phrases/expressions used in place of *if* are the following: **on condition that**, **provided (that)**, **providing (that)**, **as/so long as**, **even if**, **only if**, **unless (= if not)**, **assuming (that)**, **say (that)** (= let's suppose that), **suppose (that)**, **supposing (that)**, **what if**, **when**, **since**, **as**, **even though**, **in case + present tense** (for the present), **in case + past tense** (for the past), **but for + gerund/noun/the fact that** (if it weren't for/hadn't been for), **given that**.

Study the examples:

- *If the boss attends the meeting, we will go over the sales report.* (The boss may attend or may not.)
- *Provided (that)/Providing (that)/As long as/So long as the boss attends the meeting, we will go over the sales report.* (We'll only go over the sales report if the boss attends.)
- *Even if the boss doesn't attend the meeting, we will go over the sales report.* (Whether the boss attends or not doesn't affect the result.)
- *Only if the boss attends the meeting, will we go over the sales report.* (We'll only go over the sales report if the boss attends.)
- *Unless the boss attends the meeting, we won't go over the sales report.* (We'll only go over the sales report if the boss attends.)
- *Assuming (that) the boss attends the meeting, we will go over the sales report.* (We expect the boss to attend, and we'll go over the sales report.)
- *Say/Suppose/Supposing (that) the boss attends the meeting, shall we go over the sales report?* (It is unlikely that the boss will attend; if he does, would you like us to go over the sales report?)
- *What if we go over the sales report?* (I suggest that we go over the sales report.)
- *When the boss attends the meeting, we will go over the sales report.* (The boss will definitely attend.)
- *Since/As the boss can't attend the meeting, we won't go over the sales report.* (The fact that the boss can't attend means that we can't go over the sales report.)
- *In case the boss attends the meeting, we will be ready to go over the sales report.* (It is rather unlikely that the boss will attend, but we'd better be prepared.)
- *The boss attended the meeting in case we went over the sales report.* (The boss attended because he was afraid we might go over the sales report without him.)
- *But for the boss attending (= if the boss had not attended) the meeting, we wouldn't have gone over the sales report.* (We only went over the sales report because the boss attended.)
- *Given that the boss attends the meeting, we'll go over the sales report.* (The boss attends the meeting, we'll go over the sales report.)

Notes

- We can omit the subject and the auxiliary verb **be** in conditional clauses.
If required (= if it is required), they will bring their complaints to the CEO of the company.

- Additionally, we can replace a whole clause with **'so'** and **'if not'**, in order to avoid repetition.
Are you coming to the party tomorrow? If so (= if you are coming), I'll give you a ride then. If not, let me know.

Wishes

We use **wish/if only** to express a wish.

Verb tense		Use
<i>I wish/ if only + past simple/ past continuous</i>	<i>I wish I made more money!</i> <i>I wish you weren't moving to another city.</i>	to say that we would like something to be different about a present situation
<i>I wish/ if only + could + bare infinitive</i>	<i>I wish I could speak French! (but I can't)</i>	to express regret in the present concerning lack of ability
<i>I wish/ if only + past perfect</i>	<i>I wish I had listened to his suggestions! (but I didn't)</i> <i>If only I hadn't lied to my friends! (but I did)</i>	to express regret about something which happened or didn't happen in the past
<i>I wish/ if only + subject + would + bare infinitive</i>	<i>I wish you would be more specific about what is wrong!</i> <i>I wish she would stop talking about me behind my back!</i>	to express: • a polite imperative • a desire for a situation or a person's behaviour to change

Notes

- **Wish** can also be followed by a personal pronoun and a noun (*luck, success*) or a phrase (*all the best, etc.*).
I want to wish you good luck in your exams.
- **if only** is used in exactly the same way as **I wish**, but it is more emphatic or more dramatic.
- We can use **were** instead of **was** after **wish** and **if only** for all persons. *I wish I were younger!*
- After the subject pronouns **I** and **we**, we usually use **could** instead of **would**. *I wish I could play the piano.*
- **Wish + to-infinitive** = want to (formal)
I wish to make a request.
- In order to express **hope** about the future, we can't use **wish**; instead, we use **I hope + present/future tense**. *I hope you get/you'll get into the university of your choice.* (NOT: ~~*I wish you get-into-the-university-of-your-choice.*~~)

Had better/Would rather/Prefer/Would prefer

Had better (= should/ought to) is used to give strong or urgent advice. **Had better** refers only to the present or future. **Had better** is more emphatic than **should/ought to**, but is not as emphatic as **must**.

You **must** speak to the police. (strong advice)
You **had better** speak to the police. (less emphatic than 'must')

You *should/ought to speak to the police.* (less emphatic than 'had better')

- **had better + bare infinitive** → future
I had better finish my homework.
- **it would have been better if + past perfect** → past
It would have been better if you had asked for my permission first.

Would rather/sooner (= would prefer to) expresses preference. When the subject of **would rather/would sooner** is also the subject of the following verb, we use the following constructions:

- **would rather/sooner + present bare infinitive** → present/future
I would rather/sooner see a film tonight.
- **would rather/sooner + perfect bare infinitive** → past
I'd rather/sooner have gone for Chinese, but everyone wanted to eat Mexican food.
- **would rather/sooner + present bare infinitive + than + present bare infinitive/noun**
*I'd rather/sooner go shopping than visit the museum.
I'd rather/sooner have coffee than tea.*

When the subject of **would rather/would sooner** is different from the subject of the following verb, we use the following constructions:

- **would rather/would sooner + different subject + past tense** → present/future
I'd rather/sooner you didn't wear your shoes in the house.
- **would rather/would sooner + different subject + past perfect** → past
I'd rather/sooner you had spoken to me about the problem first.

Preference can also be expressed by the following constructions:

- **prefer + full infinitive + rather than + bare infinitive** (general preference) *I prefer to listen to classical music rather than (listen to) jazz.*
- **prefer + -ing form/noun + to + -ing form/noun** (general preference) *I prefer running to cycling. I prefer theatre to films.*
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference) *I would prefer to go on the tour in town rather than sail by the sea.*
- **would prefer it if + past tense** (preference in the present) *I would prefer it if you left my key in my mailbox.*
- **would have preferred it if + past perfect** (preference in the past) *They would have preferred it if you had complained in person.*
- **favour sb/sth over/ab/sth else** *I favour Italian food over Chinese food.*
- **would (just) as soon + bare infinitive** *I would just as soon drive to work this morning.*
- **would (just) as soon + different subject + past tense** *I would just as soon you drove me to work today.*
- **be better off + -ing form + than + -ing form**
You'd be better off meeting them at a restaurant than seeing them at the office.

The unreal past

The **past simple** can be used to refer to the **present** when we talk about imaginary, unreal or impossible situations, which are contrary to facts in the **present**.

The **past perfect** can be used to refer to imaginary, unreal or impossible situations, which are contrary to facts in the **past**.

The **past simple** is used with:

- **type 2 conditionals** – The students *would do better* on their exam *if they studied* more.
- **suppose/supposing/imagine** – *Suppose/Supposing/Imagine you found a large sum of money, what would you do?*
- **wish/if only** – *I wish/if only I visited you more often!*
- **would rather/sooner (present)** – *I'd rather/sooner you met me at the theatre.*
- **as if/as though** (for current, future or general hypothetical comparisons) – *He talks as if he were in charge of the group.*
- **it's (about/high) time** (to express criticism) – *It's (about/high) time you finished your work!*

The **past perfect** is used with:

- **type 3 conditionals** – *If they had left later, they wouldn't have got stuck in traffic.*
- **suppose/supposing/imagine** – *Suppose/Supposing/Imagine you had seen her at the meeting, what would you have done?*
- **wish/if only** – *I wish/if only I hadn't missed the party yesterday!*
- **would rather/sooner (past)** – *I'd rather/sooner you hadn't discussed this matter without me.*
- **as if/as though** (for past hypothetical comparisons) – *She looked as if/as though she hadn't slept for days.*

Note

It would have been better if + past perfect (past)
It would have been better if you had completed your project by the deadline.

Different constructions can be used with **it's time**, with similar meanings:

- **it's time + to-infinitive** (when time has come to do sth). *It's time to meet Kostya now.*
- **it's time for + object + to-infinitive** (to say sth is urgent/important). *It's time for us to meet Kostya now.*

Module 8

Subordinate clauses

Subordinate clauses complete or add to a main clause. They may function grammatically as a **subject**, **object** or **adverb** in a sentence.

- **clauses as subjects**
Whoever broke the window will be in trouble.
- **clauses as objects**
They told us (that) the performance was amazing.
- **clauses as adverbs**, i.e. time clauses, clauses of purpose/result/concession/reason/place, etc.
The film was OK although we had read bad reviews.

Grammar Reference

Relative clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

- who(m)/that** to refer to people.
 - which/that** to refer to things.
 - whose** with people, animals and objects to show possession (instead of a possessive adjective).
- Who, which and that** can be omitted when they are the **object of the relative clause**. *This is the dress (that) I bought last week.*
 - Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a **preposition**. *My sister is the person to whom I always tell my secrets.*
 - Who, which and that** are not omitted when they are the **subject of the relative clause**. *The book which won the prize is excellent.*
 - Whose** is never omitted. *This is the girl whose grandparents live in Scotland.*

Relative adverbs

We use:

- when** to refer to time.
That was the day (when) I decided to move abroad.
- where** to refer to a place.
This is the hospital where I was born.
- why** to give a reason, after the word **reason**.
That's the reason why she decided to move out.

Defining/Non-defining relative clauses

A **defining clause** gives necessary information, essential to the meaning of the main sentence. It is not put between commas, and is introduced with **who, whom, which, that, whose, where, when** or **the reason (why)**. *I'm really fond of the woman who lives next door.*

A **non-defining relative clause** gives extra information, and is not essential to the meaning of the main sentence. It is put between commas and is introduced with **who, whom, which, whose, where or when**. *My bicycle, which I've had for a long time, is now falling apart.*

We cannot omit the relative pronoun or replace it with **that**. *Bekhzat, whose everyone admires for his cooking, has invited us to dinner.* (NOT: *Bekhzat, everyone admires for his cooking, has invited us to dinner.* / *Bekhzat, that everyone admires for his cooking, ...*)

Notes

- That** can replace the relative adverb **when**, or be omitted, in an informal style. *He'll never forget the day (when/that) the earthquake happened.*
- That** replaces **where**, or is omitted, only after the words **somewhere, anywhere, nowhere, everywhere** and **place**. *Have you got somewhere (that) I can store my schoolbooks?/Is there anywhere (that) I can find this book?*
- That** is never used after prepositions.

That's the place in which she was born. (NOTE: *That's the place in that she was born.*)

- In non-defining relative clauses, we can use **each, part, some, very little/few, a number, both, all, one, either, neither, most, none** etc. + of **which/whom**, to refer to a term in the main clause.
I have two brothers, both of whom are fair-haired.
This is my favourite book, part of which was written while the author lived in Paris.
- At **which point/ in which case**, **which** is **why** can be used to introduce a comment on the main clause.
I ran 12 miles without stopping, at which point I decided to have a break.

Relatives with prepositions

The preposition is put in front of **whom** or **which** (formal English). It can also be put at the end of the relative clause, in which case **whom** becomes **who**. In such instances, however, **that** (less formal) is more commonly used instead of **who/which**. In everyday speech, it is also common for **who/which/that** to be omitted altogether.

That's my friend with whom I went on holiday. (formal)
That's my friend who I went on holiday with. (less formal)
That's my friend (that) I went on holiday with. (informal)

Where can be replaced by:

- preposition + which**
- which/that + clause + preposition**
- clause + preposition (no relative)**
That's the building where I worked for seven years.
 - That's the building in which I worked for seven years.*
 - That's the building which/that I worked in for seven years.*
 - That's the building I worked in for seven years.*

When can be replaced by:

- preposition + which**
- that + clause + preposition**
- no relative, no preposition**
2002 is the year when I got married.
 - 2002 is the year in which I got married.*
 - 2002 is the year that I got married in.*
 - 2002 is the year I got married.*

Time clauses

Time clauses are introduced with time conjunctions or expressions such as: **after, as, as soon as, before, by, by the time, hardly ... when, no sooner ... than, now that, once, (ever) since, the minute (that), the moment (that), then, the sooner ... the sooner, till/until, on/upon, when, whenever, while**. *The tickets sold out as soon as they became available.*

Time clauses follow the rule of the sequence of tenses; that is, when the verb of the main clause is in a **present** or **future form**, the verb of the time clause must be in a **present form**, and when the verb of the main clause is in a **past form**, the verb of the time clause must be in a **past form** too.

I'll read the book before I see the film.
They arrived after the play had begun.

We never use a future tense in a future time clause; instead, we use a present tense.

The rehearsals will start next week. We'll be very busy then. We'll be very busy when/after the rehearsals start/have started. (NOT: will start or will have started)

Compare:

when (time conjunction) + present tense

When I enter the cinema, I will turn off my phone.

when (question word) + present tense or future tense

When does the film end?

When will you get home?

Clauses of purpose

To-infinitive is commonly used to express purpose. We can also use *in order to* and *so as to*. *In order to* and *so as to* are more emphatic and also more formal.

The actor put on makeup *in order to/so as to* change her appearance.

Clauses of purpose are introduced with *so that/in order that* in the following way:

so that/in order that + will/can
(present/future reference)

so that/in order that + would/could
(past reference)

(common structures)

Inkar practises the piano every day *so that* she will/can improve. The music students practised every day *so that* they would/could improve.

so that/in order that + may/should
(present/future reference)

so that/in order that + might/should
(past reference)

(formal structures)

The film director hired a taxi *in order that* he should not be late for the premiere.

Note: We use *so that*, but not the to-infinitive structure, when the main and the subordinate clauses have different subjects. We booked an extra ticket *so that* Arina could come with us.

- **for + noun** (to express the purpose of an action)

We went to the cinema *for* some entertainment.

- **for + gerund** (to express the general use of a thing)

A chisel is a tool used *for* sculpting ice.

- **in case + present tense/should** (present/future reference)

in case + past tense/should (past reference)

Book a seat *in case* the performance sells/should sell out.

They took some tissues *in case* the film was/should be sad.

Note: Will/should are never used with *in case*.

Try to arrive early *in case* there is a queue. (NOT: ... *in case* there will be a queue.)

Negative purpose is expressed with:

- **so as not/in order not + to-infinitive** (only when the subject of the verb is also the subject of the infinitive)

The stuntman wore protective clothing *so as not/in order not to* get hurt.

- **so that + won't/can't** (present/future reference)

so that + wouldn't/couldn't (past reference)

They have put up a fence *so that* fans won't/can't climb on stage. The actor wore sunglasses *so that* he wouldn't be recognised.

- **for fear (that) + might/should/would** (very formal)

for fear of sth/doing sth

lest (+ might/should) + infinitive form (very formal)

He wrote his lines on his hand *for fear (that) he might/should/would* forget them.

The tightrope walker didn't look down *for fear of* losing her balance.

Photography is banned *lest* the camera flashes (might/should) disturb the performer.

- **prevent + noun/pronoun (+ from) + -ing form**

Sultan couldn't prevent his hands (from) shaking before he went on stage.

- **avoid + -ing form** (you should avoid seeing this play if you like a happy ending).

Clauses of result

Clauses of result are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**

The famous dancer is injured, *as a result/therefore/consequently/as a consequence* the performance has been cancelled.

The famous dancer is injured. *As a result/Therefore/Consequently/As a consequence*, the performance has been cancelled.

- **such a(n) + adjective + singular countable noun + that**

He was *such a* brilliant comedian *that* we couldn't stop laughing.

- **such + adjective + plural/uncountable noun + that**

There were *such* amazing special effects *that* he decided to see the film again.

- **such + a lot of + plural/uncountable noun + that**

The audience made *such a lot of* noise *that* I couldn't hear the play.

- **so + adjective/adverb + that**

The living statue was *so still* *that* everyone thought he was made of stone.

- **so + adjective + a(n) + singular noun + that** (not usual)

It was *so dangerous* a stunt *that* no-one would attempt it.

- **so + many/few + plural noun + that**

There were *so many* people *that* we couldn't see the street performer.

- **so + much/little + uncountable noun + that**

We had *so much* fun *that* we're going again tomorrow.

Note: Clauses of result follow the rule of the sequence of tenses.

The gymnast is *so* flexible *that* she can do the splits.

The TV presenter was *such* a charismatic person *that* everyone liked him.

Clauses of concession

(See Conjunctions: contrast p. GR12)

Grammar Reference

Clauses of reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/phrases:

- because** – *They took a taxi because it was raining.*
Because it was raining, they took a taxi.
- for** (= **because**; in formal written style) – A clause of reason introduced with **for** always comes after the main clause. *I didn't tell her anything, for I don't trust her.*
Note: **Because** and **for** can both be used to introduce a clause of reason. However, **for** can't be used at the beginning of a sentence, or as an answer to a **why**-question. If used, there is always a comma before it in written speech, or a pause in oral speech.
Because I can't act, I didn't join the drama club.
I didn't join the drama club because I can't act.
I didn't join the drama club, for I can't act.
- as/since** (= **because**) – *Ulan watched a film as/since he had nothing else to do.*
As/Since Ulan had nothing else to do, he watched a film.
- the reason for + noun/-ing form** – *The reason for her delay was (the fact) that she had missed the train.*
The fact that she had missed the train was the reason for her being late.
- the reason why + clause** – *The reason why she was late was (the fact) that she had missed the train.*
- now (that) + clause** – *Now (that) he has moved to Los Angeles, he will look for a job in the film industry.*
- because of/on account of/due to + noun** *The theatre was closed because of/on account of/due to a strike.*
- because of/on account of/due to the fact that + clause** *The theatre was closed because of/on account of/due to the fact that there was a strike.*
- in view of + noun/the fact that**
The TV series was cancelled in view of the low ratings/the fact that it was receiving low ratings.
- out of + noun** (to express the motive for an action)
They went to see the acrobats out of curiosity.
- Considering/Seeing that** can also introduce clauses of reason.
Considering/Seeing that living is only twelve, she is a remarkable violinist.
- Clauses of reason** follow the rule of the sequence of tenses.
Since she has injured her arm, she can't do gymnastics.
The singer improvised because he had forgotten the lyrics.

Clauses of place

Clauses of place are introduced with **where**, **wherever**, **as far as**, **as high as**, **as low as**, **as near as**, etc as follows:

where wherever as high as as low as as far as as near as	+ present tense/may	present/future reference	<i>No matter where he goes, he takes his guitar with him.</i>
	+ past tense/might	past reference	<i>Wherever she went, she carried a book.</i>

Note: A future tense is not normally used in clauses of place. *Nina will go to see her favourite band wherever they perform.* (NOT: *wherever they will perform*)

Exclamations

An exclamation is a type of sentence used to express the speaker's feeling or attitude. Exclamations are not subordinate clauses. They are introduced with **what** (a/an) and **how**, and follow the subject - verb word order.

- What + a/an + adjective + singular countable noun**
What an amazing performance!
- What + adjective + plural uncountable noun**
What quiet pupils!
What loud music!
- How + adjective/adverb/verb**
How talented they are!
How beautifully she sings!

Exclamatory sentences can also be expressed with:

- such + a/an + adjective + singular countable noun**
She is such a talented musician!
- so + adjective/adverb**
She is so talented!
- an interrogative - negative verb form** at the beginning of the sentence.
Isn't the comedian funny!
Doesn't he tell great jokes!
- an adverb or an adverbial particle** (*away, up, out*, etc) at the beginning of the sentence followed by a verb of movement + noun, or pronoun + verb of movement.
Out went the lights! Out they went!
Up went the curtain! Up it went!

Participle clauses

We can replace a clause with a participle clause when the subjects of both clauses in a sentence are the same.

