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ENGLISH

XII

Ерөнхий боловсролын 12 жилийн сургуулийн
12 дугаар ангийн сурах бичиг

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Яамны зөвшөөрлөөр хэвлэв.

Хоёр дахь хэвлэл

СУРГУУЛИЙН НОМЫН САНД ОЛГОВ.
БОРЛУУЛАХЫГ ХОРИГЛОНО.

Улаанбаатар хот
2019 он

ННА 74.2
ДАА 373
А-618

English XII: Ерөнхий боловсролын 12 жилийн сургуулийн 12 дугаар ангийн сурах бичиг. / Булганцэцэг М., ба бус; Ред. Баярмаа Б. - УБ.2018.- 244х.

Азийн Хөгжлийн Банкны “Эдийн засгийн хүндрэлийн үед боловсролын чанар, хүртээмжийг сайжруулах төсөл”-ийн хүрээнд хэвлүүлэв.

Энэхүү сурах бичиг нь "Монгол Улсын Зохиогчийн эрх болон түүнд хамаарах эрхийн тухай" хуулиар хамгаалагдсан бөгөөд Боловсрол, Соёл, Шинжлэх Ухаан, Спортын Яамнаас бичгээр авсан зөвшөөрлөөс бусад тохиолдолд цахим болон хэвлэмэл хэлбэрээр бүтнээр эсхүл хэсэгчлэн хувилах, хэвлэх, аливаа хэлбэрээр мэдээллийн санд оруулахыг хориглоно.

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ISBN 978-99978-61-93-1

ACKNOWLEDGEMENTS

This 12th grade English Language textbook aims to improve students' English language skills through various speaking, listening, writing, reading, vocabulary, and grammar activities. The authors also designed this textbook to prepare students to become citizens with highly competent skills, including critical thinking, problem solving, and working in a team.

This textbook not only gives students knowledge of English, but also includes real-life examples and features facts that are suitable for their age and learning level. All the creative tasks and activities in this textbook encourage students to participate fully in Mongolian society, by providing them with the knowledge, abilities, and experience needed for their future.

This textbook significantly develops a learner's analytical and critical thinking skills throughout all of the topics, which are organised around the theme of sustainable development (study and jobs, human rights, gender, cultures and traditions, environment, achievements of disabled people and others). This is accomplished by means of pictures, photos, graphics, pie charts, and CD recordings. The textbook also provides project work for students to develop their creativity.

The authors would like to extend special thanks to Fiona Addleton, who gave us her valuable ideas to make the textbook better in terms of content, methodology and design during her visit to Mongolia in June 2018, Connie Hoon Barclay, Cheryl Hillery, and Elizabeth Hayes from the United States of America for their commitment, enthusiasm and advice while assisting with the editing process.

Also we would like to thank Mr. Nasanjargal D., the executive director of the NGO "The Mongolian National Association of Sea Buckthorn Growers and Producers", and Ms. Tserensambuu G., a mountain sports master, for the valuable information in Unit 7. Our team very much appreciates the work of the staff of the Mongolian Institute for Educational Research. We especially want to thank the content editor B.Bayarmaa and the technical editor N.Byambasuren for their cooperation and continued support.

The authors also would like to extend a special thanks to B.Erdenebulgan, a designer at the "Soyombo" Printing Company, who provided creative design input for the interior layout of the textbook.

Finally, the authors are very grateful to Tim Martinez, an English teacher, Bilegt-Ochir Sukhbaatar, Bilguun-Od Norov, Nyamtselmeg Myagmarnaran, and Nyamtsengel Myagmarnaran, the students from the New Beginning International School in Mongolia, who collaborated with us by recording the listening exercises for the textbook.

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<p>Reading about climate change in Mongolia, eco-boy and eco-schools</p>	<p>Writing about nature conservation</p> <p>Writing about ways to protect the environment in your neighbourhood or community</p>	<p>Using a clause of reason and cause "<i>because</i>"</p> <p>Using infinitives</p> <p>Using passive modals</p>
<p>Reading a magazine article about the importance of eating breakfast</p> <p>Reading an article about brain function</p> <p>Reading a speech on sport and physical exercise at school</p>	<p>Writing a speech on the given topics</p> <p>Writing an argumentative essay on the title 'Can we use the smartphone smartly?'</p> <p>Writing an argumentative essay on the topic 'Why is breakfast important?'</p>	<p>Using a range of countable and uncountable nouns after phrases of quantity</p> <p>Using comparative degree adverb structure</p> <p>Using transition words: ordering, adding, contrasting, explaining, reinforcing & summing up points</p> <p>Using phrases of quantity and qualifiers</p> <p>Using Zero and First Conditional clauses</p>
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<p>Reading about a spellbinding documentary 'Planet Earth II'</p> <p>Reading about movie therapy</p> <p>Reading about Olympic champions</p>	<p>Writing a movie review</p> <p>Writing a description about Olympic champion</p> <p>Writing a magazine article about Para-Olympics</p>	<p>Using participle and comparative adjectives</p> <p>Using noun phrases</p> <p>Using adverb structures & adverbs of manner</p> <p>Using post-verbal adverbs</p>