Present participles (*writing, telling, playing, etc*)

Present participles can be used in place of clauses in the present or past tense, when the action of the participle happens at the same time as that of the main verb. They can be used to replace:

- coordinate clauses** – *The audience sat in silence, (listening (= and listened)) to the concert.*
- relative clauses** – *The boy playing (=who is playing) the piano is Tom.*
- time clauses** (before, since, when, while, but NOT: as, as soon as, until) – *Maria dusted the furniture while (listening (= while she was listening)) to music.*
- clauses of concession** (although, even though, though, while) – *While enjoying (=I enjoy) most theatre, I dislike musicals.*
- conditional clauses** – *If booking (=you book) tickets in advance, you must pay a fee.*
- clauses of reason** – *Feeling (=Because he was feeling) upset about the row, Aslan silently left the room.*

Note: The present participle **being** may be used in place of **is/are/was/were**, but this is only used in formal writing. **Being (=As we were)** late for the show, we caught a taxi.

Past participles (*written, told, felt, played, etc*)

Past participles can be used in place of clauses in the present or past tense that have a passive meaning. They can be used to replace:

- **relative clauses** – *The camera used (=which was used) to film this scene is very old.*
- **clauses of concession** – *Although praised (=it was praised) by critics, the book was not a best-seller.*
- **conditional clauses** – *If accepted (=you are accepted) onto the theatre course, you will work very hard.*

Notes:

- Sometimes, the past participle can be used without a conjunction in front of it. **Viewed/When viewed (=When it is viewed) from the back of the theatre, the stage looks very small.**
- Time clauses introduced with *after, before, since, on* and *in* cannot be followed directly by a past participle, but require *being* + past participle. *After being informed (=we were informed) that the concert was cancelled, we made other plans.* (NOT: *After informed...)*

Perfect participles (*having written, having told, having played, etc*)

Perfect participles can be used in place of clauses in the present perfect, past perfect and simple past tenses, when the action of the participle happened before that of the main verb of the sentence. They can be used in active and passive sentences.

Active

We have booked a ticket, so we should go to the play. = Having booked a ticket, we should go to the play.
Because we had booked a ticket, we went to the play. = Having booked a ticket, we went to the play.
We booked a ticket and then we went to the play. = Having booked a ticket, we went to the play.

Passive

He had been made redundant, so he went back to university. = Having been made redundant, he went back to university.
Since he has been made redundant, he is going back to university. = Having been made redundant, he is going back to university.
He was made redundant and then he went back to university. = Having been made redundant, he went back to university.

Note carefully: If the subject of the participle is different from the subject of the main verb, we cannot omit it. In this case, we put the subject of the participle in front of its participle. *The apples being ripe, the farmers picked them.* (NOT: *Being ripe, the farmers picked the apples.*)

We can also introduce the subject of the participle with

the preposition **'with'**. *With the teacher assigning lots of homework, the students felt rather tired.*

Module 9

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns (e.g. a small house) but after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc.** *She had a talk with the rebellious student about his behaviour.*

The vessel appeared seaworthy for the journey.

- Most common adjectives (*large, long, heavy, late, etc*) do not have a particular ending. However, there are certain endings (suffixes) for adjectives which are formed from nouns and verbs. These are:
 - able** (predictable), -**al** (practical), -**an** (Elizabethan), -**ant** (observant), -**ar** (polar), -**ary** (honorary), -**ate** (passionate), -**em** (wooden), -**ent** (dependent), -**eous** (courteous), -**ese** (Japanese), -**ful** (thoughtful), -**fold** (twofold), -**ial** (racial), -**ian** (amphibian), -**ible** (definite), -**ic** (dramatic), -**ical** (economical), -**ious** (dangerous, vicious), -**ish** (selfish), -**ite** (definite), -**ive** (reactive), -**less** (mindless), -**like** (man-like), -**ly** (homely), -**proof** (waterproof), -**some** (lonesome), -**uble** (soluble), -**worthy** (noteworthy), -**y** (funny), etc.

The actor received an honorary degree from the university in acknowledgment of his work for equal rights.
Sandra is a very observant woman who never misses anything that happens around her.

- The prefixes used to form adjectives are:
 - a-** (asocial), **ab-** (abnormal), **ante-** (antenatal), **anti-** (anticlockwise), **be-** (bejewelled), **bi-** (bilingual), **co-** (cooperative), **col-** (collateral), **con-** (contextual), **cor-** (correlative), **counter-** (counterproductive), **dis-** (discontent), **eco-** (eco-friendly), **extra-** (extraterrestrial), **geo-** (geometric), **hyper-** (hypersensitive), **il-** (illegal), **im-** (impossible), **in-** (incredible), **inter-** (international), **ir-** (irrational), **mal-** (malnourished), **mid-** (midway), **mono-** (monolingual), **multi-** (multicultural), **neo-** (neolithic), **non-** (non-violent), **omni-** (omnipotent), **over-** (overexcited), **out-** (outlandish), **pan-** (pan-African), **photo-** (photosensitive), **poly-** (polysyllabic), **post-** (postnatal), **pre-** (prepacked), **pro-** (pro-government), **pseudo-** (pseudointellectual), **quasi-** (quasi-scientific), **retro-** (retrograde), **self-** (self-catering), **semi-** (semi-precious), **sub-** (subterranean), **super-** (superconfident), **sur-** (surrealistic), **trans-** (transatlantic), **ultra-** (ultrasonic), **un-** (unappreciated), **under-** (underprivileged), **uni-** (unilateral), **up-** (uplifting), etc.

His document was irrevocable so we created a new one.
We will have to change all prearranged meetings for another date.

Grammar Reference

- There are also **compound adjectives** which are formed with: a) **present participles** e.g. *a never-ending journey*, b) **past participles** e.g. *brightly-coloured garments*, c) **cardinal numbers + nouns** e.g. *a three-hour delay* (NOT: *a three-hours-delay*) d) **well/badly/ill/poorly + past participle** e.g. *well-behaved children*, *badly-made furniture*, *an ill-equipped army*
- There are **opinion adjectives** and **fact adjectives**. Opinion adjectives (a mediocre performance, etc) show what a person thinks of somebody or something. Fact adjectives (an ancient relic, etc) give us factual information about size, age, shape, colour, origin, material, etc.
- We can also use **nouns as adjectives** before other nouns. When nouns are used as adjectives, they generally have no plural form. *college students*, *a television programme*
- Adjectives are always placed after the indefinite pronouns *someone/body*, *anyone/body*, *no-one/nobody*, *something*, *anything* and *nothing*. *something larger*, *someone neutral*

Order of adjectives

When there are two or more adjectives in a sentence, they normally go in the following order:

	FACT								
	size	age	shape	colour	origin	material	used for/ be about	noun	
It's a	lowly	big	new	square	brown	Swiss	plastic	alarm	clock

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. *He is a well-known American horror author.*
- Ordinal numbers (*first, second, third, etc*) go before cardinal numbers (*one, two, three, etc*). *the first five days*
- The adjectives *ablate, afloat, afraid, ajar, alike, alive, alone, ashamed, asleep, awake, aware, content, fond, glad, ill, involved, pleased, sure, etc* are never followed by a noun. *The CEO was absent from the meeting.*
- The adjectives *chief, eastern, elder, eldest, former, indoor, inner, lower, main, northern, only, outdoor, outer, principal, southern, western, upper* etc are always followed by nouns. *His inner circle consisted of former politicians and activists.*
- Certain adjectives take a slightly different sense when they precede or follow the noun they modify: the **visible stars** (= all the stars that can be seen), the **stars visible** (= the stars seen at a specific time), the **present students** (= all those who have enrolled for the current academic year), the **students present** (= those who are attending a lecture now)
The man concerned (= involved/affected) *is my father.*
A concerned (= worried) *father asked about student safety on campus.*

However, there are some standardised phrases where the adjectives follow the nouns: *attorney general, body politic, court martial, accounts payable, times past, poet laureate, secretary general, the president elect, etc.*

- Certain adjectives are used with the *as* nouns to refer to groups of people in general. These are: *blind, deaf, deaf, disabled, elderly, homeless, hungry, living, middle-aged, old, poor, rich, sick, strong, unemployed, weak, young, etc.* *The building is equipped with facilities for the disabled.*

Notes:

- **Present and past participles** can be used as **adjectives**. Present participles describe the quality of a noun. *annoying behaviour* (What kind of behaviour? Annoying.) Past participles describe how the subject feels. *an annoyed teacher* (How does the teacher feel? Annoyed.)
- Nouns describing materials, substances, purpose, use and origin can be used as adjectives, but they do not have comparative or superlative forms and cannot be modified by *very*. *a cotton shirt, a silver brooch, a stone wall, a gold necklace, a summer dress, a chopping board* (BUT *a wooden table* [NOT: *wood table*]), *a woolen hat* [NOT: *woolhat*]), *a London accent* However, if an adjective of origin refers to behaviour, it can be modified by *very*. *Lucio is very Italian.*
Also, there are adjectives which are derived from nouns describing materials (silk, stone, gold, feather, metal, etc). These adjectives can be used metaphorically: *silky skin* (= skin that is smooth and soft, like silk), BUT *a silk shirt* (= a shirt made of silk); *a stony face* (= a cold, emotionless face), BUT *a stone fence* (= a fence made of stone); *golden hair* (= hair the colour of gold), BUT *a gold ring* (= a ring made of gold); *feathery leaves* (= leaves that are soft and delicate), BUT *a feather pillow* (= a pillow made with feathers); *a metallic colour* (= a colour which looks like metal), BUT *a metal gate* (= a gate made of metal).
- There are certain adverbs, such as *above, downstairs, inside, outside, upstairs, etc* which can be used as adjectives, an *upstairs room, the downstairs bathroom, the above rule, the inside page*
- Commas are only used to separate adjectives which convey similar information; they are never used between the final adjective and the noun it modifies. *a brilliant, eccentric, French writer* (NOT: *a brilliant eccentric, French writer*) *a long, distinguished career – a rare, colourful bird*

Adverbs

- **Adverbs** describe verbs, past participles, adjectives or other adverbs. *Akinur was extremely pleased with her exam results.*
- An **adverb** can be one word (*She described the process explicitly.*), two words (an adverbial phrase) (*She described the process this morning.*) or a prepositional

phrase which functions as an adverb in a sentence (She described the process at the meeting.) Adverbs can express manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc.

- **Adverbs** can also function as linking words, especially at the beginning of sentences e.g. *firstly, secondly, moreover*, etc.

Formation of adverbs

- We usually form an adverb by adding **-ly** to the adjective. *effectively*
- Adjectives ending in **-le** drop the **-e** and take **-y**. *reasonably*
- Adjectives ending in a consonant + **-y** drop the **-y** and take **-ily**. *noisily*
- Adjectives ending in **-l** take **-ly**. *carefully*
- Adjectives ending in **-ic** usually take **-ally**. *dramatic – dramatically* BUT *public – publicly*
- The adjectives ending in **-ly** (deadly, elderly, friendly, likely, lively, lonely, lovely, silly, ugly, etc) form their adverbs with the phrase **in a ... way/manner/fashion**. *She speaks to all employees in a friendly manner.*
- There are certain adverbs which have the same form as their adjectives: **best, better, big, cheap*, clean, clear*, close, cold, daily, dead, dear*, dirty, early, extra, far, fast, fine*, further, hourly, inside, kindly, long, loud*, low, monthly, past, quick*, quiet*, right, slow, straight, sure, thin*, thick, tight, weekly, well, yearly**, etc. *She was an early riser. She woke up early.* The adverbs with the asterisk (*) can also occur with the **-ly** suffix without a difference in meaning, but then they are more formal. *I bought it cheap. (informal) I bought it cheaply. (formal)*

The adverbs below have two forms, each with a different meaning:

- **deep** = a long way down *She dived deep into the sea.*
deeply = greatly *She deeply regretted losing her secret to him.*
- **direct** = by the shortest route *The airline flies direct to New York.*
directly = immediately *The meeting starts directly after school.*
- **easy** = gently and slowly *After the accident, Anwar took it easy for a while.*
easily = without difficulty *He will easily find a job with all his experience.*
- **free** = without cost *At this restaurant children under seven can eat free.*
freely = willingly *The witness spoke freely about the accident.*
- **full** = definitely, very *He knew full well what had happened but didn't say anything.*
fully = completely *He fully explained the problem to us.*
- **hard** = with much effort/force *He fell hard onto the ground.*
hardly = scarcely *He hardly spoke to anyone because he was so upset.*

- **high** = at/to a high level *The boxes were stacked high to the ceiling.*
- **highly** = very much *Mr Abdulin is highly skilled.*
- **last** = after all others *He finished last in the race.*
- **lastly** = finally *Lastly, we spoke about how to improve sales.*
- **late** = not early *We arrived late at the opera.*
- **lately** = recently *We have had some problems lately with our computer.*
- **near** = close *I always walk to work as it's quite near.*
- **nearly** = almost *I nearly missed the bus.*
- **short** = without reaching it *The plane came down short of the runway, landing on the grass first.*
- **shortly** = soon *The presentation will start shortly.*
- **pretty** = fairly *I'm pretty sure that I turned off the lights when I left, but I'm not certain.*
prettily = in a pretty way *Everyone noticed the prettily dressed woman across the room.*
- **wide** = off target *The footballer's shot went wide and missed the goal.*
- **widely** = to a large extent *It is widely known that the economy is in trouble.*
- **wrong** = incorrectly *He tied the knot wrong and was asked to redo it.*
wrongly = unjustly (before verbs and past participles) *He was wrongly accused of the crime.*

Order of adverbs

Adverbs can be placed at the front, in the middle or at the end of a sentence (or clause).

When they are placed in the middle of the sentence:

- they go between the subject and the main verb. *They frequently attend meetings. Do they frequently attend meetings?*
- But when the main verb is 'be', the adverb is placed after it (except in cases of emphasis). *Our manager is frequently in meetings. (Our manager frequently is in meetings.)*
- If there is more than one verb, adverbs go after the first auxiliary or modal verb. *We don't frequently attend meetings. We must frequently be informed of progress.*

Adverbs of frequency (occasionally, rarely, scarcely, never, always, hardly ever, etc) go after the auxiliary verb (be, have, do) but before the main verb. *I have never been to America. I always take a taxi to work.*

Adverbs of manner (carefully, quickly, impatiently, etc), place (down, inside, there, in the park, etc) and time (now, then, today, this month, etc) are usually (but not always) placed after the object (if there is one) or at the end of a sentence or clause. Sometimes they are placed in the middle if the object is very long, or at the beginning for emphasis.

The teacher spoke to the children firmly.

The teacher spoke to the children firmly even though she was not angry.

The teacher firmly spoke to the children who had broken the window.

Grammar Reference

She argued with her brother yesterday. Yesterday, she argued with her brother.

Note: If an adverb is modifying an adjective or other adverb, it is placed in front of the word it is modifying.

When there are two or more adverbs in the same sentence,

- they usually go in the following order: manner – place – time. *The children waited impatiently at the bus stop after school.*
- if there is a verb of movement, such as *go, come* and *leave*, in the sentence, the adverbs usually go in the following order: place-manner-time. *I went there quickly this morning.*

Adverbs of degree

	very (+++)	rather (++)	a little (+)
with adjectives, adverbs and verbs	absolutely, awfully, just, really, terribly, totally, simply <i>Kate absolutely hates romance films.</i>	quite, rather <i>It's quite warm outside.</i>	a bit, a little <i>The soup is a little cold.</i>
with adjectives and adverbs	very, extremely <i>Mr Brown is a really kind person.</i>	fairly, pretty <i>She can speak Spanish fairly well.</i>	slightly <i>Turn the camera slightly to the left.</i>
with verbs and the comparative degree	much, a lot <i>Tom's house is a lot smaller than mine.</i>	rather <i>The test was rather easier than what we had expected.</i>	not much <i>They do not go out much at the weekends.</i>

Quite – Rather – Fairly/Pretty

- **Quite** (= fairly, to some degree) is used in favourable comments. *He's quite good at tennis.* It is placed before *a/an*. *He's quite a successful businessman.*
Quite (= completely, totally) is used with strong and non-gradable adjectives such as: *alone, amazing, brilliant, certain, different, dreadful, exhausted, extraordinary, false, horrible, impossible, perfect, ridiculous, right, sure, true, useless, etc.*
It's quite certain he's committed the crime. I'm quite sure he hasn't told us the truth.
- **Rather** is used: a) in unfavourable comments. *She's rather bad at Maths.* b) in favourable comments meaning 'to an unusual degree'. *The meeting was rather interesting.* (It was more interesting than what we had expected, and c) with the comparative degree. *She's rather taller than me.* **Rather** is placed before or after *a/an*. *It's a rather cold day/rather a cold day.* (= more than usual, more than wanted, expected, etc.)
- **Fairly** and **pretty** are synonymous with **quite** and **rather**. They are placed after 'a'. *She's a fairly/pretty hardworking person.*

Gradable & Non-gradable adjectives

The majority of adjectives can either be **gradable** or **non-gradable**, depending on the meaning they have. **Gradable adjectives** are those that we can grade in some way on a scale of differing degree.

Non-gradable adjectives are the following:

- those describing materials, substances, purpose, use and origin (see p. GR24).
 - those describing qualities, such as *absolute, correct, equal, left, right, single, etc.* (The calculations were correct. [NOT: ~~The calculations were almost correct.~~])
 - the adverbs used as adjectives (see p. GR24).
 - the adjectives *afraid, alike, alive, alone, etc.*
 - the adjectives *chief, indoor, northern, etc.*
- These adjectives can be modified by intensifiers (see p. GR16).

Comparisons

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We also use it to show that one person or thing is the best of their type. We often use **than** after a comparative and **the** before a superlative. *This offer is more competitive than the other. She is the most competitive in the team.*

Formation of comparatives and superlatives of adjectives and adverbs:

- to one-syllable adjectives we add **-er/-er** to form the comparative and **-est** to form the superlative. *older, oldest*

Note: In one-syllable adjectives ending in a vowel + a consonant, we double the consonant. *thinner, thinnest*

- to two-syllable adjectives ending in **-ly, -y, -w** we also add **-er/-est, shallower, shallowest**

Note: In adjectives ending in a consonant + **y**, we replace the **y** with an **i**. *luckier, luckiest*

- other two-syllable adjectives, or adjectives with more than two syllables, form comparatives and superlatives with **more/most, more serious, most serious**
- to adverbs that have the same form as their adjectives we add **-er/-est, harder, hardest**
- two-syllable or compound adverbs take **more/most, more quickly, most quickly**

Notes:

- The adjectives *clever, common, cruel, gentle, pleasant, polite, quiet, stupid, etc.* can form their comparatives and superlatives either with **-er/-est** or with **more/most, more polite/politer, most quiet/quietest**
- **Irregular forms:** *good/well – better – best; bad/badly – worse – worst; much – more – most; little – less – least; far – farther/further – farthest/furthest; much/many/a lot of – more – most*
She received less money than she had calculated. It was the least amount of money she had ever received for her work.

Types of comparisons using **as**

- as + adjective + as** (to show that two people or things are similar or different in some way). In negative sentences we can use **not as/so ... as**.
This book is as detailed as the other. This book is not so humorous as the first book in the series.