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UNIT 1. TEENS TODAY

LEARNING OBJECTIVES

LISTENING

- L1 Understand the main points in an interview on today's teens
- L2 Understand specific information in a dialogue on school clubs and an interview on today's teens
- L6 Deduce meaning from context in an interview on today's teens

SPEAKING

- S1 Use formal language in the talk on leisure activities, school clubs, today's teens and emotional intelligence
- S6 Link comments to what other students say with sentences about today's teens
- S8 Use subject-specific words and sentences about emotional intelligence when speaking

READING

- R1 Understand the main points in an article on leisure activities
- R2 Understand specific information in an article on leisure activities
- R6 Deduce meaning from context in an emotional intelligence test

WRITING

- W3 Write about personal feelings and opinions on today's teens and emotional intelligence

USE OF ENGLISH

- UE5 Use present simple active and passive forms to write and talk about leisure activities and school clubs
- UE6 Use present continuous active and passive forms to write and talk about today's teens
- UE11 Use prepositional phrases to talk about emotional intelligence

◀ LEISURE ACTIVITIES ▶

DO YOU KNOW?

Leisure activities can help maintain physical and mental health.

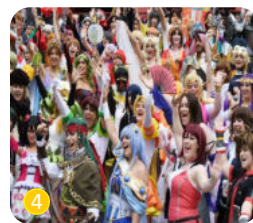
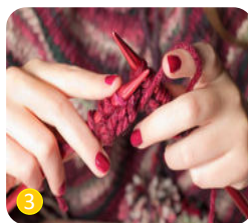
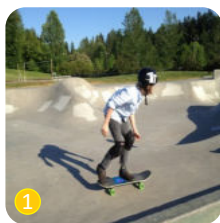
1a. Look at the pictures. Which four leisure activities can you see in the pictures?

reading
cooking
knitting
weaving
puppetry
doing yoga

cosplaying
unicycling
gardening
snowboarding
hula hooping
beekeeping

collecting coins
keeping a diary
playing music
going to the gym
rollerblading
skateboarding

assembling models
doing embroidery
learning animation
doing photography
writing comic strips
duct tape designing



1b. Put the leisure activities in 1a into the correct column. Which leisure activities are ordinary and unusual?

Ordinary leisure activities	Unusual leisure activities
<i>cooking</i>	<i>cosplaying</i>

2a. Read the “Teen” newspaper article about leisure activities. Choose the correct answer.

Leisure can be viewed as activities that people engage in during their free time. Leisure activities are not work-oriented or do not involve activities such as housework. People take up leisure activities for a variety of reasons such as relaxation, sports and crafts etc. Examples of leisure activities are bicycling, going to the gym, skateboarding, unicycling, snowboarding, skiing and golfing etc. However, not all leisure activities are sportive. Some people would rather spend their free time painting, drawing, reading, listening to music, meditating, and doing embroidery and puppetry etc.

The benefits of leisure activities are as diverse as the types of leisure. First, leisure activities can help people to be healthier, maintaining their physical and mental health. Physical leisure activities can improve fitness, lose weight, and help people to stay active. Mentally, leisure can help people to reduce their stress. It is generally agreed that most kinds of leisure can improve mood and boost wellbeing; in addition, positive emotions and outlook are supported. Second, leisure activities help people to meet others who share the same interests and sometimes make friends, decreasing loneliness.

As with adults, many teenagers also engage in leisure activities. Some teenagers participate in ordinary leisure activities such as collecting, cooking and gardening while others engage in unusual leisure activities. One of the unusual leisure activities is Maddy's activity, cosplaying. She likes to watch popular Japanese anime programmes and video games. Based on the anime, she spends her free time sewing and wearing costumes. She said "I think cosplaying is cool. I make costumes myself and get stopped at public gatherings for photo." Cosplaying helps her to make many friends and have a positive outlook. Beekeeping is Claire's unusual leisure activity. There are about 40,000 bees in her four beehives. The bees are fed with sugar and water, and photos of bees are regularly taken. Claire loves reading about bees on the internet or in books. She says that her bees produce about 40 kilos of honey she sells. With the money, she plans to buy more beehives. She says that her beekeeping hobby improves her physical health as well as her mood and motivation.

1. What is the topic of the article?
 - a. Unusual leisure activities
 - b. Leisure activities
 - c. Benefits of leisure activities
2. What is the main idea of the article?
 - a. There are various types of leisure activities.
 - b. There are unusual leisure activities.
 - c. Leisure activities have benefits.

How to know what the **topic** is?

- The topic is the subject of the text presented.

How to know what the **main idea** is?

- The main idea is the point being made by the writer about the topic.
- The main idea is usually the first sentence of a text or a paragraph.

2b. What are the main ideas of each paragraph? Select the correct headings.

- | | |
|--------------------------------------|---------------------------------------|
| 1. The first paragraph is about ... | a. the benefits of leisure activities |
| 2. The second paragraph is about ... | b. teenagers' leisure activities |
| 3. The third paragraph is about ... | c. definitions of leisure activities |

2c. Read the article again and answer the questions.

- | | |
|---|---|
| 1. What are the reasons for doing leisure activities? | 4. What unusual leisure activities do Maddy and Claire take up? |
| 2. What are the physical benefits of leisure activities? | 5. What does Maddy do for her leisure activity? |
| 3. Could you name the mental health benefits of leisure activities? | 6. What does Claire do for her leisure activity? |

3a. Read and observe the grammar usage below.

Present Simple tense: Active sentences

We use the Present simple to talk about habits we do regularly and things that are generally true.

- Use "**subject + verb**" in the Present simple active sentences.
- The subject performs the action in Active sentences.

Leisure activities support positive emotions.

Subject

Verb

Object

Present Simple tense: Passive sentences

- Use **“be + past participle”** in the Present simple passive sentences.
- The object of active sentences comes before the verb in Passive sentences.
Positive emotions are supported by leisure activities.

Object	Verb	Subject
--------	------	---------

- We use **“by + agent”** when we want to mention who did the action in passive sentences.
The anime costume is sewn and worn **by Maddy**.
The bees are fed with sugar **by Claire**.
- We don't use **by** because we don't know who did the action, or it's not important.
Car models are assembled in this club.
A comic strip is written in the newspaper.

3b. Complete the sentences below using the present simple passive tense.

1. A variety of collections ... (create).
2. Duct tape designing ... (not do) in the club.
3. Four beehives ... (keep) in Claire's garden.
4. Fitness ... (improve) and weight ... (lose).
5. Beekeeping ... (not do) by small children.

3c. Rewrite the sentences below using the passive tense.

1. Teenagers do unusual leisure activities.
2. Claire feeds the bees with sugar and water.
3. Maddy sews and wears the anime costumes.
4. The girl does not assemble car models.
5. I don't write a comic strip in the newspaper.
6. Teenagers learn animation at home.
7. The children don't play board games.
8. Boys perform break dancing in the school festival.
9. My classmate doesn't do hula hooping.
10. She studies graphic design in her visual technology class.

4. Talk about the leisure activities.

Example: First find a mask picture. Then print out the mask picture.

Duct tape designing: Mask making

1. find / a mask picture
2. print out / the mask picture
3. the mask picture / put on duct tape
4. cut out / the image



Gardening

1. choose / a type of garden
2. choose garden plot
3. test / the soil
4. prepare / garden tools
5. select and plant / seeds and plants
6. transplant / mature plants
7. water / plants



Cosplaying

1. choose / a character / to cosplay
2. not need / to spend / a lot of money
3. design / your cosplay



E-PROJECT. Use the website <https://hobbylark.com/> to find or add to your leisure activities. Talk about your new leisure activity, and if possible, show what you did to your teacher, classmates and friends.

◀ SCHOOL CLUBS ▶

DO YOU KNOW?

"Learning is most effective when it's fun".
Peter Kline

5a. Talk about school activities by discussing the questions below.

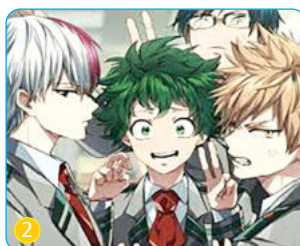
1. Do you have discussions in some subjects? If so, what do you discuss?
2. Do you study in your school library? Is it comfortable?
3. Do you do experiments in science class? If so, what experiments?
4. Can you prepare slides using PowerPoint?

5b. Match the verbs to the nouns, then make sentences.

Example: design a curriculum Our teachers design a curriculum.

Verbs		Nouns	
1. do	5. act out	a. the Internet	f. a presentation
2. make	6. have	b. a curriculum	g. absent
3. surf	7. design	c. dialogues	h. a test
4. do	8. be	e. field trips	i. homework

6a. Listen to the dialogue about school clubs. Find the school clubs to which they refer.



- | | | | |
|---------------------|--------------------|-------------------|------------------|
| a horse-riding club | a debate club | a gymnastics club | a cooking club |
| a chorus club | a school orchestra | a sports club | a pottery club |
| a movie club | a literary club | a chess club | an origami club |
| a photography club | a theatre group | an anime club | a fine arts club |

6b. Listen again. Write ONLY ONE WORD in the blanks below.

Photography Club	Anime Club	English Movie Club
<ul style="list-style-type: none"> • Photos 1) ... taken in the city. • Photos are 2) ... to some public albums. 	<ul style="list-style-type: none"> • Anime videos are 3) ... and 4) ... each week. • Art lessons are 5) ... in an Anime club. 	<ul style="list-style-type: none"> • A specific and regular time is 6) • English movies are 7) ...

6c. Listen again. Choose the correct answers.

1. Are trips arranged to take photos in the city?
 a. Yes, they are. b. No, they aren't. c. Yes, they aren't.
2. Is the Anime club organised each week?
 a. Yes, it is. b. No, it isn't. c. No, it is.
3. Are photography exhibits organised in the photography club?
 a. Yes, they are. b. No, they aren't. c. No, they are.
4. In what club are subtitles used?
 a. In the movie club b. In the drawing club c. In both clubs
5. When are drinks and snacks served in the movie club?
 a. Before movies start b. During the film c. After movies finish
6. Are some of the clubs organised by teachers?
 a. Yes, they are. b. No, they aren't. c. Yes, they aren't.