To further modify this comparison, we can use the following structures:

- just as + adjective + as** *She is just as friendly as her sister.*
- just about as + adjective + as** *This box is just about as heavy as that one.*
- almost as + adjective + as** *The first presentation was almost as long as the second.*
- not quite/nearly as + adjective + as** *Ms Nabiyeva is not nearly as strict as the other teachers.*
- not so much + adjective + as** *He isn't so much sad as angry.*
- not such a + adjective + singular noun + as** *Senik is not such a talented singer as his father.*
- nowhere near as + adjective + as** *This proposal was nowhere near as competitive as the others.*
- half/twice/three times as + adjective + as** *This car model is twice as expensive as the previous models we saw.*

Other types of structures with adjectives/adverbs and comparisons

- less + adjective + than** (the opposite of **more ... than**).
Delivery from this website is less reliable than others.
- the least + adjective + of/in** (the opposite of **the most ... of/in**).
This beach is the least crowded in the area.
- no/not any/anyone/anything/anywhere + comparative** *That computer is no more expensive than the other one. There isn't anywhere cheaper to eat than the restaurant we ate at yesterday.*
- too + adjective/adverb + to-infinitive** *The child was too shy to speak.*
- too + adjective + a + singular noun + to-infinitive** (to show that something is more than necessary, or at a higher degree than possible). *It's too complicated an issue to solve quickly.*
- adjective/adverb + enough + to-infinitive** (to show that there is as much of something as needed, or at the necessary degree). *She studied hard enough to pass with merit.*
- a bit/a little/a little bit/also/even/far/much/slightly + comparative** (to modify the comparative degree).
The film was slightly better received than its prequel.
- by far + the + superlative** (to modify the superlative degree). *This holiday is by far the most exciting we have ever had.*
- comparative + and + comparative** (to show that something is increasing or decreasing gradually).
The stratos noise became louder and louder as we approached the house.
- the + comparative ... the + comparative** (to show that two things gradually change together, or that one thing depends on another thing). *The faster he wrote, the more illegible his writing became.*

- fairly/pretty/quite/rather/very + adjective/adverb + and** *And is a very hardworking person.*
- there + be + no comparison between** (to compare two very different things). *There was no comparison between this hotel and the last one.*
- most + adjective/adverb (= very)** *She was waiting most patiently to see the doctor.*
- prefer + gerund/noun + to + gerund/noun** (general preference) *I prefer dancing to singing / I prefer vegetables to meat.*
- prefer + to-infinitive + rather than + bare infinitive** (general preference) *I prefer to eat out rather than stay in at weekends.*
- would prefer + to-infinitive + rather than + bare infinitive** (specific preference) *I would prefer to go swimming rather than watch television this afternoon.*
- would rather/sooner + bare infinitive + than + bare infinitive** *I'd rather/sooner walk than drive.*
- clause + but/whereas/while + clause** (comparison by contrast) *This book says the battle was fought in 1066, whereas that book says it was in 1166.*

like – as

- like** (for similarities): *Madina makes clothes like a professional fashion designer. (she isn't a professional designer)*
- negative clause + like + noun/pronoun/-ing form** (comparison): *There's no place like home. There's nothing like swimming.*
- as** (for what sb/sth really is): *Gauhar works as a shop manager. (she is a manager)*
- as + always/much/usual**: *Bulat is wearing a suit as always.* (In informal speech, you may also hear **like always**.)
- such as** (to introduce examples): *Precious stones such as jade and amethyst are used to make jewellery.*
- the same + noun + as**: *I graduated the same year as Aigul.*
- accept/be known/describe/refer to/regard/use + sb/sth + as**: *People refer to Milan as the centre of the fashion industry in Europe.*
- feel/look/smell/sound/taste/oct + like**: *This material feels like real wool.*

Nominalisation

In order to produce a more varied piece of writing, we can nominalise (= turn into a noun) the verb carrying the main meaning of a construction, making all the necessary transformations, such as turning an adverb into an adjective, or making use of appropriate verbs which collocate with the noun that we derive from the given verb.
Obesity is rising as a result of poor diet. → The rise in obesity is a result of poor diet.

He ran quickly around the park. → He had a quick run around the park.

They didn't explain why the bus was late. → They didn't provide an explanation for why the bus was late.

Grammar Reference

Rules of punctuation

Capital letters

A capital letter is used:

- to begin a sentence.
There she is.
 - for days of the week, months and public holidays.
Monday, June, Spring Bank Holiday
 - for names of people and places.
My best friend's name is Michael and he's from Cardiff, Wales.
 - for people's titles.
Mr and Mrs Jones; Dr Omarov; Professor Kim etc.
 - for nationalities and languages.
They are British.
She's fluent in Spanish and Japanese.
- Note:** The personal pronoun *I* is always a capital letter. *Alma and I are going shopping.*

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

We watched a really interesting documentary. It was about sharks.

Comma (,)

A comma is used:

- to separate words in a list.
Please buy bread, orange juice, butter and mushrooms.
 - to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Sarah, who is very tall, lives next door.
 - after certain joining words/transitional phrases (e.g. **in addition to this, moreover, for example, however, in conclusion, etc.**)
For example, I love football, rugby and motor racing.
 - when **if-clauses** or other dependent clauses begin with compound or complex sentences.
If you need more information, please ask at the reception desk.
- Note:** No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Dr Ivanov is your uncle, isn't he?
 - before the words **asked, said, etc** when followed by direct speech.
"Do exactly as I say," said Nurlan.

Question mark (?)

A question mark is used to end a direct question.
Where have you been?

Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).

That's so unfair!
What a fantastic view!

Quotation marks (" ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
"Then Gillian asked him, 'Do you have any more tickets?'"
- Double quotes are used in direct speech to report the exact words someone said.
"Where are you from?" Dias asked her.

Colon (:

A colon is used to introduce a list.

There were four of us in the car: my mother, my sister, Artyom and me.

Brackets ()

Brackets are used to separate extra information from the rest of the sentence.

The best students in the class (Adilet, Batima, Ulit and Kanat) were asked to give a speech.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) waiting for an apology.
He's been working here since '97. (= 1997)
- before or after the possessive **-s** to show ownership or the relationship between people.
Sara's phone, my dad's sister (singular noun + 's)
my parents' dog (plural noun + ')
women's handbags (irregular plural + 's)

Abbreviations	(adj)	adjective	(n)	noun	(pp)	past participle	(pron)	pronoun
	(adv)	adverb	(phr)	phrase	(prep)	preposition	(v)	verb
	(conj)	conjunction	(phr v)	phrasal verb	(prep phr)	prepositional phrase	(sb)	somebody
	(idm)	idiom	(pl n)	plural noun	(pres p)	present participle	(sth)	something

English	Kazakh	Russian
Module 1 – Making contact		
broaden /brɔ:dn/ (v) direction /dɪ'rekʃən/ (n) environment /ɪn'vaɪrənmənt/ (n) etiquette /e'tɪkɪt/ (n) extraction /ɪk'strækʃən/ (n) field of study (phr) gap year /gæp jɪə/ (n) glamorous /glə'mɔ:riəs/ (adj) informed /ɪn'fɔ:məd/ (adj) internship /ɪn'tɜ:nʃɪp/ (n) mentality /men'tæləti/ (n) mentor /men'tɔ:/ (v) networking /netwɜ:kɪŋ/ (n) option /'ɒpʃən/ (n) pursue /pɜ:ʒu:/ (v) resolution /rezə'lu:ʃən/ (n)	кеңейту бағыт қоршаған орта этикет өндіріс, табыс мамандық академиялық демалыс сәнді хабарлар тағылымдама менталитет, дәл тәлімгер желілердің құрылымы нұсқа, таңдау құдалау, ұғытылу қауым, қарар	расширить направление окружающая среда этикет добыча специальность академический отпуск наставник стажировка менталитет наставник создание сетей вариант, выбор преследовать, стремиться разрешение, постановление
1a adorn /ədɔ:n/ (v) apex /'æpɪks/ (n) arch /ɑ:tʃ/ (n) aspiring /ə'spɪərɪŋ/ (adj) awe /əʊ/ (n) awe-inspiring /əʊɪn'spɪərɪŋ/ (adj) be infused with (phr) beam /bi:m/ (n) bear a resemblance to (phr) bind /baɪnd/ (v) blend /blend/ (n) blow sb away /bləʊ əweɪ/ (phr v) captivate /kæptɪveɪt/ (v) centrepiece /sentə'pi:si/ (n) coat of arms /kəʊt əv 'ɑ:ms/ (n) core /kɔ:/ (n) distinctive /dɪ'stɪŋktɪv/ (adj) do sth justice (phr) exoskeleton /eksə'skɛlətən/ (n) feat /fi:t/ (n) first-hand /fɜ:sthænd/ (adj) flexible /'fleksəbəl/ (adj) flying buttress /flaɪɪŋ 'bʌtrəs/ (n) heirloom /heɪrli:m/ (n) iconic /aɪkənɪk/ (adj) incorporate /ɪn'kɔ:pəreɪt/ (v) inhabited /ɪn'hæbɪtəd/ (pp) innovative /ɪnə'veɪtɪv/ (adj) insulate /ɪn'sjʊleɪt/ (v)	безендіру шың, төбесі арка ұмытылған тәтті болу, асықар құрмет әсерлі, елестіргіш қылықты бір нәрсеге ену, кіріп кету сәулесі бір-біріне ұқсастық табу (құлақ болу) байлау үйлесім, қоспа тұлғалдыра түткімден соңғы беру бұғаулау орталық орын елтаңбалы қалқан негіз өзгеше қандай да бір нәрсені бағалау экзоскелет (сыртқы қаңқа) шеберлік тура түсіні, алғашқы деректемеден иілгіш арка қарсыкермесі отбасылық құндылық діни ескеру қоныстанған инновациялық оқшаулау	украшать вершина арка стремящийся восторг, благоговение впечатляющий, захватывающий быть погруженным в ... луч сходство с ... (иметь сходство) связывать сочетание, смесь поражать на повал пленить центральное место гербовый щит основа отличительный оценить что-либо по достоинству экзоскелет мастерство полученный из первых рук гибкий арочный контрфорс фамильная драгоценность культовая учитывать населённый инновационный изолировать

Word List

English	Kazakh	Russian
integral /ɪnˈtɪɡrəl/ (adj)	ажырамайтын	неотъемлемый
intersect /ɪnˈtɜːksɪt/ (v)	кесілісу	пересекаться
lateral /læˈtərəl/ (adj)	көлденеу	горизонтальный
load-bearing /ləʊdˈbeərɪŋ/ (adj)	жүк көтергіш	несущий
make an impression on sb (idm)	біреуге әсер қалдыру	произвести впечатление на ...
masterpiece /ˈmɑːstərsiːp/ (n)	жауһар, өнер туындысы	шедевр, произведение искусства
mind-boggling /maɪndˈbɒɡlɪŋ/ (adj)	таңғалдырарлық	умопомрачительный
minimise /ˈmɪnɪmaɪz/ (v)	ыңшамдау	минимизировать
nomadic /nəʊˈmædɪk/ (adj)	кочпелі	кочевой
perforated /pəˈfɔːreɪtəd/ (adj)	ойықталған	перфорированный
perspective /pəˈspekʃɪv/ (n)	келісетек	перспектива
pointed /pɔɪntɪd/ (adj)	бағыттаушы	указывающий
portability /pɔːtəˈbɪləti/ (n)	мобильділік, ұтқырлық	портативность
portable /pɔːtəbəl/ (adj)	жылжымалы	переносной
revolutionise /ˌrevəluːʃənəɪz/ (v)	революцияландыру	революционизировать
robust /rəʊbʊst/ (adj)	берік, сенімді	надежный
set eyes on (idm)	назар аудару	обратить внимание
sheer /ʃɪə/ (adj)	үлкен	огромный
slab /slæb/ (n)	тақта	плита
spire /spaɪə/ (adj)	шпырық	спираль
stark /stɑːk/ (adj)	қаһарлы	суровый
stay true to (phr)	адал болу	оставаться верным
stunned /stʌnd/ (adj)	сасып қалған, айбыран қалған	ошеломленный
sturdiness /ˈstɜːdɪnəs/ (n)	төзімділік	выносливость
symbolise /ˈsɪmbəlaɪz/ (v)	символмен көрсету	символизировать
unforgiving /ˌʌnfɔːrɡɪvɪŋ/ (adj)	өз дегенін қастайтын	неумолимый
unmistakable /ˌʌnmɪˈsteɪkəbəl/ (adj)	қателеспейтін	безошибочный
1b		
amphitheatre /æmˈfɪθɪətə/ (n)	амфитеатр	амфитеатр
bike lane /baɪkˈleɪn/ (n)	велосипед жолы	велосипедная дорожка
brick /brɪk/ (n)	кірпіш	кирпич
clay /kleɪ/ (n)	балшық	глина
cobbled /kɒbld/ (adj)	қатты, күшті	моцнейший
concrete /kənˈkriːt/ (n)	бетон	бетон
dead end /dedˈend/ (n)	тығырық	тутик
fabric /ˈfæbrɪk/ (n)	материал	материал
lighthouse /ˈlaɪthaʊs/ (n)	шамшырақ	маяк
metal /metl/ (n)	металл	металл
motorway /ˈmɔːtəweɪ/ (n)	автомобильная магистраль	автомобильная магистраль
observatory /əbzəˈvɔːtəri/ (n)	обсерватория (расытхана)	обсерватория
pedestrian way /ˌpedɪˈstriənˈweɪ/ (n)	жауқол	тротуар
pyramid /paɪˈrəɪd/ (n)	пирамида	пирамида
rural /rʊərəl/ (adj)	ауылшаруашылық	сельскохозяйственный
temple /ˈtempəl/ (n)	ғибадатхана	храм
toll road /tɔːlˈrəʊd/ (n)	ақылы жол	платная дорога
tower /taʊə/ (n)	минара	башня
winding /ˈwaɪndɪŋ/ (adj)	бұралық	извилистый
wood /wʊd/ (n)	сүрек	древесина
1c		
ace /eɪs/ (v)	ойдағыдай сәтті орындау	успешно справиться
awestruck /əʊˈstrʌk/ (adj)	қобалдасу	окаченный благоговением
ecstatic /ɪkˈstætɪk/ (adj)	шаттанған	в восторге
facade /ˈfæsəʊd/ (n)	қасбет	фасад
hone /həʊn/ (v)	қаірлау	оттачивать
hydroponic /ˌhaɪdrəˈpɒnɪk/ (adj)	гидропонды	гидропонный
imminent /ɪˈmɪnənt/ (adj)	қашы құтыла алмайтын	неизбежный
implementation /ɪmˌplɪmənˈteɪʃən/ (n)	енгізу	внедрение

English	Kazakh	Russian
knack /næk/ (n)	дирни	талант
renovation /ˌrenəʊ'eɪʃən/ (n)	жөндеу	ремонт
restoration /ˌrestə'reɪʃən/ (n)	жаңғырту	реставрация
restoration architect /ˌrestə'reɪʃən ˈɑ:kɪtekt/ (n)	жаңғырту сәулеті	реставрационная архитектура
rest /rest/ (n)	демалу	отдых
splendour /ˈsplendə/ (n)	әсемдік	великолепие
1d		
acceptance /ˌæksəptəns/ (n)	қелісім	согласие
bewildered /biːwɪldəd/ (adj)	абырқанып	растерянный
disorientation /ˌdɪsɔ:riəntɪ'eɪʃən/ (n)	бағыттан адасу	дезориентация
disoriented /dɪsɔ:riəntɪd/ (adj)	бағдарсыз, бағыттан адасқан	дезориентированный
diversity /daɪvə'sɪti/ (n)	артурылық	разнообразие
euphoria /ju:ˈfɔ:riə/ (n)	масайрау	эйфория
fade /feɪd/ (v)	ғайып болу	исчезать
foster /ˈfɒstə/ (v)	жәрдемдесу	содержать
frustration /frʊ'streɪʃən/ (n)	қоңғи қалу	разочарование
giggle /ˈgɪɡl/ (v)	жырмалдау	дизжать
homesick /ˈhəʊmsɪk/ (adj)	үйін сағынған	тосқаушкий по дому
know sth like the back of one's hand (idm)	бес саусақтай білу	знать как свои пять пальцев
miscommunication /ˌmɪskə'mju:nɪkeɪʃən/ (n)	түсініспеушілік	недопонимание
nimble /ˈnɪmbəl/ (adj)	шашаң	проворный
novelty /ˈnɒvəlɪ/ (n)	жаңалық	новизна
pace of life (phr)	өмір ағымы	ритм жизни
prejudice /preɪ'dʒɪdɪs/ (n)	жалған сенім	предубеждение
response /rɪ'spɒns/ (n)	жауап	ответ
reverse culture shock (phr)	мадени өзгеріс	культурное изменение
transition /trænzi'tʃən/ (n)	өткел	переход
wear off /weə ɒf/ (phr v)	асерін жоғарту, жойылып кету	перестать действовать, стираться
wide-eyed /waɪdɪd/ (adj)	бақырайған көзімен	с широко раскрытыми глазами
1e		
colloquial /kə'lɒkwɪəl/ (adj)	ауызше	разговорный
enclose /ɪn'kloʊz/ (v)	қуш салу	прилагать
heritage /ˈherɪtɪdʒ/ (n)	мұра	наследие
hesitate /ˈhezɪteɪt/ (v)	күдіктену	сомневаться
personnel department /ˌpɜ:snəl dɪ'pɑ:tmənt/ (n)	кадр болімі	отдел кадров
preserve /pə'reɪz/ (v)	қорғау	сохранить
proficient /prəʃɪ'ʃənt/ (adj)	тақірбие, тақірбелі	опытный
query /kwɪəri/ (n)	сұрағым	запрос
CUIL 1		
be smooth sailing (idm)	қарапайым, жеңіл іс	простое, лёгкое дело, пустяк
carry on /kæri ɒn/ (phr v)	жалғастыру	продолжать
foundation /faʊn'deɪʃən/ (n)	негіз	основание
lifelong /ˈlaɪflɒŋ/ (adj)	ғұмырлық	пожизненный
memorable /mə'mərəbəl/ (adj)	естен кетпес	запоминающийся
well-rounded /wel ˈraʊndəd/ (adj)	үйлестіріген	сбалансированный
Culture Spot 1		
continental /kɒntɪnəntəl/ (adj)	континенттік	континентальный
high five /haɪ faɪv/ (n)	Әзел бесі!!	Дай пять!