7a. Read and observe the grammar usage below.

Questions in Present Simple Passive tense	
▪ Use the question words before the verb “be” in questions.	
Wh and Yes/No – questions	Answers
When is a pottery club organised?	A pottery club is organised every Friday.
What is needed in a sailing club?	A sail is needed in a sailing club.
How often is a chorus club run?	A chorus club is run every Tuesday.
Where are the photos taken from?	The photos are taken from Chicago.
Are the English movies translated in the club?	Yes, they are. / No, they aren't.
Is the origami club organised at the school?	Yes, it is. / No, it isn't.

7b. Sentence analysis: Observe the questions and answers in 7a. Answer the questions.

1. Where are “Wh” – words in the questions?
2. Where are “are” and “is” in the questions?
3. What words are used for short answers?

7c. Put the words into correct order to make questions.

1. the fine art club / sketching / Are / and / painting / offered / in?
2. safe / Is / the gymnastics club / provided / in / equipment?
3. in / included / the fine art club / Is / handicraft?
4. developed / English speaking skills / in the debate club / Are?
5. Are / improved / interests and hobbies / in the clubs?

7d. Make questions using present simple passive tense.

Sentences

1. The Internet chess club **is** downloaded.
2. **Teachers** are found to learn to play better.
3. The labour and ingredients **are** shared in a cooking club.
4. **A cooking club** is created and run every year.
5. Poems, essays and stories are written **in the literary club**.
6. The creative writings are shared **by the literary club members**.

Questions

- Is the Internet ...?*
Who are ...?
Are ...?
What ...?
Where are ...?
By whom ...?

8. Create a dialogue about an origami club. Use the given words to write the questions and answers.

HOW TO START AN ORIGAMI CLUB

Example: A: *Is origami an art of paper folding?*

B: *Yes, it is.*

A: *What items do we need to participate in the club?*

B: *Plain A4 paper is needed. And instructions are useful to see how to fold the paper.*

- purchase / second-hand origami books
- print out / instructions / to see how it is folded
- search / some websites such as origami-fun.com / to find what to do
- beginners / assist / by the experienced

9. Read the instruction below on joining an internet chess club. Turn the words in *italic* into sentences in the present simple passive tense.

How to join the Internet Chess Club

Follow these simple steps to play chess online:

1. Register for a 30-day Free Trial.
2. Download and install the free software.
A free software / download and install. ...
3. Create, then enter a username and a password and PLAY!
A username and a password / create and enter and PLAY! ...
4. Use your username and password to open the software.
Your username and password / use to open the software. ...
5. Login to the play site.
6. Once you logged in to the server, you can start a game with fellow members online.
7. Click on a play button. *A Play button / click on. ...*
These will get you 1 minute games, 3 minute games, 5 minutes games, etc.



E-PROJECT.

Search origami-fun.com to see how to make objects from paper such as planes, flower and Valentine Day hearts. Show your finished origami art to your teachers, classmates and friends.


◀ TODAY'S TEENS ▶

DO YOU KNOW?

Today's teens, Generation Z, are generally comfortable with technology and with interacting on social media.

Source: <https://en.wikipedia.org>

10. Look at the words and write them in the correct column. Use a dictionary.

peer pressure	best-behaved	good social skills	
child abuse	tolerance	high confidence	
cooperative	cyber addiction		
Good behaviours <i>best-behaved</i>		Bad behaviours <i>child abuse</i>	

11a. Listen to the interview with a researcher of child development, then answer the question.

Is the interview about today's teens or previous generations of teens?

11b. Listen to the interview again and complete the summary below. Write **ONLY ONE WORD**.

TODAY'S TEENS

Today's teens are different from previous 1) ... of teens. Social 2) ... and mobile technology have made deep impacts on today's teens. With their cell phones they write texts, chat, play games, surf the 3) ... and share videos.

They are improving by having better social 4) ... , and by being concerned about social justice issues. They are becoming more respectful of 5) ... and more tolerant. However, today's teens are 6) ... less time with friends in person. Because of new social media, today's teens are becoming lonely and anxious.

11c. Find suggestions that can improve the behaviour of today's teens.

- a. Adults need to give positive feedback to teens.
- b. Adults should get teenagers depressed.
- c. Adults do not need to criticize teens.
- d. Adults should be a model for teens.
- e. Sharing activities can help teenagers feel good.
- f. Only therapy could help teenagers.



11d. Match the words to their definitions.

- | | |
|----------------------|---|
| 1. diversity | a. excessive use of the Internet |
| 2. social media | b. say what you think is wrong or bad about something |
| 3. cyber addiction | c. behaviour that frightens or hurts someone |
| 4. bullying | d. optimistic comments |
| 5. positive feedback | e. very different people or things exist within a group or place |
| 6. criticize | f. platforms such as Facebook and Twitter that allow people to interact |

11e. In the blanks below, write some creative and some physical activities that would support good behaviour in teenagers?

- Creative activities: 1. ... 2. *drawing* 3. ... 4. ...
 Physical activities: 1 ... 2 ...