English	Kazakh	Russian
2b		
abolish /ə'boʊʃ/ (v)	болдырмау; жою	отменять
amphibian /æm'fɪbiən/ (n)	амфибия	амфибия
antenna /æn'tenə/ (n)	антенна	антенна, усик
blowhole /bləʊ'həʊl/ (n)	көпіршік	пузырь
camouflage /kæm'ɒfʊdʒ/ (n)	бұрқы, бұркеме	маскаровка
consciousness /kən'ʃənəs/ (n)	сана; сана-сезім	сознание
defend /dɪ'fend/ (v)	қорғау	защитить
deforestation /ˌdi:fo'reɪstəʃən/ (n)	орманды кесу	вырубка леса
endangered /ɪn'deɪndʒəd/ (adj)	жойылып кету қаупі	находящийся под угрозой исчезновения
extinction /ɪk'sɪŋkʃən/ (n)	жойылу	вымирание
fin /fɪn/ (n)	жүзбеқанат	плавник
gill /gɪl/ (n)	желбезек	жапырақ
horn /hɔ:n/ (n)	мүйіз	рог
insect /ɪn'sekt/ (n)	жәндік; құрт-құмырсқа	насекомое
landfill /lænd'fɪl/ (n)	көму, қояс орны, полигон	заброшенное, свалка, полигон
mammal /mæ'məl/ (n)	сүтқоректі жануар	млекопитающее
melting ice caps (phr)	еруі қабаттарының еруі	таяние ледников
oil spill /ɔ:l 'spɪl/ (n)	мұнайдың төгілуі	разлив нефти
opening /ə'pənɪŋ/ (n)	жаңалық ашу	открытие
poisonous /pə'zənəs/ (adj)	улы	ядовитый
predator /pre'detər/ (n)	жыртқыш	хищник
regain /rɪ'geɪn/ (v)	қалпына келтіру	восстанавливать
rely on /rɪ'laɪ ɒn/ (phr v)	сенім білдіру	доверять
reptile /rep'taɪl/ (n)	ордалы жәндік, бұдырымен жорғалаушы жануар	пресмыкающаяся
scaly /skeɪl/ (adj)	қабыршақты	чешуйчатый
shell /ʃel/ (n)	бақалық	ракушка
shortage /'ʃɔ:tɪdʒ/ (n)	жетіспеушілік	недостаток
sting /stɪŋ/ (n)	бізгек	жал
tail /teɪl/ (n)	күйрек	хвост
2c		
bounce /baʊns/ (v)	қару, қақпаң кету	подпрыгивать
mint /mɪnt/ (n)	жадыт	мята
sanctuary /sænk'tʃʊəri/ (n)	қибадатхана	святаялице
stray /streɪ/ (adj)	баспансыз; үйсіз	бездомный
2d		
beneficial /benɪ'fɪʃəl/ (adj)	тиімді	выгодный
bring in /brɪŋ ɪn/ (phr v)	әкелу	привлечь, принести
bump into /bʌmp ɪntə/ (phr v)	соқтығысу	столкнуться с...
campaign /kæm'peɪn/ (n)	серуен	поход
chemical waste (phr)	химиялық қалдықтар	химические отходы
collision /kə'lɪʒən/ (n)	қастығысу; соғылысу	столкновение
come to light (idm)	байқалу, табылу	обнаруживаться
comical /kə'mɪkəl/ (adj)	күлкілі; қызықты	комичный
determine /dɪ'tɜ:mɪn/ (v)	анықтау	определять
exhibit /ɪg'zɪbɪt/ (v)	жадгер; экспонат	экспонат
fishing net /fɪʃɪŋ net/ (n)	балық аулайтын ау	рыболовная сеть
marine biologist (phr)	теңіз биологы	морской биолог
play-fight /pleɪ'faɪt/ (v)	бәсекелесу	разыгрывать спор
porpoise /pɔ:pəʊs/ (n)	теңіз шошқасы	морская свинка
pose questions (phr)	сұрақ қою	задавать вопросы
prompt /prɒmpt/ (v)	нұсқау беру	подсказывать

Word List

English	Kazakh	Russian
supposedly /sə'pəʊndli/ (adv)	болжалды	предположительно
tame /teɪm/ (adj)	қолмен	ручной
tide /taɪd/ (n)	ағын	поток, волна
turn on /tɜ:n 'ɒn/ (phr v)	қосу	включать
wash up /wɒʃ 'ʌp/ (v)	жуму	умыться
wisdom of doing sth (phr)	бір нәрсе істеудегі адалық	мудрость делать что-то
2e		
confined /kənfaɪnd/ (pp)	шектелген	ограниченный
enclosure /ɪn'klɒzə/ (n)	дуал; шарбақ	ограда
mistreated /mɪ'stri:əd/ (pp)	қатал қарау	жестокое обращение
CLIL 2		
cell /sel/ (n)	жасуша	клетка
chew /tʃu:/ (v)	шайнау	жевать
colony /kə'lɒni/ (n)	колония	колония
hexagonal /hek'sæŋɡənl/ (adj)	алты бұрышты	шестугольный
hive /haɪv/ (n)	ара ұясы	улей
larva /'lɑ:və/ (n)	балаңқұрт	личинка
lay /leɪ/ (v)	төсеу	прокладывать
life cycle /laɪf 'saɪkl/ (n)	тіршілік кезеңі	жизненный цикл
mate /meɪt/ (v)	бірадар; дос	приятель
nectar /'nektə/ (n)	балшырын; шірне	нектар
pollen /'pɒln/ (n)	тозаң	пыльца
pupa /'pu:pə/ (n)	күрт-құмырсқаның жеріасідері	куколка
seal /si:l/ (v)	итбалық	толень
sole /səʊl/ (adj)	жалғыз; жалғыз-ақ	единственный
wax /wæks/ (n)	балауыз	воск
Culture spot 2		
domesticated /dɒmestɪkaɪzd/ (adj)	асмыранды	прирученный
Progress Check 2		
anatomy /ə'nətəmi/ (n)	анатомия	анатомия
bony plate (phr)	сүйек жаму	костная пластина
capture the imagination (phr)	бейне, дәу, (ойын) жаулап алу	захватить воображение
current /'kʌrənt/ (n)	тоқ	ток
delicate /dɪ'leɪkət/ (adj)	нәзік	нежный
estuary /'estjuəri/ (n)	өзеннің сағасы	устье реки
evolve /ɪ'vəʊl/ (v)	эволюция жолымен даму	эволюционировать, развиваться
fertilise /'fɜ:tɪlaɪz/ (v)	тыңайту	удобрять
flap /flæp/ (v)	бұлау	махать
hoover /'hu:və/ (n)	шаңсорғыш	пылесос
mythology /mɪθə'lɒdʒi/ (n)	мифология	мифология
peculiar /pɪ'kju:liə/ (adj)	айрықша, ерекше	особенный
pocher /'pəʊtʃə/ (n)	браконьер	браконьер
pouch /paʊtʃ/ (n)	сөмке	сумка
pregnant /'pregnənt/ (adj)	аяғы ауыр	беременная
resemble /rɪ'zeɪnbəl/ (v)	ұқсастық болу	иметь сходство
souvenir /su'veniə/ (n)	қадесий, базарық	сувенир
suck /sʌk/ (v)	сору	высасывать
sweep away /swi:p ə'weɪ/ (v)	жоққа шығару	свести на нет
swim bladder /swɪm 'blædər/ (n)	торсыдақ	плавательный пузырь
tube like /tju:blaɪk/ (adj)	түтік тәрізді	трубообразный

English	Kazakh	Russian
Module 3 – Interviews & instructions		
accordingly /əˈkɔːdnɡli/ (adv) adjust /ədʒʌst/ (v) amiable /əˈmiəbəl/ (adj) decisive /dɪˈsɪsɪv/ (adj) diplomatic /dɪˈplɒmætɪk/ (adj) direct /dɪˈreɪkt/ (adj) empathetic /emˈpæθetɪk/ (adj) impulsive /ɪmˈpʌlsɪv/ (adj) methodical /məˈθɒdɪkəl/ (adj) perfectionist /pəˈfektʃənɪst/ (n) spontaneous /spɒnˈteɪniəs/ (adj)	тиісіше бейімделу құрметті, ізетті шешуші дипломатиялық тікелей, тура сезгіш, серек импульстік, қызыба әдістемелік жетілгендік, кемелдік аяқ асты, ойламаған жерден	соответственно приспособливаться любезный решающий дипломатический прямой, профессиональный чуткий импульсивный методичный перфекционист спонтанный
3a attire /əˈtaɪə/ (n) brainstorm /ˈbreɪnstɔːm/ (v) breeze through /ˈbreɪz θruː/ (v) catch sb off guard (dm) competent /kəmˈpetnt/ (adj) comprehensive /kəmˈprehensɪv/ (adj) constructive /kənˈstrʌktɪv/ (adj) corporate /kɔːpəreɪt/ (adj) courtesy /kɜːtsi/ (n) defensive /dɪˈfensɪv/ (adj) earmark /ˈɪənmɑːk/ (v) employability /ɪmˈplɔɪəbɪləti/ (n) feedback /ˈfiːdbæk/ (n) impulse /ɪmˈpʌls/ (n) in conjunction with (phr) intimidated /ɪntɪˈmeɪdɪd/ (adj) maximise /ˈmæksɪmaɪz/ (v)	костюм миға шабуыл жасау, ойлау жеңу шоғырту, ұрақты құзыретті жан-жақты конструктивтік, сындарлы корпоративтік, ұжымдық сыйайлық, іеттілік сақтайтын, қорғайтын бауы жұмысқа орналау мүмкіндігі кері байланыс импульс ұштастыра отырып қорқытқан барынша көбейту, барынша арттыру	вживом проводить мозговой штурм, обсудить преодолевать застать врасплох компетентный всеобъемлющий конструктивный корпоративный, коллективный любезность оборонительный, защитный выделять возможность трудоустройства обратная связь импульс в сочетании с ... запуганный максимизировать, максимально увеличивать, максимально повышать мышление, мировоззрение, образ мышления разрушающий (воздействующий на) нерв результат разодеться преувеличивать персонифицированный восприятие философия, позиция положение потенциал практика профессионализм сфера (деятельности) знак подсознательно тщательный черта странный
mindset /ˈmaɪndset/ (n) nerve-wracking /ˈnɜːv ˈrækɪŋ/ (adj) outcome /ˈaʊtkʌm/ (n) overdress /ˈoʊvədres/ (v) overstate /ˈoʊvəsteɪt/ (v) paramount /pəˈræmaʊnt/ (adj) perception /pəˈseɪʃn/ (n) philosophy /fɪləˈsɒfi/ (n) posture /ˈpɒstʃə/ (n) potential /pəˈtenʃl/ (n) practice /ˈpræktɪs/ (n) professionalism /ˌprəfeɪʃnəlɪzəm/ (n) realm /reɪlm/ (n) signal /ˈsɪgnəl/ (n) subconsciously /sʌbˈkɒnʃəsli/ (adv) thorough /θʊˈrɔː/ (adj) trait /treɪt/ (n) uncanny /ʌnˈkæni/ (adj)	ойлау, дүниетаным, ойлау бейнесі жұқпелі тоздыратын нәтиже жақсы киіну асыра сілтеу бірінші дәрежелі қабылдау философия, пәлсапа ереже әлеует тәжірибе кәсіпқойлық қызмет саласы белгі саялы түрде мұқият сызық, белгі оғаш	mindset нервный результат разодеться преувеличивать персонифицированный восприятие философия положение потенциал практика профессионализм сфера (деятельности) знак подсознательно тщательный черта странный

Word List

English	Kazakh	Russian
3b		
amiable /ə'miəbəl/ (adj)	достық, мейірімді	дружелюбный, любящий
at a loss for words (idi)	түсініксіздікке болу	быть в недоумении от чего-то
big-headed /bɪg 'hedɪd/ (adj)	өз-өзіне риза, масайраған	самодовольный
clear as a bell (idi)	айдан анық	ясно как божья роса
committed /kə'mɪtɪd/ (adj)	адал	преданный
conservative /kən'sɜ:vətɪv/ (adj)	консервативті, ескі	консервативный
cooperative /kə'ɒpəreɪtɪv/ (adj)	бірақсыз, ұжымдық	совместный, коллективный
cynical /saɪ'nɪkəl/ (adj)	ұятсыз, ерсі	циничный
disrespectful /dɪ'srɛspɛktfəl/ (adj)	дәлелсіз, қадірсіз	неуважительный, неуважительный
eloquent /ə'ləkwənt/ (adj)	шешен, мәнерлі	красноречивый
extrovert /ɛk'strɔ:vɜ:t/ (n)	экстраверт	экстраверт
farsighted /fɑ:'saɪtɪd/ (adj)	көреген, көзі қырағы	дальнозоркий
gape /geɪp/ (v)	таңдау, таңырқау	разевать (рот от удивления)
grimace /grɪ'meɪs/ (v)	бет әліптің қымбаттау	grimасничать
habit /'hæbɪt/ (n)	әдет	привычка
hold one's tongue (idi)	тіліне не болу, артық сөйлемей	держаться языка за зубами
ingenious /ɪn'dʒi:niəs/ (adj)	опертаққан	изобретательный
integral /ɪn'teɪgrəl/ (adj)	ажырамас	неотъемлемый
introvert /ɪn'trɔ:vɜ:t/ (n)	интроверт	интроверт
laid-back /leɪd 'bæk/ (adj)	сабырлы	спокойный
make small talk (idi)	сөйлесу, әңгімелесу	поболтать
not mince one's words (idi)	біреудің сөзіне мән бермей, ойланбай айту	не выбирать выражения
outgoing /aʊt'gɔɪɪŋ/ (adj)	көңілді, тездік табысатын	общительный,
paint a pretty picture (idi)	әдемі суретті салу (идеализация)	коммунистический
pessimistic /pɛ'sɪmɪstɪk/ (adj)	пессимистік	рисовать идеальную картину (идеализировать)
pout /paʊt/ (v)	ілергі шығару, дұрығту	пессимистичный
reserved /rɪ'zɜ:vɪd/ (adj)	ұстамды	выпучивать
rub shoulders with (idi)	қарым-қатынас жасау	сдержанный
sentimental /sɛn'tɪməntəl/ (adj)	сентиментал, нәзік жаңды	общаться с ...
shrug /ʃrʌɡ/ (v)	шымшын көтеру	сентиментальный
sign language /saɪn 'læŋɡwɪdʒ/ (n)	ишарат тілі, им тілі	познать плечами
smirk /smɜ:k/ (v)	жымсыю, мырса ету	язык жестов
sneer /sniə/ (v)	мазақ ету	узнаваться
spill the beans (idi)	құшқасыя ашу	насмехаться
spotlight /'spɒtlaɪt/ (n)	назар	выдать секрет
steer clear of (idi)	аулақ болу	центр внимания
strong-willed /strɒŋ 'wɪld/ (adj)	ерік, бағыл	избегать
tendency /tɛndənsɪ/ (n)	ұрыс	волевой, решительный
the centre of attention (idi)	зейін орталығы	тенденция
the gift of gab (idi)	мағанысыз сөйлеу, бос сөйлеу	центр внимания
thrive /θraɪv/ (v)	гүлдену	пустословить (болтать шн о чём)
tolerant /tə'lɛrənt/ (adj)	сабырлы, шыдамды	процветать
		терпимый, толерантный
3c		
background check /'bækgraʊnd tʃek/ (n)	деректерді тексеру	проверка данных
resourceful /rɪ'zɔ:sfəl/ (adj)	тапқыр, опертаққан	находчивый, изобретательный
3d		
articulate /ɑ:tkjʊleɪt/ (adj)	анық, айқын	ясный, отчетливый
back and forth (idi)	өзара (мәселелермен алмасу)	взаимный (обмен вопросами)
collected /kə'lektɪd/ (adj)	жинаяқ	собранный
craft /krɑ:ft/ (v)	өңдеу, жасап шығару	обрабатывать, создавать

English	Kazakh	Russian
critical thinking /kɪrɪkəl ˈθɪŋkɪŋ/ (n)	сыни ойлау	критическое мышление
drive /draɪv/ (n)	драйв, эвергия, қуат	драйв, энергия
engaging /ɪŋɡeɪdʒɪŋ/ (adj)	сүйкімді, қорқам, еліктірісім	очаровательный, обаятельный, обоюсторонний
excessive /ɪksɪsɪv/ (adj)	шамадан тыс	чрезмерный
fidget /fɪdʒɪt/ (v)	мазасыдану	бродить
grasp /ɡræsp/ (v)	түсіну оңай (тұжырымдамалар мен идеялар)	легко понимать (концепции и идеи)
imperative /ɪmpeɪrətɪv/ (adj)	қажет	необходимо
insight /ɪnsaɪt/ (n)	түсіну	понимание
motivate /ˈmɒtɪveɪt/ (v)	ынталандыру	мотивировать
motivation /ˌmɒtɪveɪʃən/ (n)	ынта, мотивация	мотивация
poise /pɔɪz/ (n)	байсалдылық	уравновешенность
quake /kwɛk/ (v)	дйрлдеу	дрожать
set sb/sth apart /set əpaɪt/ (phr v)	бөлу	выделять
stand out from the crowd (idm)	ортадан ерекшелену	выделяться из толпы
think outside the box (idm)	ерекше ойлау	думать нестандартно
transferable skills /ˌtrænsfəɪbəl skɪlz/ (n)	берілетін дағдылар	передаваемые навыки
unconventional /ʌnkənvenʃənəl/ (adj) =	әдеттегідей емес	нетрадиционный
under one's belt (idm)	қазмет тізімінде	в послужном списке
CLIL 3		
abbreviation /ˌæbrɪviəʃən/ (n)	аббревиатура, қысқарту	аббревиатура, сокращение
abstract /ˈæbrɪkt/ (adj)	жалпы	абстрактный
alliteration /ˌælɪtəreɪʃən/ (n)	аллитерация	аллитерация
catchphrase /ˈkætʃfrɪz/ (n)	негізгі тіркес	коронная фраза
differentiate /ˌdɪfərəntʃeɪt/ (v)	ажырату	дифференцировать
hump /hʌmp/ (n)	дөңес	горб
latitude /lætɪtʊd/ (n)	ендік (географиялық)	широта (географическая)
longitude /lɒŋɡɪtʊd/ (n)	ұзындық (географиялық)	долгота (географическая)
memorise /ˈmeməraɪz/ (v)	есте сақтау	запоминать
mnemonic device /ˌmniːmɪk dɪvaɪs/ (n) =	мнемоникалық тәсілдер	мнемонические приёмы
retain /rɪteɪn/ (v)	сақтау	сохранять
Culture spot 3		
associate /əsoʊʃeɪt/ (v)	байланыстыру	связывать, ассоциировать
fictional /fɪkʃənəl/ (adj)	лақап	вымышленный
imagery /ɪmɪdʒəri/ (n)	сурет, бейне	изображение, образ
repeatedly /riːpiːtədli/ (adv)	бірнеше рет	неоднократно
stock /stɒk/ (v)	қор, қамдан алу	запас, запасты
visualise /vɪʒʊəlaɪz/ (v)	елестету	визуализировать
Progress Check 3		
absent-minded /əbsentˈmaɪndəd/ (adj) =	шашыраңды	рассеянный
acronym /ˈækronɪm/ (n)	акроним	акроним
chunk /tʃʌŋk/ (v)	тістеу	откусывать
hectic /hekɪk/ (adj)	мазасыз	беспокойный
in vain (phr)	бекер	зря
infinite /ɪnfaɪnɪt/ (adj)	шексіз	бесконечный
interval /ɪntəvəl/ (n)	интервал, үзіліс	интервал, пауза
juggle /ˈdʒʌɡl/ (v)	былік ету, басқару	маневрировать
keep all the plates spinning (idm)	тепе-теңдікті, балансты сақтау	сохранять равновесие, баланс
multitasking /mʌltɪˈtʌskɪŋ/ (n)	көп мәселелік	многозадачность

Word List

English	Kazakh	Russian
scatterbrained /ˈskætbreɪnd/ (adj) secure /sɪkʃə/ (v) take root (idm)	жеңіптек қамтамасыз ету, кепілдік беру қалыптасу, сіңіп кету, тамыр жаю	легкомысленный обеспечивать, гарантировать укорениться, прижиться, внедриться
Module 4 – Timekeeping devices		
ancient /ˈeɪnʃnt/ (adj) cast /kɑːst/ (v) flow /fləʊ/ (v) keep track of sth/sb (phr) mechanics /ˌmekənɪks/ (n) predetermined /ˌpreɪdɪtəɪnd/ (adj) principle /ˈprɪnsəpl/ (n) seconds /ˈsekəndz/ (pl n) shadow /ˈʃædəʊ/ (n) sophisticated /səˈfɪstɪkətəd/ (adj) structure /ˈstrʌktʃə/ (n) subatomic particle /sʊbətəʊmɪk ˈpɑːtɪkl/ (n) towering /ˈtaʊəɪnɪŋ/ (adj) track /træk/ (v) vertical /ˈvɜːtɪkl/ (adj)	ежелгі тастау, лақтыру ағу, ағып кету қадағалу механика алдын ала анықталған қағида, қағидат секунда көлеңке күрделі құрылым субатомдық бөлшектер жоғары, биікке көтерілген қадағалу тікпен	древний отбрасывать течь отслеживать механика предопределённый принцип секунды тень сложный структура субатомная частица возвышающийся отслеживать вертикальный
4a accuracy /ˈækjʊrəsi/ (n) align /əˈlaɪn/ (v) astronomy /əˈstrɒnəmi/ (n) comprehensive /kəmˈprehensɪv/ (adj) context /ˈkɒntekst/ (n) cross /krɒs/ (v) crossing /ˈkrɒsɪŋ/ (n) depict /dɪˈpɪkt/ (v) era /ɪərə/ (n) establish /ɪˈstæbəlɪʃ/ (v) fascinated /ˈfæsɪnətəd/ (adj) hieroglyph /ˌhaɪəˈrɒglɪf/ (n) horizontally /ˌhɒrɪzəntli/ (adv) in essence (phr) lack /læk/ (v) leap /liːp/ (n) meridian /ˌmɛrɪˈdiən/ (n) milestone /ˈmaɪlsteɪn/ (n)	далдық туралу, теңесту астрономия жан-жақты, тұтастай қамтылған контекст, мәнәсі кесіп өту кесілу бейнелеу дәуір кәуір анықталған иероглиф қолдәнең мәні жөнінде, шын мәнінде болмай қалу, жоқ болу, жетіспеу сезіру меридиан шақырымдық баған, қарақшы белгі мыңжылдық дал анықталған дал далдық алдында, бұрын болу квест беру, қорсету айналу белгілі бір мақсат үшін қызмет ету спирт деңгейін өлшейтін (құрал, сызғаш) тамырын жаю, жерсіну	точность выровнять астрономия всёобъемлющий контекст пересечь пересечение изобразить эра установить очарованный иероглиф горизонтально по существу отсутствовать, не хватать прыжок меридиан мильный столб, веха тысячелетие точно определённый точный точность предшествовать квест передать, оказывать вращение служить цели спиртовой уровень (линейка)
millennia /ˌmɪləniə/ (pl n) pinpoint /ˈpɪnpɔɪnt/ (adj) precise /prɪˈsɪs/ (adj) precision /prɪˈsɪʒən/ (n) predate /ˈpreɪdət/ (v) quest /kwɛst/ (n) render /ˈrɛndə/ (v) rotation /rəʊˈteɪʃən/ (n) serve a purpose (phr) spirit level /ˈspɪrɪt ˈlevəl/ (n) take root (idm)	мыңжылдық дал анықталған дал далдық алдында, бұрын болу квест беру, қорсету айналу белгілі бір мақсат үшін қызмет ету спирт деңгейін өлшейтін (құрал, сызғаш) тамырын жаю, жерсіну	тысячелетие точно определённый точный точность предшествовать квест передать, оказывать вращение служить цели спиртовой уровень (линейка)