12a. Read and observe the grammar usage below.

Present Continuous tense: Active sentences	
We use the tense for changing or developing situations.	
<ul style="list-style-type: none"> Use “be + verb + ing” in the Present continuous active sentences. The subject performs the action in Active sentences. More people <u>are recycling</u> <u>rubbish</u> nowadays. Subject Verb Object 	
Present Continuous tense: Passive sentences	
<ul style="list-style-type: none"> Use “be + being + past participle” in the Present continuous passive sentences. The object of active sentences comes before the verb in Passive sentences. Nowadays <u>rubbish</u> <u>is being recycled</u> <u>by people</u>. Object Verb Subject 	
Questions	Answers
What is rising every year?	The cost of living is rising every year.
Who are learning more about technology?	Scientists are learning more about technology.
Is your English getting better?	Yes, it is . / No, it isn't .
Are cell phones becoming faster every year?	Yes, they are . / No, they aren't .
Is rubbish being recycled nowadays?	Yes, it is . / No, it isn't .
Are cheap cars being bought nowadays?	Yes, they are . / No, they aren't .

12b. Sentence analysis: Look back at the summary in 11b and the tapescript on page 222. Find the sentences in the present continuous tense and write them.

Example: They are becoming more respectful.

12c. Complete the table by writing sentences, questions or answers.

Positive sentences	Negative sentences	Wh-questions	Yes/No questions	Short answers
Towns are growing bigger every year.	Towns are not growing bigger every year.	What things are growing bigger every year?	Are towns growing bigger every year?	Yes, they are.
...	These days most people are not using email.	...	...	Yes, they are.
...	...	What sort of clothes are teenagers wearing nowadays?	...	...
...	...	What sort of music ...	Are they listening to music?	...
The economic situation is improving.	...	...	...	...

12d. Choose the correct answers.

- Today's teens ... more tolerant than earlier generation.
a. become b. are becoming c. becomes.
- New social media ... teens lonely today.
a. made b. makes c. is making
- Nowadays, are teens ... their knowledge about the problems of their peers?
a. improving b. improves c. improve
- These days, everything ... changing.
a. are b. is c. am
- Every year cell phones are ... changed.
a. to b. be c. being

13. Talk about today's teens. Make up sentences using the words and expressions below. Add your opinions.

Example: Today's teens are spending more time online these days.

HOW ARE TODAY'S TEENS CHANGING?

Subject	Verb	Object	Time expressions
Today's teens	grow up improve become spend have	less time with friends in person more time online with cell phones better social skills more concerned about social justice more respectful best-behaved more active in politics	than previous generation these days every year nowadays

◀ EMOTIONAL INTELLIGENCE

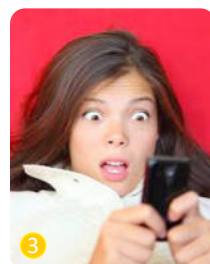
DO YOU KNOW?

Laughing can stop negative feelings and help people feel closer to each other.

14. Look at the pictures. How do you think the people feel in each of the pictures? There may be more than one answer.

Example: She is surprised.

upset	relaxed	nervous	confused	embarrassed
amazed	worried	impatient	depressed	in a good mood
scared	excited	surprised	disappointed	



15a. Match these words with their definitions in the second column.

- | | |
|---------------------|---|
| 1. emotional | a. love |
| 2. to be aware of | b. to solve |
| 3. affection | c. to know |
| 4. to be skilled at | d. developing or improving |
| 5. to deal with | e. to agree to do |
| 6. to make progress | f. right for a particular situation |
| 7. to affect | g. to influence |
| 8. critical | h. relating to feelings |
| 9. to accept | i. the ability to do something well |
| 10. appropriately | j. expressing an opinion when you think something is wrong or bad |

15b. Take the Emotional Intelligence Test to determine how good you are at “feelings and emotions.”

The Emotional Intelligence Test measures your ability to identify and manage your emotions and the emotions of others.

EMOTIONAL INTELLIGENCE TEST

Rank each statement as follows: 0 (Never) 2 (Sometimes) 4 (Always)

Knowing your emotions

- 0 2 4 I know my feelings at any moment.
- 0 2 4 I find it easy to put words to my feelings.
- 0 2 4 Even when I'm upset, I'm aware of what's happening to me.
- 0 2 4 My moods impact the people around me.
- 0 2 4 My moods are easily affected by external events.



Managing your emotions

- 0 2 4 I am a very patient person.
- 0 2 4 I accept responsibility for my reactions.
- 0 2 4 I can accept critical comments from others without becoming angry.
- 0 2 4 I direct my energy into creative work or hobbies.
- 0 2 4 I maintain my composure, even during stressful times.

Knowing other's emotions

- 0 2 4 I understand the way other people feel.
- 0 2 4 I care what happens to other people.
- 0 2 4 I usually know when to speak and when to be silent.
- 0 2 4 I consider the impact of my decisions on other people.
- 0 2 4 I can tell easily if people around me are becoming annoyed.

Managing other's emotions or relationship.

- 0 2 4 I am able to show affection.
- 0 2 4 It is easy for me to make friends.
- 0 2 4 I like helping people.
- 0 2 4 I find it easy to share my deep feelings with others.
- 0 2 4 I am able to calm someone down if they are very upset.

Total the numbers you circled to find out how high your emotional intelligence score is.

If your score is between 41 and 60:

You have high emotional intelligence. You are skilled at feeling, understanding, and responding to your emotions and to those of others appropriately. You deal effectively with emotional and social situations and conflicts, and express your feelings without hurting the feeling of others.

If your score is between 21 and 40:

You fall in the middle range. You try to understand your and others' emotions and respond appropriately in most situations. However, you still find yourself losing it sometimes. You are sometimes patient with others but sometimes get impatient. You are sometimes uncomfortable in emotional situations.

If your score is between 0 and 20:

Your emotional intelligence is a bit low. You probably struggle to manage your emotions in stressful situations or when you get angry. Sometimes you are probably having difficulty in school, not making progress you wish to. You have some work to do to improve. Begin by trying to express your emotions after you calm down.

15c. Look back at the test and your score. Answer the questions.

1. How are you good at knowing your feelings and emotions?
2. How are you good at managing your feelings and emotions?
3. How are you good at knowing others' feelings?

4. How are you good at managing others' feelings?
5. What about your score? What can you do to improve your score?

16a. Read and observe the grammar usage below.

Prepositional phrases	
Many nouns, verbs, and adjectives are commonly followed by prepositions.	
Noun + prepositions	Sentences
a decision on ...	The parliament made a decision on the law protecting children's rights.
responsibility for ...	Students must take responsibility for what they do.
Adjective + prepositions	
to be aware of ...	Teachers are aware of teenagers' emotional needs.
to be skilled at ...	Today's teens are skilled at responding to others' emotions.
Verb + prepositions	
listen to ...	Children are listening to the music with great excitement.
look at ...	Look at the text again and answer the questions.

16b. Sentence analysis: Look back at the EI Test. Find and write the sentences with prepositional phrases.

Example: I'm **aware of** what's happening to me.

16c. Look at "noun + prepositions" at page 190 and complete the sentences with the correct prepositions.

1. There has been an increase ... the amount of air pollution.
2. We have received an invitation ... the start-up of the club.
3. Today's teens are having a better relationship ... their parents.
4. They have reached a correct solution ... the traffic jam.

16d. Look at the "adjective + prepositions" at page 190. Complete the sentences with the appropriate preposition.

1. They are excited ... the presentation.
2. People have to be polite ... strangers in the street.
3. She had been nervous ... the exam.
4. The foreigners are shocked ... the way the people live.

16e. Look at the "verb + prepositions" at page 190 and choose correct prepositions.

- | | | |
|--|------------|----------|
| 1. Who was that girl you were talking ... ? | a. for | b. to |
| 2. The movie club aims ... improve English listening skills. | a. with | b. to |
| 3. I hope to go for a walk tomorrow, but it depends ... weather. | a. on | b. in |
| 4. We have talked ... the major issues. | a. between | b. about |
| 5. Stop talking and concentrate ... your work. | a. on | b. with |

E-PROJECT. Do an online Emotional Intelligence Test for teenagers by accessing the link www.arealme.com/eq/en/ and find out how high your emotional intelligence score is.

◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen to the dialogue. Choose the correct answers about the topic and main idea.

- The dialogue is about a/an _____ a. English club b. Movie club.
 The main idea is about: _____ a. Activities to run in an English club
 b. Suggestions to start an English club.

1b. Listen again and complete the summary. Write **TWO WORDS ONLY**.

HOW CAN WE START AN ENGLISH CLUB AT SCHOOL?

- An English club is an appropriate place for 1) to use English.
- Sign-up-forms are put up in a school lobby.
- An 2) is written at the top.
- An introductory meeting is held after the club has enough members sign up.
- At the first meeting, the club leader 3) to organise the club.
- The club 4) in terms of themes (music, food) or skills (reading, listening, writing).
- An “English only” rule 5) in the club.
- 6) are allowed to drink and eat during the meeting.
- A pot of coffee or a bowl of popcorn can also make the meeting feel more like a club than a class.

1c. Listen again. From the list below, choose two activities that were not undertaken during the club meeting.

- a. Discussion about a suggestion box
- b. Debate to improve speaking skills
- c. Discussion to improve speaking skills
- d. Talk about doing field trips
- e. Warm-up activities
- f. Discussion about English books



VOCABULARY

2. Look at the following words which describe feelings. Which are positive and which are negative?

upset	relaxed	nervous	confused	embarrassed
amazed	worried	impatient	depressed	in a good mood
scared	excited	surprised	disappointed	

Positive feelings
excited

Negative feelings
disappointed

3. Match the words with their definitions.

- | | |
|------------------------------|---|
| 1. to maintain mental health | a. behaviour that frightens or hurts someone |
| 2. to become best-behaved | b. intelligent and well-informed |
| 3. social media | c. very different people or things existing within a group |
| 4. generation | d. to say what you think is wrong or bad about something |
| 5. knowledgeable | e. to display good manners |
| 6. bullying | f. platforms such as Facebook and Twitter |
| 7. cyber addiction | g. the concept of fair and just relations |
| 8. social justice | h. all of the people born and living at about the same time |
| 9. diversity | i. to continue to have a healthy outlook, mood, attitude |
| 10. to criticize | j. excessive time spent in the online environment |

READING

4. Read the following blog about today's teenagers, then answer the questions.



What do we know about modern teens, known as Generation Z? Connected yet isolated, savvy but anxious, indulged yet stressed, they have grown up with social media. For example, on average, young people in the UK spend three hours online every day. The most popular apps are Snapchat, Instagram and the messaging app Kik. In the UK, the average teenager has at least 150 followers on Instagram, and spends much time on Snapchat.