English	Kazakh	Russian
vertically /vɜːtɪkəli/ (adv)	тігінен	вертикально
4b		
a matter of time (idm)	уақыт мәселесі	вопрос времени
aeon /iːən/ (n)	эон	эон
analogue clock /ˈænəlɒɡ klɒk/ (n)	аналогты сағат	аналоговые часы
annual /ˈænjʊəl/ (adj)	жыл сайынғы	ежегодный
better late than never (idm)	ештен кеш жақсы	лучше поздно, чем никогда
bicentennial /ˌbɪsɛnˈtɛniəl/ (n)	екі жүз жылдық	двухсотлетие
biennial /ˌbɪˈeɪniəl/ (adj)	екі жылда бір рет	раз в два года
calendar /ˈkælɪndə/ (n)	күнтізбе	календарь
call it a day (idm)	бірдені толығымен аяқтады деп санау	считать что-либо законченным
century /ˈsentʃəri/ (n)	ғасыр	век
chronometer /ˌkrɒnəmɪtə/ (n)	хронометр	хронометр
daylight /ˈdeɪlaɪt/ (n)	күндізгі жарық	дневной свет
decade /ˈdekeɪd/ (n)	онжылдық	десятилетие
digital clock /ˈdɪdʒɪtəl klɒk/ (n)	сандық сағат	цифровые часы
epoch /ˈiːpɒk/ (n)	дәуір	эпоха
fortnight /ˈfɔːtnaɪt/ (n)	2 апта	2 недели
in good time (idm)	дер кезінде, өз уақытында	вовремя
leap year /liːp jɜː/ (n)	кібісе жыл, толық жыл	високосный год
lose (time) /lɔːz taɪm/ (v)	уақытты жоғалту	терять время
millennium /ˌmɪləˈniəm/ (n)	мыңжылдық	тысячелетие
minute hand /ˈmɪnɪt haʊnd/ (n)	минуттық тіл	минутная стрелка
momentary /ˌmɒməntəri/ (adj)	бірден, лезде	мгновенный
pass (a period of time) /pɑːs/ (v)	қасқарту	скоротать
pendulum /ˈpendjʊləm/ (n)	маятник	маятник
period /ˈpiəriəd/ (n)	кезең	период
season /ˈsiːzn/ (n)	мезгіл	сезон
solar /ˈsɒlə/ (adj)	шұақты	солнечный
spend (time) /spend taɪm/ (v)	уақыт өткізу	провести время
standard time /ˈstændəd taɪm/ (n)	стандартты уақыт	стандартное время
sunrise /ˈsʊnraɪz/ (n)	шығыс	восход
the eleventh hour (idm)	ең соңғы сәтте	самый последний момент
time flies (idm)	уақыт қымырайды	время летит
timekeeping /ˈtaɪmkɪpɪŋ/ (n)	уақыт межелу	хронометраж
waste (time) /weɪst taɪm/ (v)	уақытты босқа құрту	тратить время впустую
4c		
a sight to behold (phr)	көрініс	зрелище
art installation (phr)	көркемдік инсталляция	художественная инсталляция
grandfather clock /ˈgrændfɑːðə klɒk/ (n) =	жерде тұратын сағат	напольные часы
install /ɪnˈstɔːl/ (v)	орнату, қондыру	установить
motion /ˈmɒʃn/ (n)	қозғалыс	движение
outbreak /ˈaʊtbreɪk/ (n)	жарылы	вспышка
regulate /ˈregjʊlət/ (v)	реттеу	регулировать
scoop /skɒp/ (n)	қалақ	совок
signal /ˈsɪgnəl/ (n)	дабыл қағу, белгі беру	сигнализировать
4d		
amendment /əˈmendmənt/ (n)	түзету	поправка
background /ˈbækgraʊnd/ (n)	негізгі фон	фон, основа
bombard /ˈbɒmbəd/ (v)	бомбалау	бомбардировать
clutter /ˈklʌtə/ (v)	ыбырсыту, кедергі жасау	загромождать, мешать
consistent /kənˈsɪstənt/ (adj)	күншіл, қайшылықсыз	непротиворечивый
detract /dɪˈtrækt/ (v)	жәлпиу, қасқарту	уменьшать, уменьшать
discerning /dɪˈsɜːnɪŋ/ (adj)	алғыр, байқағыш	различающий

Word List

English	Kazakh	Russian
distract /dɪ'strækt/ (v) enhance /ɪn'hæns/ (v) highlight /'haɪlaɪt/ (v) high-resolution /'haɪrɪzəʊlju:ən/ (adj) template /'teɪmplateɪ/ (n) vice versa /vaɪs 'vɜ:soʊ/ (adv) visual /vɪʒuəl/ (n)	алаңдату жақсарту бөліп алу жоғарғы рұқсат үлгі керісінше көрнекілік	отвлекать улучшить выделить высокое разрешение шаблон наоборот наглядность
4c allocate /ə'leɪkəɪt/ (v) circadian rhythm (phr) crop up /krɒp 'ʌp/ (phr v) disrupt /dɪ'srʌpt/ (v) disturb /dɪ'stɜ:b/ (v) hinder /'hɪndə/ (v) mechanism /mekə'nɪzəm/ (n) observe /əb'sɜ:v/ (v) prime /praɪm/ (adj) prioritize /praɪə'reɪz/ (v) profit /'prɒfɪt/ (v) promote /prə'məʊt/ (v) visibility /vɪzə'bɪlətɪ/ (n)	бөлектеу циркадты ырғақ қызып тастау бұзу мазалау кедергі жасау механизм қадағалау бастапқы, басты басымдықта не пайда ілгері жылжыту қоз қоректік	выделять циркадный ритм образоваться нарушить погрешность мешать механизм наблюдать первичный, главный расставить приоритеты прибыль продвигать видимость
CLIL 4 alternative /ɔ:l'tɜ:nə'tɪv/ (adj) antiquity /æntɪ'kwɪtɪ/ (n) archaeological /ɑ:kɪə'ɒlədʒɪkəl/ (adj) comprise /kəmpraɪz/ (v) estimate /estɪ'meɪt/ (n) exterior /ɪk'stɪəriəl/ (n) feature /fi:tʃə/ (v) fixed /fɪksɪd/ (adj) night watch /naɪt 'wɒtʃ/ (n)	баламалы ежелгі археологиялық қамтамасыз ету бағалау сыртқы тарап блдіру, көрсету тіркелген, тұрақталған, белгіленген түнгі қарауыл	альтернативный древность археологический содержать оценка экстерьер представлять собой, показывать фиксированный ночной дозор
Culture spot 4 broadcast /brɒd'kæst/ (v) chime /tʃaɪm/ (n) commission /kə'mɪʃən/ (v) stroke /strəʊk/ (n) take over /teɪk 'əʊvə/ (phr v)	хабар тарату қоңырау соңдысы жіберу соқпа өз мойнына алу	транслировать бой колокола отправить удар зять на себя
Progress Check 4 alter /ɔ:l'tɜ:/ (v) appraise /əpreɪz/ (v) astoundingly /ə'staʊndɪŋli/ (adv) forefront /'fɔ:frʌnt/ (n) gravity /'grævəti/ (n) grid /grɪd/ (n) joust /dʒaʊst/ (n) mind-blowing /'maɪnd bləʊɪŋ/ (adj) optical /'ɒptɪkəl/ (adj) orbit /'ɔ:bɪt/ (v) redefine /ri:daɪn/ (v) relative /rɪlətɪv/ (adj) substitute /səb'stɪtju:t/ (v) throw off /θrəʊ 'ɒf/ (phr v) widespread /'waɪdspred/ (adj)	өзгерту бағалау ғажайып, таңғаларлық алдыңғы жөнек салмақ күші тор серлік турнир таңғажайып, таңғалдырарлық оптикалық орбита, орбитада айналу алдын ала анықтау қатысты ауыстыру тастау кең таралған	изменить оценивать удивительно передний край сила тяжести сетка рыцарский турнир умопомрачительный оптический орбита, вращаться по орбите пересопределять относительный заменить связнуть широко распространённый

English	Kazakh	Russian
Module 5 – Work & inventions		
adapter /ɪdɪeɪtə/ (n) collaborative /kɒləbɒrətɪv/ (adj) delegator /deɪlɪgətə/ (n) job recognition /dʒɒb rekoʊgnɪʃən/ (n) = job satisfaction /dʒɒb sətɪs'fækʃən/ (n) = multitasker /mʌltɪ'tæskə/ (n) procrastinator /prɒkrə'stɪnətə/ (n) prospect /'prɒspekt/ (n) workaholic /wɜ:kə'hɒlɪk/ (n) yes-man /jes mæn/ (n)	адаптер бірлескен оқыл жұмысты қадірлеу жұмысқа қанағаттанушылық көп тапсырмалы кешіктіргіш даңғыл еңбекқор жағымпаз	адаптер совместный делегат признание работы удовлетворенность работой многозадачность прокрастинатор проспект трудоголик подхалим
5a accessible /ək'sesəbəl/ (adj) aeroponic /æə'pɒnɪk/ (adj) arguella /'ɑ:ɡju:lə/ (n) assorted /ə'sɔ:td/ (adj) blow up in one's face (idiom) broadcaster /brɒd'kæstə/ (n) carbon-neutral /kɑ:bən ni:trəl/ (adj) cloud /klaʊd/ (v) conversion /kən'veɪʃən/ (n) daunting /daʊnɪŋ/ (adj) disability /dɪs'æbəlɪti/ (n) dissertation /dɪsətə'reɪʃən/ (n) entrepreneur /ɒn'tɹəprəʊzə/ (n) entrepreneurship /ɒn'tɹəprəʊzəri:ʃɪp/ (n) = fleet /fli:t/ (n) founder /faʊndə/ (n) freestyle /'fri:stɑ:l/ (v) generate /dʒenə'reɪt/ (v) go from strength to strength (phr) = gripping /'grɪpɪŋ/ (adj) herbicide /'hɜ:bəsɪd/ (n) impromptu /ɪm'prɒmptʃu/ (adj) incubation /ɪn'kjʊbeɪʃən/ (n) investment /ɪn'vestmənt/ (n) jumble /dʒʌmbl/ (n) launch /lɔ:ns/ (v) mess sb up /mes 'ʌp/ (phr v) modular /'mɒdjʊlə/ (adj) narrow-minded /'nærəʊ maɪndɪd/ (adj) = obtain /ə'teɪn/ (v) organised chaos /ɔ:ɡənəɪzd 'keɪs/ (n) = pay off /peɪ ɒf/ (phr v) pesticide /'pestɪsaɪd/ (n) rack up /ræk ʌp/ (phr v) raw /rɔ: (adj) restrict /rɪ'strɪkt/ (v)	қолжетімді аэропондық руқола ассорти (аурама) қатыесу, жолдан таю жүргізуші бейтарап көміртегі тұмандатып жіберу түрлендіру шошыматын мүгедектік диссертация кәсіпкер кәсіпкерлік флот негізін қалаушы еркін стиль түрлендіру күшейту ұақтығын гербицид кенет, тосыннан инкубациялау инвестиция ретсіздік, астан-кестен іске қосу бірдеңе дұрыс жолдан бұзу, шатастыру модульдік білімі таяғыз, ой өрісі таяз алу, қабылдау ұйымдастырылған бейберекеттік өтеу, төлеу пестицид теру ширі шектеу	доступный аэропонный фуэзола ассорти идти наперекос ведущий углеродно нейтральный затуманивать преобразование пугающий инвалидность диссертация предпринимательство предпринимательство флот основатель вольный стиль генерировать становиться сильнее захватывающий гербицид экспромт инкубация инвестиция беспорядок запустить испортить что-нибудь /что-либо модульный узкомыслящий получать организованный хаос погасить, выплатить пестицид набрать сырой ограничить

Word List

English	Kazakh	Russian
run off one's feet (idm)	шаршау	сбиться с ног
seek /sɪk/ (v)	іздеу	искать
shrug one's shoulders (phr)	ығын қанат еткізу	пожать плечами
start-up /stɑːtʌp/ (n)	іске қосу	запуск
stuck in a rut (idm)	кентелін қалу, құлдырай беру	застрять, увязнуть
subscriber /sʌbskraɪbər/ (n)	жазылушы	подписчик
the big picture (phr)	жалпы жағдай	общая картина
unsigned /ʌnsaɪnd/ (adj)	белгісіз, жазылмаған	неизвестное, неподписанный
upload /ʌpləʊd/ (v)	жүктеу, жүктеп салу	загрузить
venture /ventʃər/ (n)	қаспորын	предприятие
vision /vɪʒən/ (n)	дүниетаным, көзқарас	мировоззрение, взгляды
5b		
acquire /əkwaɪə/ (v)	иелену, тауып алу	приобретать
administrative /ədˌmɪnɪstrətɪv/ (adj)	әкімшілік	административный
apprentice /əprentɪs/ (n)	оқушы, үйренуші	ученик, подмастерье
arduous /ɑːdʒuəs/ (adj)	қиын	трудный
barrier /bæriə/ (n)	қодергі	барьер
be made redundant (phr)	қысқартуға түсу	быть сокращенным
breathe down sb's neck (idm)	бүреудің мазасын әбден алу	стоять у кого-нибудь над душой
call the shots (idm)	басын болу	быть во главе
carpentry /kɑːpəntri/ (n)	ағаш бұйымдары	столярные изделия
civil engineer /sɪvɪl ɛndʒɪniə/ (n)	инженер - құрылысшы	инженер - строитель
demanding /dɪmɑːndɪŋ/ (adj)	талап етуші	требующий
flexi-time /fleksɪtaɪm/ (n)	ишемді кесте	гибкий график
get one's foot in the door (idm)	мақсатқа қадам жасау	сделать шаг к достижению цели
get the sack (phr)	жұмыстан, істен босатылу	быть уволенным
get/be promoted (phr)	ала жылғау	получить продвижение
hazardous /hæzərdəs/ (adj)	зиянды	вредный
impose /ɪmˈpəʊz/ (v)	енгізу	налагать
inhibition /ɪnɪˈbɪʃən/ (n)	тежеу	торможение
insurance broker /ɪnʃʊərəns ˈbrəʊkər/ (n)	сақтандыру брокері	страховой брокер
job description /dʒɒb dɪskrɪpʃən/ (n)	жұмыс сипаттамасы	описание работы
job market /dʒɒb ˈmɑːkɪt/ (n)	еңбек нарығы	рынок труда
job prospects /dʒɒb ˈprɒspekts/ (n)	жұмысқа орналасу мүмкіндігі	перспективы трудоустройства
job title /dʒɒb ˈtaɪtl/ (n)	қызмет	должность
job vacancy /dʒɒb ˈveɪkənəsi/ (n)	бос орын	вакансия
manual /mænuəl/ (adj)	қолмен жұмыс жасайтын	рубликоный
marketing executive /ˈmɑːkɪtɪŋ ɪɡˌzekjʊtɪv/ (n)	маркетинг жөніндегі басшы	директор по маркетингу
maternity leave /mætərɪnəti ˈli:v/ (n)	бала күтіміне байланысты демалыс	декретный отпуск
mind-numbing /maɪnd ˈnʌmɪŋ/ (adj)	есенгірететін	ошеломляющий
night shift /naɪt ʃɪft/ (n)	түнгі ауысым	ночная смена
obstacle /əbˈstækl/ (n)	қодергі	препятствие
occupational therapist /ˌɒkjʊpəʃənəl ˈθerəpɪst/ (n)	қасиби терапевт	трудотерапевт
on strike (phr)	ереуілдеу	бастовать
on the dole (phr)	жұмыссыздық бойынша жәрдемақы	на пособие по безработице
on-the-job /ɒnθəˈdʒɒb/ (adj)	жұмыс орында	на рабочем месте
overtime /oʊvətaɪm/ (adv)	артық жұмыс уақыты	сверхурочные
pay rise /peɪ ˈraɪz/ (n)	жалданыңыз осуі	повышение зарплаты
professional /prəˈfeʃənəl/ (adj)	қасиби	профессиональный
recharge one's batteries (idm)	күш-қуатты қалпына келтіру	восстановить силы
refuse collector /refjuːs ˈkɒlektər/ (n)	қорғас жинаушы	сборщик мусора
rewarding /rɪˈwɔːdɪŋ/ (adj)	маранаттаушы	вознаграждающий

Word List

English	Kazakh	Russian
obsolete (adj) recount /rɪˈkaʊnt/ (v) recruiter /rɪˈkruːtə/ (n) résumé /ˈreɪzjʊmeɪ/ (n) setting /ˈsetɪŋ/ (n)	ескірген қайта санау жалдаушы түйіндеме теңешім, күйре келтіру	устаревший пересчитать рекрутир резюме настройка
CLIL 5 branding /ˈbrændɪŋ/ (n) browse /braʊz/ (v) clichéd /ˈklɪʃəd/ (adj) concrete /ˈkɒkriːt/ (adj) copywriting /ˈkɒpiˌraɪtɪŋ/ (n) down-to-earth /daʊn tu ˈɜːθ/ (adj)	брендінг, сауда таңбасын жасау іздеу клише нақты жарнамалдұшы аспанда қалықтамайтын епті, пысық	создание бренда искать клише конкретный рекламщик приземленный жергілікті в кратчайшие сроки жаргон приземляться унывать настойчивость позитивный прогноз отклонение записаться смекка просматривать витрина выделяться из толпы скронть конечный живой
fierce /fɪə/ (adj) in no time (idm) jargon /ˈdʒɑːrdʒən/ (n) land /lænd/ (v) lose heart (idm) perseverance /ˌpɜːsɪˈveɪəns/ (n) positive outlook (phr) rejection /rɪˈdʒekʃən/ (n) roll in /rɒl ɪn/ (phr v) savvy /ˈsʌvi/ (adj) shine through /ʃaɪn θruː/ (phr v) showcase /ˈʃəʊkɑːs/ (v) stand out from the crowd (phr) tailor /ˈteɪlə/ (v) ultimate /ˈʌltɪmət/ (adj) vibrant /ˈvaɪbrənt/ (adj)	қатыгез қарсақ мерзімде жаргон жерге қону жабырқау табындылық жағымды болжам ауытқу жазылу ташқылық жарықтан көріну витрина, сөрке көшіліктің ерекшелену бейімдеу, пішу соңғы тірі	жадғатқый в кратчайшие сроки жаргон приземляться унывать настойчивость позитивный прогноз отклонение записаться смекка просматривать витрина выделяться из толпы скронть конечный живой
Culture spot 5 go down in history (phr) knight /naɪt/ (v) nuclear /ˈnjuːklɪə/ (adj)	тарихқа өту сері атанып алу ядролық	войти в историю прославить звание рыцаря ядерный
Progress Check 5 attribute /ˈætrɪbjʊt/ (v) avian /ˈeɪviən/ (adj) birdbrain /ˈbɜːdbreɪn/ (n) cork /kɔːk/ (n) dedicate /dɪˈdɪkeɪt/ (v) famed /feɪmd/ (adj) freelancer /ˈfriːlənsə/ (n) imitate /ɪˈmɪteɪt/ (v) obituary /əˈbɪtjʊəri/ (p) on one's own initiative (phr) perception /ˌpɜːpʃən/ (n) premature /ˌpreɪmətʃə/ (adj) process /ˈprɒses/ (v) reason /ˈriːzn/ (v) uncompromentary /ˌʌnkɒmpromɪˈentəri/ (adj)	құлдау құстың құстың миы кептеліс арнау даңқы шыңдан "штаттан тыс" қызметкер еліктеу азнама, қазанам біреудің бастамасы бойынша қабылдау уақыттан бұрын қайта өңдеу дәуласу, ойласу міндетті емес	применять птичий птичий мозг пробка посвящать прославленный внештатный сотрудник имитировать некролог по чьей-то инициативе восприятие преждевременный перерабатывать аргументировать, размышлять необязательный
Module 6 – Social change & further study		
activism /ˈæktɪvɪzəm/ (n) consumerism /kənˈsjuːməɪzəm/ (n) digital overload (phr)	белсенділік, ықпал, мита тұтынушылық сандық қайта жүктеу	активность потребительство цифровая перегрузка