Influenced by exposure to the online environment at an early age, today's teens are more knowledgeable about digital and mobile technology than previous generations. They are also more skillful when they work with new technology. It is said that they are becoming the best behaved, being respectful of diversity in this diverse world community. Socially, they have been active in politics, being more concerned about social justice and human rights. They are improving their knowledge about problems among their peers such as cyber addiction, bullying and peer pressure.

However, there are some negative consequences of the online environment on today's teenagers. It is said that this new media is making teens more lonely, anxious and depressed. The pressure on young people these days is absolutely extraordinary because they are living with lots of stress. It has been observed that these negative feelings are making them have less self-confidence.

1. What is the main idea of the text? Choose the correct answer.
 - a. Today's teenagers are changing positively and negatively.
 - b. Today's teenagers are growing up with digital technology.
2. What are the main ideas of each paragraph? Select the correct headings.

1. The first paragraph is about ...	a. positive changes of today's teens
2. The second paragraph is about ...	b. UK teenagers
3. The third paragraph is about ...	c. negative changes of today's teens
3. Answer the following questions about specific information in the text?
 - a. What are the most popular apps for UK teenagers?
 - b. What positive changes are today's teens experiencing?
 - c. What negative changes are today's teens experiencing?

USE OF ENGLISH

5. Turn the active sentences into passive sentences using the present continuous tense.

1. The management is decreasing the cost of cars.
2. The companies are not expanding the area.
3. Teens are changing the style of clothes.
4. The government is not improving the economy.
5. Are scientists changing technology?
6. How is the private company recycling paper?

6. Put the verbs into present simple or present continuous and active or passive forms.

1. Today's teens ... (become) interested in unusual leisure activities these days.
2. Beekeeping ... (do) by Claire who have four beehives.
3. The teens ... (spend) less time with friends in person. They should ... (share) their activities and interests.
4. The emotional intelligence test ... (measure) your ability to know and manage your own emotions. As well as, others' emotions ... (identify) and ... (manage).
5. A: ... English movie clubs ... (run) at many schools?
B: Yes, they are. Nowadays, schools ... (pay) attention to organizing different clubs.
6. A: What ... (need) in the photography club?
B: At least, students should ... (bring) a digital camera.

7. Complete the sentences using "noun + preposition".

a decrease advantages pictures answer

1. These are ... teens who are in a good mood.
2. There are many ... being able to speak in English.
3. What was the ... question 5 in the test?
4. We have seen ... teens who are becoming depressed.

8. Choose correct prepositions.

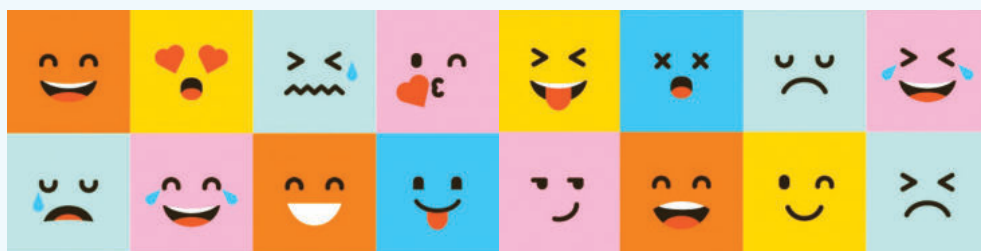
in for at of to with on between about at

1. Teens are happy ... engaging in leisure activities.
2. What are the researchers talking ... ?
3. Being emotionally intelligent depends ... your ability to manage your own emotions.
4. I'm thinking ... running the school anime club.
5. Today's teenagers are able to accept their responsibilities ... solving problems.
6. The advantage ... being mentally healthy is to maintain wellbeing.
7. These days, teenagers are having a positive attitude ... social media.
8. Differences ... recognizing and managing emotions are identified.
9. Researchers are concentrating ... the behaviour of today's teens and emotional wellbeing.
10. A: Was she surprised that she won the plane ticket?
B: Of course. She was really amazed ... winning the ticket.

SPEAKING

9. Answer the questions below about how you normally feel in the following situations.

Example: I feel excited if I pass the math exam.



- if you pass the math exam?
- if you make a presentation in front of a lot of people?
- if you wait for a long time in a bank?
- if you miss your bus or train?
- if you lose your bag?
- if you go to listen to a concert of your favourite band?
- if you see a big insect?
- when you are watching your favourite TV programme at home?
- if you go to the English speaking club?
- when you have a summer holiday?
- if you meet your friends?