English	Kazakh	Russian
emission /ɪmɪʃən/ (n)	зиянды заттардың апараты мөлшерде шығарылуы	эмиссия, выбросы, испускание
gamification /ɡæmɪfɪkeɪʃən/ (n)	геймификация	геймификация
hacking /ˈhækɪŋ/ (n)	бұзу	взломывание
initiative /ɪnɪʃɪəv/ (n)	бастама	инициатива
misinformation /mɪsɪnfərmeɪʃən/ (n)	дезинформация, жалған мәлімет	дезинформация
power grid /paʊə ɡrɪd/ (n)	энергетикалық жүйе	энергосистема, электроэнергетическая сеть
renewable /rɪˈnjuəbəl/ (adj)	жаңартылмалы	возобновляемый
responsive /rɪˈspɒnsɪv/ (adj)	елгезек	отзывчивый, быстро реагирующий
sustainable /səˈsteɪnəbəl/ (adj)	тұрақты	устойчивый
transaction /trænˈzækʃən/ (n)	транзакция	стабильный, стойкий транзакция
wearables /ˈweərəbəl/ (pl n)	алып жүретін компьютерлер/құрылғылар	носимые компьютеры, носимый прибор
6a		
application /æplɪkeɪʃən/ (n)	қосымша	приложение
approach /əˈprəʊtʃ/ (n)	тәсіл	подход, приближение
concept /kɒnsept/ (n)	ұғым	понятие, концепция
engagement /ɪnˈɡeɪdʒmənt/ (n)	міндеттеме	обязательство
immerse (oneself in) /ɪmɪˈers/ (v)	батып кету, ойға шому	погрузиться в ...
interact /ɪntərˈækt/ (v)	өзара әрекет жасау	взаимодействовать
leaderboard /ˈliːdəbɔːrd/ (n)	көшбасшылар тізімі	список лидеров
measurable /ˈmeʒərəbəl/ (adj)	өлшенетін	измеримый
millennial generation (phr)	мыңжылдықты ұрпағы (PHR)	поколение миллениума
persist /pəˈsɪst/ (v)	өз дегенінен қайтпау, алған бетінен қайтпау	упорствовать
praise /preɪz/ (v)	мақтау	хвалять, похвалить
progress /ˈprɒɡres/ (v)	алға басу	прогресс
radical /ˈrædɪkəl/ (adj)	радикалды	радикальный
reduction /rɪˈdʌkʃən/ (n)	қысқарту, төмендету	сокращение, снижение
relevant /rɪˈləvənt/ (adj)	сәйкес	соответствующий
reluctant /rɪˈlʌktənt/ (adj)	қарса тұрған, бас тартқан	сопротивляющийся, отказывающийся
simplicity /sɪmˈplɪsəti/ (n)	қарапайымдылық	простота
take the world by storm (idm)	әлемді бағындыру	покорить мир
transform /trænˈfɔːm/ (v)	түрлендіру	преобразовывать, преобразовываться
utilise /juːˈtɪlaɪz/ (v)	пайдалану	использовать
well-being /wel ˈbiːɪŋ/ (n)	аиандық	благополучие
6b		
be on the cards (idm)	болуы мүмкін	быть возможным; быть вероятным
break the mould (idm)	бәрін басқаша жасау, қалыпты бұзу	сделать всё по-другому; сломать шаблон
compile /kəmˈpaɪl/ (v)	жинау, құрастыру	собрать, компилировать
complete /kəmˈpliːt/ (adj)	толықтай біткен, аяқталған	завершенный, завершённый
concrete /kənˈkriːt/ (adj)	вақты,бетоводы	конкретный, бетонный
contribute /kənˈtrɪbjʊt/ (v)	құрбан ету, үлес қосу, ықпал ету	делать пожертвования, вносить вклад, способствовать
contributing /kənˈtrɪbjʊtɪŋ/ (adj)	ықпал ететін; септігін тигізетін	способствующий, содействующий
decline /dɪˈklaɪn/ (n)	мойындамау, кеміту, төмендету, құлдырату, қабылдамау	отказывать, уменьшать, снижать, отклонять

Word List

English	Kazakh	Russian
demolish /dɪməʃlɪʃ/ (v)	құрту	уничтожать
dramatic /drəmə'tɪk/ (adj)	елеулі, таңғаларлық	драматический, эффектный, поразительный
extensive /ɪk'stensɪv/ (adj)	кең, байтақ, алысқа бару	обширный, широкий, далеко идущий
fall into place (idm)	өз орнына түру	встать на свои места
have a change of heart (idm)	өз ойынан айнып қалу; шешімін, ойын өзгерту	передумать, изменить своё мнение; изменить решение
inevitable /ɪnevɪ'təbl/ (adj)	шарсыз	неизбежный
literacy /lɪ'terəsi/ (n)	сауаттылық	грамотность
major /'meɪdʒə/ (adj)	басты, негізгі	главный, основной
massive /'mæsɪv/ (adj)	ірі	крушной
minimal /mɪ'nɪmə/ (adj)	ең төменгі	минимальный
minor /mɪ'nɔː/ (adj)	шамалы	незначительный
notable /'nəʊtəbl/ (adj)	белгілі	известный, значительный
overtake /əʊvə'teɪk/ (v)	басып озу	обгонять, перегонять
permanent /'pɜːnənənt/ (adj)	тұрақты, ұзақ	постоянный, долговременный, длительный, необратимый
primary /'praɪməri/ (adj)	негізгі, бастапқы	основной, первичный
reinvent the wheel (idm)	велосипед ойлап табу (аңғармақ, ашу)	изобретать велосипед
retention /rɪ'tenʃən/ (n)	сақтау, ұстау, қалыңдалу	хранение, удержание, отставание
revolutionary /rɪvə'lju:ʃənəri/ (adj)	революциялық, түпқоғам өзгеріске келмейтін	революционный
set in stone (idm)	өзгеріске келмейтін	не подлежащий изменению
significant /sɪɡ'nɪfɪkənt/ (adj)	маңызды	значительный
slight /slaɪt/ (adj)	кішігірім	небольшой, незначительный
substantial /səb'stænʃəl/ (adj)	елеулі	существенный
turn over a new leaf (idm)	басынан бастау	(в корне) измениться, начать всё с начала
6c		
dismiss /dɪ'smɪs/ (v)	қабіл, шығару, таратып жіберу, айырып жіберу	отклонить, распускать, увольнять
lexicon /'leksɪkən/ (n)	сөздік	словарь
lingo /'lɪŋɡə/ (n)	жаргон	малопонятный жаргон
vibrant /'vaɪbrənt/ (adj)	жарқын	яркий
6d		
anecdote /æ'nekɒd/ (n)	анекдот	анекдот
ceremonial /sə'remɒniəl/ (adj)	салтанатты	церемониальный
colloquial language (phr)	ауызекі сөйлеу тілі	разговорный язык
commonality /kə'mənə'kæləti/ (n)	құрамдастық	общность
convey /kən'veɪ/ (v)	тасымақпау	передать
convince /kən'veɪns/ (v)	ияндыру	убеждать
cue card /kjuː kɑːd/ (n)	дабыл картасы	сигнальная карта
deliberate /dɪ'lɪbrət/ (adj)	адейі, қасқадна	преднамеренный
emotive /ɪ'məʊtɪv/ (adj)	әсершіл	эмоциональный
hook statement (phr)	негізгі пайнамау	базовое утверждение
in-depth /ɪn'dept/ (adj)	жан-жақты	всесторонний
informative /ɪnfə'metɪv/ (adj)	ақпараттық	информативный
instil /ɪn'stɪl/ (v)	дегеніне қоядыру	вселять, внушать
latter /'lætə/ (n)	соңғы	последний
matter-of-fact /'mætə'ɔːf-fækt/ (adj)	шынында, шын мәнінде	на самом деле
misconception /mɪ'sɒnseɪpʃən/ (n)	қате түсінік, ұғым	неправильное представление
neutral /njuː'trəl/ (adj)	бейтарап	нейтральный, беспристрастный

English	Kazakh	Russian
overlook / <i>oʊvərlu:k</i> / (v) persuasive / <i>pə'sweɪsɪv</i> / (adj) pointer / <i>ˈpɔɪntə</i> / (n) receptive / <i>ri'seɪptɪv</i> / (adj) resonate / <i>riːzəʊnət</i> / (v) rhetorical / <i>ri'tetɪkəl</i> / (adj) rule of thumb (idm)	өлемеу напарлық, дәлелді сілтеме сезгіш дыбыс шығару риторикалық көшілік мақұддаған ереже; үлгі	игнорировать убедительный указатель восприимчивый резонировать, отдавать отклик риторический общепринятое правило; образец, модель дар красноречия оборачивать, завершать
the gift of the gab (idm) wrap up / <i>wrəp 'ʌp</i> / (phr v)	шешендік өнер орау, аяқтау	
be acknowledge / <i>ə'knoʊlɪdʒ</i> / (v) cripple / <i>'krɪpəl</i> / (v) discount / <i>dɪs'kaʊnt</i> / (v) far-fetched / <i>fɑː'fetʃt</i> / (adj) grave / <i>ɡreɪv</i> / (adj) implication / <i>ɪm'plɪkətʃən</i> / (n) in effect (phr) inescapable / <i>ɪnəskeɪpəbəl</i> / (adj) infiltrate / <i>ɪn'fɪltreɪt</i> / (v) interpersonal / <i>ɪntə'pɜːsnəl</i> / (adj) literate / <i>lɪtəreɪt</i> / (adj) vicious / <i>'viʃəs</i> / (adj)	мойындау, қолдау зиян келтіру құнсыздандыру шаньдаққа жанаспайтын мола мән, қолданыс шын мәнінде шарасыз ену түпнәзарлық сауатты қарсық, зиянды	признавать, подтверждать наложить пред обесценивать, дисконттировать неадекватный мораль значение, применение в действительности неизбежный проникать межличностный грамотный порочный, порывистый
CLIL 6 autonomy / <i>ɔːtə'nɒmi</i> / (n) burn out / <i>bɜːn 'aʊt</i> / (phr v) calculated risk (phr) complacent / <i>kəm'pleɪsənt</i> / (adj) delegate / <i>de'lɛɡeɪt</i> / (v) firm / <i>fɜːm</i> / (n) go with the flow (idm)	дербестік жағып жіберу есептелген қуғын қанаттанған өклеттік беру фирма өмірдің ағынымен жүру	автономия сжигать рассчитанный риск удовлетворенный делегировать фирма делать то, что делают другие; "плыть по течению" ниша, убежище перенасыщенный solo
niche / <i>niːʃ</i> / (n) over-saturated / <i>oʊvə'sætʃəreɪtəd</i> / (adj) solo / <i>'səʊlə</i> / (adv)	күйеу пана аса шаһадан solo (жеке)	
Culture spot 6 non-profit / <i>nɒn 'prɒfɪt</i> / (adj) recruit / <i>ri'krʊɪt</i> / (v) refill / <i>ri'fɪl</i> / (n) scheme / <i>'skiːm</i> / (n)	коммерциялық емес ұйым жұмысқа алу қосу, толықтыру сыба	некоммерческая организация принимать на работу добавление, пополнение схема
Progress Check 6 attention span / <i>ə'tenʃən 'spæn</i> / (n) coincidence / <i>kəʊnɪ'sɪdəns</i> / (n) invaluable / <i>ɪn'væljuəbəl</i> / (adj) ironically / <i>ɪrənɪ'kəli</i> / (adv) phenomenon / <i>fi'nɒmɪnəm</i> / (n) stimulus / <i>stɪ'mjʊləs</i> / (n) the tip of the iceberg (idm)	зейін қою ұзақтығы сәйкестік баға жетпес мысқалды құбылыс ынталаңдыру, қозғау салу көз ұшында	продолжительность концентрация внимания совпадение неоценимый привнесший явление, феномен стимул, толчок верхушка айсберга

Word List

English	Kazakh	Russian
Module 7 – Reading for Pleasure		
<p>p. 91</p> <p>dim /dɪm/ (adj)</p> <p>distressing /dɪ'stresɪŋ/ (adj)</p> <p>faintly /faɪntli/ (adv)</p> <p>founder /faʊndə/ (v)</p> <p>humming /'hʌmɪŋ/ (adj)</p> <p>ignorant /ɪg'nɔ:nt/ (adj)</p> <p>illuminated /ɪ'lju:mɪneɪtɪd/ (adj)</p> <p>kennel /'kenl/ (n)</p> <p>literally /lɪ'terəli/ (adv)</p> <p>mechanical /mekə'nɪkəl/ (adj)</p> <p>oar /ɔ:/ (n)</p> <p>pauper /'pɔ:pə/ (n)</p> <p>procession /prə'seɪʃən/ (n)</p> <p>scarcely /'skɜ:li/ (adv)</p> <p>state of mind /steɪt əv 'maɪnd/ (n)</p> <p>trembling /'treɪblɪŋ/ (pres p)</p> <p>vibrating /vaɪ'breɪtɪŋ/ (pres p)</p> <p>wielder /wi:ldə/ (n)</p>	<p>күрпірт</p> <p>үрей тудыратын</p> <p>аздап</p> <p>тырбаңдау</p> <p>ызылдақ</p> <p>білімсіз, نادان</p> <p>жарық</p> <p>күрек, үйшік</p> <p>іс жуаңде</p> <p>механикалық</p> <p>есек</p> <p>қайырым.лық, кедейлік</p> <p>шеру</p> <p>енгітай</p> <p>жаң дүниесінің күйі, жаң дүниесі</p> <p>дйрлдеген</p> <p>тербелген</p> <p>амірші</p>	<p>тускый</p> <p>тревожный</p> <p>слегка, слабо</p> <p>барахтаться</p> <p>жуажақтан</p> <p>необразованный,</p> <p>неосвещенный</p> <p>осветительный</p> <p>будка, конура</p> <p>практически</p> <p>механический</p> <p>весло</p> <p>нищета</p> <p>шествие, процессия</p> <p>ряд ли, едва ли</p> <p>душевное состояние</p> <p>дрожажий</p> <p>вибрирующий</p> <p>повелевать</p>
<p>p. 92</p> <p>adrift /ə'drɪft/ (adj)</p> <p>amass /ə'mæs/ (v)</p> <p>belligerent /bɪ'lɪdʒərənt/ (adj)</p> <p>brutal /brʊ'tl/ (adj)</p> <p>capsized /kæp'saɪzɪd/ (pp)</p> <p>confide /kən'faɪd/ (v)</p> <p>drop out /drɒp 'aʊt/ (phr v)</p> <p>enrol /ɪn'rəʊl/ (v)</p> <p>incapacitated /ɪn'keɪpəsɪteɪtɪd/ (pp)</p> <p>labour /leɪbə/ (n)</p> <p>narrative structure (phr)</p> <p>philosophical /fɪlə'sɒfɪkəl/ (adj)</p> <p>ridicule /rɪ'dɪkjʊl/ (v)</p> <p>school /sku:l/ (v)</p> <p>stand the test of time (idm)</p>	<p>жыжымалы</p> <p>жинақтау</p> <p>жауынгерлік</p> <p>қатыгез, қорекі</p> <p>аудармалы</p> <p>сену</p> <p>оқудан тастап кету</p> <p>түсу (оқуға)</p> <p>қолының іс келмейтіні, қабілетсіз</p> <p>еңбек</p> <p>сипаттау бөлігі</p> <p>философиялық</p> <p>мазақтау</p> <p>оқу</p> <p>уақыт сыннан оту</p>	<p>дрейфующий</p> <p>накапливать</p> <p>воинственный</p> <p>жестокий, грубый</p> <p>перевернуться</p> <p>доверять</p> <p>бросить учёбу</p> <p>поступить куда-либо</p> <p>недееспособный</p> <p>труд</p> <p>описательная часть</p> <p>философский</p> <p>высмеивать</p> <p>учиться</p> <p>пройти испытание временем</p>
<p>p. 93</p> <p>axiomatic /æksɪə'mætk/ (adj)</p> <p>baffle /'bæfl/ (v)</p> <p>devour /dɪ'vaʊə/ (v)</p> <p>divest /dɪ'vest/ (v)</p> <p>elemental /elɪ'men'tl/ (adj)</p> <p>ferment /'fɜ:mənt/ (n)</p> <p>finality /faɪ'næləti/ (n)</p> <p>footing /'fʊtɪŋ/ (n)</p> <p>go begging (idm)</p> <p>intrinsically /ɪn'trɪnsɪkəli/ (adv)</p> <p>lavish /'lævɪʃ/ (adj)</p> <p>limitless /lɪ'mɪtləs/ (adj)</p> <p>materialist /mə'tɪəriəlɪst/ (n)</p> <p>motionless /məʊnɪ'sləs/ (adj)</p> <p>on the spur of the moment (idm)</p>	<p>даледеу қажет</p> <p>тосқауыл болу</p> <p>жүту</p> <p>құр қалдыру</p> <p>қарапайым</p> <p>іру, божу, ашу</p> <p>қайтымсыздық, аяқталғандық</p> <p>негізі, іргетасы</p> <p>қайыр тілеу</p> <p>тығыз</p> <p>қолы ашық</p> <p>шексіз</p> <p>материалист</p> <p>қозғалмайтын</p> <p>белгі бір кезеңнің аяқталуымен</p>	<p>необходимо доказать</p> <p>препятствовать</p> <p>поглощать</p> <p>лишать</p> <p>элементарный</p> <p>брожение</p> <p>необратимость, завершённость</p> <p>основа, фундамент</p> <p>нищенствовать</p> <p>неразрывно, тесно</p> <p>щедрый</p> <p>безграничный</p> <p>материалист</p> <p>неподвижный</p> <p>под влиянием момента</p>

English	Kazakh	Russian
outlook /aʊtlu:k/ (n)	көзөңкө, болжам	перспектива, прогноз
piggish /pɪɡɪʃ/ (n)	салақтық	свинецтво
populate /ˈpɒpjʊleɪt/ (v)	қоныстандыру	населить
sacredness /ˈseɪkɪdəns/ (n)	қасиет	святость
sow /saʊ/ (v)	ету	сеять
spendthrift /ˈspɛndθrɪft/ (n)	ысырашыл	расточитель
superfluous /ˌsʊpərfʊəs/ (adj)	шамдан тыс, артық	излишний, чрезмерный
tangible /ˈtæŋɡəbəl/ (adj)	ауыз толтырып айтарлық, нақты	осязаемый, конкретный
truism /ˈtruɪzəm/ (n)	ақиқат	известная истина
pp. 94-95		
antagonist /ˌæntəɡəˈnɪst/ (n)	қарсы сойлеуші	оппонент
come out on top (idiom)	табысқа жету	преуспевать
conflict /kɒnflɪkt/ (n)	жанжал	конфликт
dominate /ˈdɒmɪneɪt/ (v)	үстемдік ету	доминировать, преобладать
immortal /ɪˈmɔ:rtəl/ (adj)	ажалсыз, мәңгі	бессмертный
individualist /ˌɪndɪvɪdʒʊəlɪst/ (n)	жекешіл, дарамыл	индивидуалист
narrator /ˈnærətə/ (n)	аңғыме айтушы, диктор	рассказчик, диктор
protagonist /ˌprɒtəɡəˈnɪst/ (n)	бас кейіпкер	главный герой
p. 96		
apprenticeship /ˌæprɪntɪsɪp/ (n)	оқыту, тағылымдама	обучение, стажировка
aptly /æptli/ (adv)	орында, дәл	уместно, точно
arid /əˈrɪd/ (adj)	күрғақ	засушливый
asperity /ˌæspəˈrɪti/ (n)	қатадық	строгость, суровость
conception /kɒnsəpʃən/ (n)	тұжырымдама	концепция
correspond /kɒrɪsˈpɒnd/ (v)	сөйлес келу, үйлесіну	соответствовать, соотносываться
crude /kruːd/ (adj)	шиві, дорекі	сырой, грубый
deter /dɪˈteɪ/ (v)	тоқтату, келдегі келтіру	сдерживать, помешать
distinction /dɪˈstɪŋkʃən/ (n)	айырмашымдық	различие
dweller /ˈdwelə/ (n)	мекендеуші	обитатель
egoism /ˈi:ɡoɪzəm/ (n)	өзішідік	эгоизм
ferocious /fəˈrɔ:ʃəs/ (adj)	қаһарлы, қанғез	свирепый, жестокий
frightful /ˈfraɪtfl/ (adj)	сұмдық, шошымтатып	ужасный, пугающий
grope /ɡrəʊp/ (v)	сінделіп ұстау, қармау	лапай, ощупывать
literary /lɪˈtərəri/ (adj)	адеби	литературный
maltreat /ˈmæltriːt/ (v)	қатал қарау	жестобо обращаться
opportune /ˌɒpəˈtju:ni/ (adv)	орында, дер кезінде	уместно, своевременно
overdraw /ˌəʊvəˈdraʊ/ (v)	асыра сілтеу	преувеличивать
overpower /ˌəʊvəˈpaʊə/ (v)	жеңу, басым болу	одолевать, пересилывать
refinement /rɪˈfaɪnmənt/ (n)	жетілдіру	совершенствование
schooner /ˈʃu:niə/ (n)	шхуна	шхуна
scorn /skɔ:n/ (v)	жек қорышлық, менсінбеушілік	презрение, пренебрежение
specimen /ˈspesɪmən/ (n)	дана	экземпляр
sufficiency /səˈfɪʃiənsi/ (n)	жеткіліктілік	достаточность
vessel /ˈvesəl/ (n)	кеме, қайық	судно, корабль
vigorous /ˈvɪɡərəs/ (adj)	батыл, жігерлі	решительный, энергичный
vivacity /vɪˈvæsəti/ (n)	жандану, сергектік	оживление, бодрость

Word List

English	Kazakh	Russian
Module 8 – Making statements & providing information		
coming of age /kʌmɪŋ əv ˈeɪdʒ/ (n) decorative arts /dɪkə'reɪtɪv ɑ:ts/ (pl n) fulfilment /fʊl'fɪlmənt/ (n) function /fʌŋkʃən/ (n) individuality /ɪndɪvɪdʒuəlɪti/ (n) literary arts (phr) performing arts /pə'fɔ:mɪŋ ɑ:ts/ (pl n) self-awareness /self'əweənəs/ (n) self-expression /self ɪkspreɪʃən/ (n)	кәмәлеттік жас сәндік өнер орыңдалуы функция (қызмет) жекелік сөз өнері орындау шеберлігі өзін-өзі тану өзін-өзі таныту	совершеннолетие декоративное искусство выполнение функция индивидуальность литературное искусство исполнительское искусство самовыражение самовыражение
8a beaming grin (phr) blink /blɪŋk/ (v) distinct /dɪ'stɪŋkt/ (adj) dopamine /dɒpə'meɪn/ (n) endorphin /endə'fɪn/ (n) engage /ɪn'geɪdʒ/ (v) enigmatic /ɪnɪ'ɡmæɪtɪk/ (adj) essential /ɪ'venʃənl/ (adj) evolution /ɪvə'lu:ʃən/ (n) grin and bear it (idm) impact /ɪm'pækt/ (n) in and of itself (phr) infectious /ɪn'fekʃəs/ (adj) lift sb's spirits (idm) mere /mɪə/ (adj) mischievous smirk (phr) non-aggression /nɒn ə'ɡreɪʃən/ (n) pleasure-inducing /pleɪʒər ɪn'dju:sɪŋ/ (adj) primate /praɪ'meɪt/ (n) reflex /rɪ'fleks/ (n) regardless /rɪ'ɡɜ:dləs/ (adv) scientific discipline (phr) sincerity /sɪnə'reɪti/ (n) therapeutic /θɪ'repjʊ:tɪk/ (adj) transformative /træns'fɔ:mətɪv/ (adj) unique /ju:'neɪk/ (adj) womb /wʊm/ (n)	жарыраған күлкі жыттылдуу айқын дофамин эндорфин енгену, шұғылдану жұмбақ маңызды эволюция, даму қиыншылыққа қарсы тұру әсер өзімен өзі жұқпалы көңіл-күйін көтеру шыннайы мығымнықтау жауапсыз ләззат құдыратын басымдық, үстемдік рефлекс ешнәрсеге қарамастан ғылыми тәртіп шыннайылық терапевтік түрленімді бірегей құрсақ	сияқты улыбка моргать отчетливый дофамин эндорфин занимать, заниматься загадочный существенный эволюция стойко переносить боль влияние само по себе инфекционный поднимать настроение кому-либо сущий / истинный озорная ухмылка ненавядение вызывающий удовольствие примат рефлекс несмотря на ... научная дисциплина искренность терапевтический трансформационный уникальный чрево
8b absorbing /əb'sɔ:bɪŋ/ (adj) account /ə'kaʊnt/ (n) act /ækt/ (n) ambiguous /æm'bɪɡju:əs/ (adj) audition /ɔ:diʃən/ (n) bestselling /best'selɪŋ/ (adj) breath-taking /breɪ'teɪkɪŋ/ (adj) captivating /kæptɪ'veɪtɪŋ/ (adj) cast /kɑ:st/ (v) charismatic /kærɪz'mætɪk/ (adj) cliffhanger /klɪf'hæŋɡə/ (n)	сіңіргіш есеп әрекет екі мағыналы есту, тыңдау бестселлер еліктіргіш; әсерлі; тартымды еліктіретін, қызықтыратын тастау харизматикалық шнеденісті сәт	поглощающий счёт действие двусмысленный прослушивание бестселлер захватывающий увлекательный бросать харизматический напряжённый момент, кульминация

English	Kazakh	Russian
commentary /kəmən'təri/ (n)	түсініктеме	комментарий
compelling /kəm'pelɪŋ/ (adj)	тамаша, күшті	неотразимый
complex /kəm'pleks/ (adj)	күрделі	сложный
confusing /kən'fju:zɪŋ/ (adj)	шатасқан	запутанный
disperse /dɪ'spɜ:ns/ (v)	бөліп беру, тарату	распределить
dramatic /drə'mætɪk/ (adj)	драмалық	драматический
dull /dʌl/ (adj)	зеріккен, меніреу	скудный, тупой
end credits /end 'kredɪts/ (pl n)	финалдық жазулар	финальные титры
forced /fɔ:st/ (adj)	маабұраумен	принудительный
gripping /'grɪpɪŋ/ (adj)	тартымды, қызықты	захватывающий
high-tech /haɪ 'teɪk/ (adj)	жоғары технологиялар	высокотехнологичный
intriguing /ɪn'trɪɡɪŋ/ (adj)	эсерлі, шенеуіскен	интригующий
lyrics /lɪrɪks/ (pl n)	сөздер/мәтін (өлең)	словы/текст (песня)
masses /'mæsɪz/ (pl n)	бұрара/көпшілік	массы
melody /'melədi/ (n)	әуен	мелодия
on the edge of one's seat (phr)	бір нәрсені қобалып күту	нервно ожидать чего-либо
opening scene /'əʊənɪŋ 'si:n/ (n)	сахнаның ашылуы	вступительная сцена
overrated /'əʊvər'eɪtɪd/ (adj)	артық бағаланған	переоцененный
pilot episode /'pɪlət 'epɪsəʊd/ (n)	пилоттық (сынамалы) эпизод	пилотный эпизод
predictable /'prɛdɪkəbəl/ (adj)	болжалды	предсказуемый
publication /'pʌbɪkətʃən/ (n)	басылым	публикация
rehearsal /rɪ'heɪsəl/ (n)	дайындық	репетиция
remake /rɪ'meɪk/ (n)	қайта жасау	переделка
sequel /'si:kwəl/ (n)	жалғасы	продолжение
single /'sɪŋɡl/ (n)	жалғыз	одинокий/единственный
spectacular /'spektəkjələ/ (adj)	көзтартарлық	эффективный
storytelling /'stɔ:ri'telɪŋ/ (n)	әңгіме/әуеу	повествование
subtitles /'sʌbtɪtlz/ (pl n)	субтитрлер	субтитры
thrilling /'θrɪlɪŋ/ (adj)	толқытатын	волнующий
unconvincing /ʌn'kɒnvɪnsɪŋ/ (adj)	көңілге қонабайтын	неубедительный
unexpected /ʌnɪks'pektɪd/ (adj)	көнет	неожиданный
uninspiring /ʌnɪn'spaɪrɪŋ/ (adj)	жалықтырғыш	скудный
vocals /'vəʊkəlz/ (pl n)	вокал	вокал
8c		
cash in on sth /kæʃ 'ɒn 'sɪ/ (phr v)	бірденнен пайда қылу	наживаться на чём-либо
choreography /kə'reɪɡrəfi/ (n)	хореография	хореография
dazzling /'dæzlɪŋ/ (adj)	ғарлап	ослепительный
top-notch /tɒp 'nɒtʃ/ (adj)	тамаша	превосходный
8d		
abstractly /'æbstrəktli/ (adv)	дерексіз	отвлечённо
all-round /'ɔ:lraʊnd/ (adj)	айнала	вокруг
avid walker (phr)	күштарлық	застывший ходок
comprehend /kəm'preɦend/ (v)	аңғару	постигать
de-stress /dɪ'stres/ (v)	күйзелісті жеңу	снять стресс
dictate /dɪk'teɪt/ (v)	айтып жаздыру, әмір беру	диктовать, веление
instinct /ɪn'stɪŋkt/ (n)	түйсік	инстинкт
manifest /mænɪ'fest/ (n)	үңдеу/хат	манифест
meditation /medɪ'teɪʃən/ (n)	медитация	медитация
medium /'mi:diəm/ (n)	орташа	средний
opt /ɒpt/ (v)	сайлау, таңдау	выбирать
outlet /aʊt'let/ (n)	шығыс	выход
restrictive /rɪ'strɪktɪv/ (adj)	шектеулі	ограничительный
revenue /'re:vənju/ (n)	кіріс	доход
verbalise /'vɜ:bəlaɪz/ (v)	сөзбен білдіру	выразить словами
word of mouth (phr)	ауыздан-ауызға	из уст в уста

Word List

English	Kazakh	Russian
8e		
detention /dɪ'tenʃən/ (n)	қидірту, бөгеу	задержание
enclosed /ɪn'kloʊdɪd/ (adj)	жабық	закрытый
exception /ɪk'sepʃən/ (n)	ерекшелік	исключение
extracurricular /ɪk'strɔ:kʊrɪkjʊlə/ (adj)	сыныптан тыс	внеклассный
CLIL 8		
application /æplɪ'keɪʃən/ (n)	қосымша	приложение
art movement (phr)	көзгалыс	движение, тұлғалық
coined by /kɔɪnd/ (v)	ойлап тапқан	придуманно —
complimentary /kəmplɪ'mentəri/ (adj)	тегіні	бесплатный
connotation /kənə'teɪʃən/ (n)	қосымша жасырын мағына	социальное
decipher /dɪ'saɪfər/ (v)	шифрды ақырату	дешифровать
derive /dɪ'reɪv/ (v)	алу; шығару	выводить, извлечь
distort /dɪ'stɔ:t/ (v)	бұрмалату	искажать
enthusiast /ɪn'tju:ziəst/ (n)	энтузиаст	энтузиаст
expressive /ɪk'spresɪv/ (adj)	мәнерлі, бейнелі	выразительный
geometric form (phr)	геометриялық пішін	геометрическая форма
in one's prime (idm)	күші кемелдеген кез	в расцвете сил
mock /mɔ:k/ (v)	келемеждеу	издеваться
notable /nəʊ'təbl/ (adj)	есте қаларлық	замечательный
predecessor /pre'desəsə/ (n)	ізашар/тегінін қалдырушы	предшественник
scope /skəʊp/ (n)	көлем	объем
stroke /straʊk/ (n)	инсульт	инсульт
vivid /vɪvɪd/ (adj)	жарқын	яркий
Culture spot 8		
cargo hold /kɑ:ɡəʊ həʊld/ (n)	жүк айлағы	грузовой отсек
raise an eyebrow (phr)	қас көтеру	поднять бровь
trip the light fantastic (idm)	танғақайып	просто фантастический
Progress Check 8		
walk the tightrope (idm)	шегіне жүту	бить на грани
Module 9 – Clothes' journeys		
all walks of life (idm)	қоғамның барлық топтары	все слои общества
clan /kla:n/ (n)	уруыстық, тайпа	род, клан
conical /kənɪkəl/ (adj)	конус пішінді	конусообразный
design /dɪzəɪn/ (n)	дизайн, жоба	дизайн, проект
drape /d্রেɪp/ (v)	матпен безендіру, ілу	украшать тканями, драпировать
embroidered /ɪmbrɪ'deɪd/ (adj)	кестеленген	вышитый
fasten /fɑ:stən/ (v)	бекіту, байлау	прикреплять, привязывать
fold /fəʊld/ (n)	қартыс	складка
functionality /fʌŋkʃənə'lɪtɪ/ (n)	функционалдық	функциональность
handwoven /hænd'wəʊvən/ (adj)	қол тоқымасы	ручная вязка
headgear /hed'gɪə/ (n)	басқым	головной убор
headpiece /hed'pi:st/ (n)	дұдыға	шлем
heirloom /heɪr'lʊm/ (n)	отбасылық құндылық	фамильная ценность
humility /hʌmɪ'lɪtɪ/ (n)	кішіпейілділік, қарайымдылық	смирение, скромность
intricate /ɪn'treɪkət/ (adj)	күрделі, шатаққан	сложный, запутанный
palm leaf (phr)	пальма жапырағы	пальмовый лист
plain /pleɪn/ (adj)	тегіс	гладкий
print /prɪnt/ (n)	басмн шығару	печатать
robe /rəʊb/ (n)	кім-кепек, шапан	одеяние, халат
shade /ʃeɪd/ (n)	көлекке, жартылай қараңғы	тень, полумрак
silk /sɪlk/ (n)	жібек	шелк

English	Kazakh	Russian
synonymous /sɪnɒnɪməs/ (adj)	синонимдік	синонимичный
tartan /tɑːn/ (n)	шотландка, кереге қоз мата	шотландка, клетчатая шерстяная ткань
traditional /trədiʃənəl/ (adj)	дәстүрлі	традиционный
woollen /wʊlən/ (adj)	жүннен тоқылған	шерстяной
9a		
arduous /ɑːdʒiəs/ (adj)	қиын	трудный
assembly line /əsemblɪ laɪn/ (n)	құрастыру желісі	сборочная линия
bundle up /bʌndl 'ʌp/ (phr v)	байлау	связать
defective /dɪfektɪv/ (adj)	зақымдалған	поврежденный
discard /dɪs'kɑːd/ (v)	бас тарту	отказываться
distribution /dɪstrɪbjʊʃən/ (n)	бөлу, бөліп тарату	распределение
dye /daɪ/ (v)	сырлау, бояу	окрашивать
fulfilment centre /fʊl'fɪlmənt sentə/ (n)	атқару орталығы	центр исполнения
in bulk (phr)	көтерме	оптом
informed /ɪnfɔːmd/ (adj)	хабардар	осведомленный
distribution /dɪstrɪbjʊʃən/ (n)	бөлу	распределение
lettering /'letərɪŋ/ (n)	жазу	надпись
logo /'ləʊɡoʊ/ (n)	фирмалық немесе тауар белгісі	фирменный или товарный знак
marking /'mɑːkɪŋ/ (n)	таңбалау	маркировка
mass production /mæs prɒdʒəkʃən/ (n)	жаппай өндіріс	массовое производство
necessitate /nɪ'sesəteɪt/ (v)	мажбүрлеу	вынуждать
paintstaking /'peɪntsteɪkɪŋ/ (adj)	қажырлы	кропотливый
pattern grading /pə'tɜːn 'grɛɪdɪŋ/ (phr) =	үлгі бойынша сұрыптау	сортировка по шаблону
pre-wash /pre'wɔːʃ/ (v)	алдын ала жуу	предварительная стирка
promptly /prɒmptli/ (adv)	тез, дәл	быстро, точно
prototype /'prɒtəʊtɪp/ (n)	прототип (түпталма)	прототип
raw material /rɔː mæ'tɪəriəl/ (n)	швизат	сырьё
rummage /'rʌmɪdʒ/ (v)	іздеу, тигу	исзать, обыскивать
segment /'seɡmənt/ (n)	бөлік, кесінді	часть, отрезок
set foot somewhere (idm)	бір жерге саяту, кіру	ступать куда-либо, входить
sew /səʊ/ (v)	тигу	шить
shrink /'trɪŋk/ (v)	қысыту, сығылу; қондыру	сжиматься, давать усадку
source /sɔːs/ (v)	байлау	начинать
specification /spesɪfɪkeɪʃən/ (n)	міндетіме, сипаттама	характеристика
stitch /stɪtʃ/ (n)	тігіс	стежок
straightforward /streɪt'fɔːwəd/ (adj)	түптей	прямой
thread /θreɪd/ (n)	жіп	нить
9b		
acetate /ə'setət/ (n)	ацетат	ацетат
apparel /ə'pærəl/ (n)	шым	одежда
bleach /bliːʃ/ (v)	ағарту	отбеливать
bottom /'bɒtəm/ (n)	төменгі	нижний
brand name /brænd neɪm/ (n)	сауда белгісі	торговая марка
buckle /'bʌkl/ (n)	ілгек, йірімкіп	застежка, пряжка
budget /'bʌdʒət/ (adj)	бюджеттік	бюджетный
bursting at the seams (idm)	сызат түсті, жарылды; құлау	трещать по швам, разваливаться
button /'bʌtn/ (n)	туйыме	пуговка
chic /ʃɪk/ (adj)	сырбыз, кербез	элегантный
collar /kɒlə/ (n)	жаға	воротник
counterfeit /kaʊntə'fəɪt/ (adj)	жасалды	поддельный
cuff /kʌf/ (n)	манжет	манжета
denim /'denɪm/ (n)	дэнінсылық мата, бешкет шалбар	денисовая ткань, комбинезон
dry-clean /draɪ kliːn/ (v)	химиялық тазалау	подвергать химической чистке
epaulette /epə'juːlət/ (n)	эполет	эполет
fits like a glove (idm)	өте жарасымды	прекрасно подходит

Word List

English	Kazakh	Russian
flannel /'flænəl/ (n)	фланель	фланель
handwash /'hændwɒʃ/ (v)	қолмен жуу	стирать вручную
haute couture /'aʊt kɔ:ʃɔ: (n)	жоғарғы сән үлгісі	высокая мода
have a card up one's sleeve (idm)	қосымша жоспардың болуы	иметь запасной план
hem /hem/ (n)	тігу, жиектеу	подшивка, кройка
iron /aɪən/ (v)	үтіктеу	гладить
knockoff /'nɒkɒf/ (n)	жалған	подделка
lapel /'leɪpəl/ (n)	қайырма жаға	лацкан, оборот
leather /'li:θə/ (n)	табиғи тері, былғары	натуральная кожа
leg /leɪg/ (n)	шалбар	штанина
linen /'li:nən/ (n)	ішкіім	белье
lining /'li:nɪŋ/ (n)	астар	подкладка
mass-produced /'mæsprɒdʊst/ (adj)	жаппай өндіріс	массовое производство
off-the-peg /'ɒftə'peɪg/ (adj)	дайын киім	готовая одежда
pocket /'pɒkət/ (n)	қалта	карман
polyester /'pɒli:estə/ (n)	полиэстер	полиэстер
put oneself in sb's shoes (idm)	өзіңді біреудің орнына қояу	поставить себя на чье-либо место
rayon /'reɪən/ (n)	жасанды жібек	искусственный шёлк
sale /seɪl/ (n)	сауда-саттық	продажа, сбыт
seam /si:m/ (n)	тігіс	шов
seasonal /'si:zənəl/ (adj)	маусымдық	сезонный
stock /stɒk/ (n)	қойма	склад
supply chain /sə'plaɪ 'tʃeɪn/ (n)	жеткізілім тізбегі	цепь поставок
tag /tæg/ (n)	заттаңба, затбелгі	бирка, ярлык, этикетка
take one's hat off to sb (idm)	бірудің талағатына еңбегіне... бас но	преклоняться перед кем-либо
tumble dry /'tʌmbəl draɪ/ (v)	кіракуғыш машинада кентіру	сушить в стиральной машине
upcycle /'ʌpsaɪkl/ (v)	өңдеу, жаңарту	перерабатывать, обновлять
viscose /'vɪskəʊs/ (n)	авискоза	вискоза
waistband /'weɪstbænd/ (n)	белдеу	пояс
wear your heart on your sleeve (idm)	өз сөздерін жасырмашу	не скрывать своих чувств
wool /wʊl/ (n)	жүн	шерсть
zipper /'zɪpə/ (n)	сыдырға-іріек	застёжка-молния
9c		
checklist /'tʃeklɪst/ (n)	сөздік тізімі	контрольный список
counter-productive /'kaʊntəprədʊktɪv/ (adj)	оңымсыз	непродуктивный
cut one's losses (idm)	аз шығынмен шығу	выйти из ситуации с малыми потерями
inevitably /'ɪnevɪtəbəl/ (adv)	сөзсіз, шарасыз	неизбежно
laisie /'leɪsɪ/ (v)	байланыс жасау	поддерживать связь
lotus /'ləʊtəs/ (n)	лотос	лотос
margin for error (nhr)	қателік жасауға құқылы	оставлять запас на случай ошибки
part ways (idm)	айырылысу	расставаться
prêt-à-porter /'preɪt-ə'pɔ:tə/ (adj)	дайын	готовый
9d		
assortment /'æsɔ:tmənt/ (n)	ассортимент	ассортимент
at one's disposal (idm)	біреудің неірінде болу	в чьем-либо распоряжении
blend /blend/ (n)	қоспа	смесь
booming /'bu:ɪŋ/ (adj)	табысты	пресуспевающий
border /'bɔ:də/ (v)	шегараласу	граничить
contemporary /'kɒntemprəri/ (adj)	заманауи	современный
custom-fitted /'kʌstəm 'fɪtəd/ (adj)	бұғаттау, тапсырысқа сай келу	перезакрывающийся, приспособленный под заказ

English	Kazakh	Russian
diverse /daɪvɜːs/ (adj)	алуан түрлі	разнообразный
domestic /dəˈmestɪk/ (adj)	ішкі, қолдан жасалған	внутренний, ручной, домашний
fashionista /fəʃjənɪstə/ (n)	сөңкөйлар	модница
fusion /ˈfjuːʒən/ (n)	қосылыс	слияние
implication /ɪmˈplɪkəʃən/ (n)	салдары, мағынасы	последствия, смысл
importation /ɪmˈpɔːtəʃən/ (n)	импорт, шеттен әкелу	импорт, ввоз
infatuation /ɪnfəˈtʃueɪʃən/ (n)	қазығушылық	страстное увлечение
inferior /ɪnˈfɪəriə/ (adj)	төменгі	нижний, подвальный
landlocked /ˈlændlɒkɪd/ (adj)	жабық	закрытый
make waves (idi)	шу көтеру, мәселе туғызу	поднимать шум, вызывать
misgiving /mɪsˈɡɪvɪŋ/ (n)	қауіп	опасение
modernization /ˌmɒdənaɪzəʃən/ (n)	жаңғырту	модернизация
motif /ˈmɒtɪf/ (n)	негізгі тақырып	основная тема
newfound /ˈnjuːfaʊnd/ (adj)	қайтадан тауып алынған	вновь обретенный
niche /niːʃ/ (n)	қолайлы орын	ниша, подходящее место
obsession /əˈbeɪʃən/ (n)	қулай берілу	одержимость
overlook /ˌoʊvərlʊk/ (v)	байқамау	не заметить
prosperity /ˈprɒsperəti/ (n)	орыңдеу	процветание
renowned /rɪˈnaʊnd/ (adj)	атақты	знаменитый
reputation /ˌreɪpjuːtəʃən/ (n)	бедел	репутация
the stage is set (idi)	бір нәрсеге үшін дайындалу	подготовиться для чего-либо
turn heads (phr)	назар аудару	привлекать внимание
unconventional /ˌʌnkənˈvənʃənəl/ (adj)	дәстүрші емес	нетрадиционный
undergo /ˌʌndəˈɡoʊ/ (v)	бір нәрсеге ұшырау, оту	подвергаться, проводить
9e		
exposure /ɪkˈspəʊʒə/ (n)	экспозиция	экспозиция
upturn /ˈʌptɜːn/ (n)	көтерілу, жақсару	подъем, улучшение
CLIL 9		
caravanserai /kəˈrɑːvɑːnsərɑːi/ (n)	керуен-сарай (үлкен қонақүйі)	караван-сарай (большая гостиница)
encompass /ɪnˈkɑːmpəs/ (v)	қамту	охватывать
goods /ɡʊdz/ (pl n)	тауар, заттар	товары, вещи
jade /dʒɑːd/ (n)	нефрит	нефрит
melting pot /ˈmeltnŋ ˈpɒt/ (n)	тигель, отқа тозиді металл қорытуға арналған ыдыс	тигель (плавильный котёл)
porcelain /ˈpɔːsəlɪn/ (n)	фарфор	фарфор
retrace /rɪˈtreɪs/ (v)	қайталау, қайталану	проследовать, повторить
settlement /ˈsetlmənt/ (n)	қоныс	поселение
Culture spot 9		
comprise /kəmˈpraɪz/ (v)	түпаны; ұстау	содержать
invasion /ɪnˈveɪʃən/ (n)	басып ену	вторжение
Progress Check 9		
cement /ˈseɪmənt/ (v)	цемент	цемент
entity /ˈentɪti/ (n)	занды тұлға, объект	юридическое лицо, объект
glimpse /ˈɡlɪmp/ (n)	түспалдаушылық; им	проблеск, намёк
momentum /məˈmentəm/ (n)	импульс; қозғалу	импульс

Appendix I

Phrasal verbs

<p>Module 1</p> <p>turn into = to change</p> <p>stand out = to be very noticeable</p> <p>go over = to check</p> <p>date back = to have existed since a specific time</p> <p>look up to = to respect</p>	<p>Module 4</p> <p>fit into = to find time to do sth</p> <p>set aside = to save sth for a specific purpose</p> <p>fall behind = to be unable to finish sth in time</p> <p>clock in = to record one's arrival at work</p> <p>clock out = to record one's departure from work</p>	<p>turn around = to change a situation for the better, to change direction</p> <p>settle down = to start living a quiet life; to start living in a place; to become calmer</p>
<p>Module 2</p> <p>bring out = to publish</p> <p>bring about = to cause to happen</p> <p>bring up (a child) to raise</p> <p>bring up (an issue) to mention</p> <p>bring sb round = to cause to regain consciousness</p>	<p>Module 5</p> <p>brush up (on) to improve</p> <p>lay off = to fire an employee</p> <p>wind down = to relax</p> <p>catch on = to become popular</p>	<p>Module 8</p> <p>tune in = to listen to or watch (a TV/radio programme)</p> <p>come up with = to think of</p> <p>break into = to start doing sth unexpectedly</p> <p>dispose with = to stop using</p>
<p>Module 3</p> <p>come across = to be expressed clearly</p> <p>come round = to change your opinion on sth</p> <p>go on = to talk for a long time</p> <p>come out = to be said in a certain way</p> <p>go into sth = to discuss sth in detail</p> <p>go against = to be in disagreement with sth</p>	<p>Module 6</p> <p>figure out = to determine</p> <p>settle for = to accept</p> <p>track down = to find</p> <p>turn out = to switch off (the light); to happen (usually of an unexpected event); to be revealed</p> <p>turn down = to reduce the level of (sound, heat, etc.); to decline (an offer, invitation, request, etc.)</p>	<p>Module 9</p> <p>take in = to make a garment smaller</p> <p>wrap up = to dress warmly</p> <p>try on = to wear sth to see how it fits</p> <p>keep up with = to stay informed about</p> <p>throw sth on = to wear sth quickly</p>

Appendix II

Prepositions & Prepositional phrases

<p>Module 1</p> <p>in condition</p> <p>worthy of</p> <p>by law</p> <p>behind schedule</p> <p>in theory</p>	<p>communicate with</p> <p>made up of</p> <p>as such</p> <p>on (my/the) list</p>	<p>Module 4</p> <p>for the time being</p> <p>in time</p> <p>on time</p> <p>at times</p>	<p>Module 6</p> <p>in development</p> <p>sought after</p> <p>on the brink of</p> <p>ahead of</p> <p>up and running</p>	<p>Module 9</p> <p>off the peg</p> <p>slave to</p> <p>in fashion</p> <p>out of fashion</p> <p>for the occasion</p>
<p>Module 2</p> <p>at risk</p> <p>protect from</p> <p>save from</p> <p>rely on</p> <p>in the wild</p> <p>for fun</p>	<p>Module 3</p> <p>sensitive to</p> <p>envious of</p> <p>take pride in</p> <p>pride oneself on</p> <p>specialise in</p> <p>concentrate on</p> <p>provide sb with</p>	<p>Module 5</p> <p>divide among</p> <p>go towards</p> <p>the reason behind</p> <p>on the rise</p> <p>on the dole</p>	<p>Module 8</p> <p>by popular demand</p> <p>engage with</p> <p>be inspired by</p> <p>audition for</p> <p>insight into</p>	

How to use a dictionary/thesaurus

Using dictionaries

- 1** Read the example and complete the sentences.

entry word	pronunciation	part of speech	
<p>skill /skil/ (n) an ability to do something well, because you have practised it.</p> <p>Her skill at composing music is admirable.</p>			<p>definition</p> <p>example sentence</p>

Some dictionaries can provide synonyms or antonyms for each word.

- The shows how to spell the word.
- The tells us how to use the word.
- The helps us identify the type of word (verb, adjective, adverb, etc.)
- The tells us how to say the word.
- The tells us what the word means.

- 2** Look at the dictionary entry and answer the questions.

clear /kɪə/ (adj) **1** easy to see or understand. *Their instructions were very clear so we found the place easily (= understandable)* **2** pure and easy to see through. *The water was so clear that we could see the fish swimming around us. (= dirty)*

- What part of speech is the word?
- How many definitions are there for this word?
- Does the dictionary entry provide synonyms? antonyms for this word? If so, what are these?

- 3** Look up these words in your dictionary.

• speech • public • direct • clock • artificial
• acquire

What part of speech is each? How many definitions are there for each? What synonyms/antonyms does the dictionary have? Are there other features in your dictionary?

Using a thesaurus

- 4** a) Read the information.

A thesaurus groups words similar in meaning. The words can be presented either in alphabetical order (A-Z thesaurus) or in categories (Roget type). It helps us enrich our vocabulary and avoid repetition in writing. Do not select words at random; check the meaning in the dictionary and remember that no two words mean exactly the same thing. You should select the synonym that best fits in context.

- b) Read the sentence, then decide which of the words from the thesaurus entries could replace it. Use the dictionary entry in Ex. 2 to help you.

Is what the teacher just said **clear**?

- transparent, unclouded, glassy
- explicit, straightforward, intelligible

- 5** Use your thesaurus to replace the words in bold.

- Salespeople need to be **outgoing** and sociable as they meet new people every day.
- His resignation has **brought about** a lot of changes in the company.
- Speak up please! I can **hardly** hear you.
- He **declined** the school's invitation to give the opening speech.

Style

Informal vs Formal speech

Informal speech

Informal speech is used when the speaker is speaking in an intimate, personal way, without preparation; for example, in an everyday conversation in real life (in the canteen, in the street, etc.) or over the phone. The speaker sounds friendly and casual.

Informal speech is characterised by:

- everyday phrases or slang vocabulary.
Here you are, I did my best, Thanks! Sorry!
- short verb forms.
I'm from York.
- short simple sentences with simple grammatical structures.
I really love pizza.
- delaying expressions.
Well, Oh!
- informal phrasal verbs.
What's up?
- omission of words.
Seen John? instead of *Have you seen John?*

Formal speech

Formal speech is used when the speaker has prepared beforehand what he or she is saying; for example, when making a presentation or delivering an official speech. The speaker sounds polite and official.

Formal speech is characterised by:

- more advanced vocabulary.
Therefore, it is our responsibility to ...
- full verb forms.
We are considering ...
- longer sentences
I would like to thank you for inviting me tonight to ...
- no use of phrasal verbs.
The meeting was cancelled instead of The meeting was called off.
- the passive voice.
It has been reported ...

Informal vs Formal writing

Informal writing takes a personal emotional tone. Authors often use the first person point of view (I, we), or they can address the reader using the second person (you, your). This style is mainly used in postcards, notes, emails/letters to a friend, stories, blogs, forums, text messages, jokes and diary entries.

Informal style is characterised by:

- everyday language with figures of speech (metaphors, similes, etc) and omitted words. Informal writing takes a personal tone, as if speaking directly to an audience (the reader)
- short sentences.
I can't wait to go.

- contractions (I'm) and abbreviations (TV, photos) whenever possible.
- imperatives.
Remember to call Joan.
- the active voice.
They report that ...
- extra punctuation.
It is!!!!!!

Formal writing takes an impersonal objective tone. Authors often use the third person point of view (They, It). This style is mainly used in business letters, professional emails, reports, memos, essays, news articles, official speeches, biographies, job adverts, brochures, scientific books and in letters to an editor or person in authority.

Formal style is characterised by:

- longer, more complex sentences without using emotive punctuation, e.g. exclamation marks. Each main point needs to be introduced, elaborated and concluded.
- full words.
It is possible rather than it's possible.
- no imperatives.
Please refer to ...
- the passive voice.
It is reported ...

Types of texts

Descriptive texts deal with factual information about people, places or scenes. Technical descriptions are impersonal and contain specific information, without mentioning the writer's feelings or moods.

Narrative texts tell a story. They are characterised by time sequence signals e.g. *first, after that, then, a few minutes later* etc. Narrative texts deal mainly with changes in time, i.e. with actions and events. They are found in short stories, novels, biographies, anecdotes, diaries, news, stories and reports.

Expository texts explain facts and information. They are characterised by headings, words in bold, charts, graphs and captions.

Argumentative texts present arguments for or against a problem. Arguments need to be objective and linked with appropriate linkers.

Instructive texts tell readers what to do. They are characterised by the use of the imperative and a sequence of actions. They can be directions, regulations, rules, etc.

Persuasive texts try to convince readers to take a certain opinion or perform a certain action. They will use emotive words in order to have an effect on the reader.

Vowels

a	/eɪ/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/eɪ/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɪ/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/əʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/u:/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʊ/	blood, flood
	/dɔ:/	floor, door
u	/u:/	turn, fur, urge, hurt, burn, burst
	/ʊ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/t/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goal, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	hat, hit, her, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, junk, job, joke, jump
k	/k/	keep, king, kick
l	/l/	let, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run

p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, root, road, ready, city, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, three, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea	/eɪ/	bear, wear, bear
	/eɪ/	eat, near, fear, hear, clear, year, deer
	/eɪ/	eat, each, heat, leave, clean, seat, neat, tea
	/eɪ/	earth, pearl, learn, search
ee	/i:/	keep, feed, free, tree, three, bee
	/i:/	cheer, deer
ei	/eɪ/	eight, freight, weight, vein
	/eɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ie	/i:/	die, tie, lie
ou	/aʊ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/aʊ/	court, bought, brought
au	/aʊ/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, leather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

American English – British English Guide

American English

British English

A	account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat
B	bathrobe bath/tub bill billion/thousand million busy (phone)	dressing gown bath banknote billion/million million engaged (phone)
C	cab call/phone can candy check close connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad
D	desk clerk dessert down diapers drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached
E	eggplant elevator	aubergine lift
F	fall faucet first floor, second floor, etc. flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc. torch chips reception
G	garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol station/gas station class/year
I	intermission intersection	interval crossroads
J	janitor	cleaner/porter
K	kerosene	paraffin
L	lawyer/attorney line lost and found	solicitor queue lost property
M	mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema
N	news-stand	newsagent
O	office/doctor's/dentist's) oneway (ticket) over a	surgery single (ticket) dungharees

American English

British English

P	pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing chips public school handbag
R	railroad rest room	railway toilet/toakroom
S	sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
T	truck two weeks	lorry, van fortnight/two weeks
V	vacation vacuum (x) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
W	with or without (milk/cream in coffee)	black or white
Y	yard	garden
Z	(pronounced, "zee") zero zip code	(pronounced, "zed") naught postcode

Grammar

He just went out. /
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car? /
Have you got a car?

Have you got a car?

Spelling

aluminum	aluminium
analyze	analyse
center	centre
check	cheque
color	colour
honor	honour
jewelry	jewellery
practice(n,v)	practise(n,v)
program	programme
realize	realise
try	trye
traveler	traveller

Expressions with prepositions and particles

different from/to
live on X street
go to team
go the weekend
Monday through Friday

different from/to
live in X street
in a team
at the weekend
Monday through Friday

Aspect

for Kazakhstan

Grammar Schools

GRADE 11

Aspect for Kazakhstan Grammar Schools Grade 11 is a challenging course for today's learners of English at CEFR Level High B2.

The course provides a variety of stimulating topics and rich texts presented in themed modules which follow the order of the English language Curriculum in Kazakhstan. It is accompanied by a wide range of fully interactive digital components and rich video material which broadens learners' understanding and deepens their engagement with the topic.



For the Student



Student's Book



Workbook & Grammar Book



e-Book software
(offline-Windows,
MacOSX)



DVD Activity Book



DVD Video
(PAL)

Express
DigiBooks

For the Teacher



Teacher's Book



Workbook & Grammar Book



DVD Activity Book



DVD Activity Book Key



Class CDs



IWB



Teacher's Resource
Pack & Tests CD-ROM

Express
DigiBooks

ISBN 978-1-4715-8428-2



Express Publishing