WRITING

10. Write about doing yoga. Use the present simple passive tense to complete the sentences below.




DOING YOGA

- Any equipment / gather to practice
- Breathable clothing / wear
- A comfortable place / find to practice.
- A few yoga asanas / learn.
- Focus on your breathing.
- Devote time to yoga as often as you can.

11. Match the verbs to the nouns, then make sentences.

Verbs				Nouns			
organise	use	lose	deal with	trips	weight	problems	
arrange	share	do		subtitles	interests	field trips	exhibition

Check yourself and tick  .	Can do this easily	This is one of my goals
Unit 1: Teens Today		
Listening		
I can understand main points in an interview		
I can understand specific information in a dialogue and an interview		
I can find meaning from context in an interview		
Speaking		
I can give comments to others when speaking		
I can answer questions about a text		
Reading		
I can find the main points in an article		
I can find specific information in an article		
I can find meaning from context in a text		
Writing		
I can write about personal feelings and opinions		
Use of English		
I can use active and passive forms of present tenses and prepositional phrases		

UNIT 2. LEARNING FOR THE FUTURE

LEARNING OBJECTIVES

LISTENING

- L2 Understand specific information in a lecture on study skills
- L2 Understand specific information in a dialogue on lifelong learning

SPEAKING

- S1 Use formal language in presentations on school experiences and school activities
- S3 Give an opinion at discourse level in a dialogue on study skills
- S3 Give an opinion at discourse level in presentations on school experiences and activities

READING

- R2 Understand specific information in a survey report on college life
- R2 Understand specific information in a checklist on presentation skills
- R6 Deduce meaning from context in a survey report on college life
- R6 Deduce meaning from context in a checklist on presentation skills

WRITING

- W5 Use style and register appropriate to a survey report on college life
- W5 Use style and register appropriate to a PowerPoint slide on school experiences
- W6 Use appropriate layout for a survey report on college life

USE OF ENGLISH

- UE10 Use modal forms to give advice on study skills
- UE5 Use present perfect simple active and passive forms to write a survey report and talk about lifelong learning
- UE13 Use linking words: ordering, adding and summing up points to make a presentation

◀ STUDY SKILLS ▶


DO YOU KNOW?

To succeed in the 21st century, you need to become self-learning and self-motivated self-managers.

1a. Talk about your study skills by answering the questions. Look up the boldfaced words in a dictionary.

1. What are you going to do after finishing high school? Have you **set any goals**?
2. Do you think that you can **achieve your goal**? What might keep you from achieving them?
3. Do you have good **time management skills**?
4. Do you **use a calendar**, maybe an online calendar? If so, how do you use a calendar?
5. Are you **organised**? Describe your **study area**.
6. Who has the best **note taking skills** in your class? Have you ever seen his/her notebook?

1b. Listen to the lecture and complete the summary below. Write **ONLY ONE WORD** in each blank.



STUDY SKILL PROGRAMME

Study Skill Programme gives students information about what good study skills are, and how to improve these skills. The programme helps students learn how to set their 1) To set goals, students should first talk with their parents, then define the goals and steps and make 2)

As well, the Programme aims to improve time 3) ... skills. To develop these skills, students should learn to use a calendar and then create weekly and daily 4) They can use an online calendar on their smartphone.

Next, students will learn organizational 5) To be organised, they should have their own study area; in other words, a tidy study space that is free of distractions.

By attending the programme, students will learn to 6) ... notes. This is also an important skill to study. Finally, learn from others; find out who in your class has efficient and accurate note-taking abilities and train yourself to become proficient in this important skill.

1c. Listen again and say whether a statement is Yes, No and Not Given (NG).

	Yes	No	NG
1. Students should answer some questions to set their goals.			
2. Students do not need to know about daily assignments and due dates.			
3. An online calendar is better than a paper calendar.			
4. A study area should have good lighting.			
5. Coloured pens and sticky notes are note taking tools.			

2a. Read and observe the grammar usage below. Answer the questions.

1. Which modal verbs are used for strong advice?
2. Which modal verbs are used for general and mild advice?
3. Which modal verbs are used for conversation?

Modal Verbs	Sentences
Use ought (not) to for general/mild advice.	They ought to discuss the steps needed to achieve the goals.
Use had better (not) for very strong advice and warnings.	Students had better acquire time management skills. You had better not spend time playing computer games
Use might (not) want to to express a choice of possible actions.	Pupils might want to use a large wall calendar. She might not want go out this weekend.
Phrases for suggestion	Sentences
Use the forms for conversation	
Why don't . . . ? Why doesn't ... ? Why not ... ?	Why don't you use an online calendar? Why doesn't she/he note all the assignments? Why not use sticky notes?

2b. Sentence analysis: Look back at the summary in 1b and the tapescript on page 221. Find and write down the sentences with modal verbs that involve advice.

Example: You had better acquire time management skills.

They might want to create weekly and daily plans.

2c. Complete the conversations by circling the correct words.

State what kind of advice is given: mild; strong; conversational; advice involving a choice.

1	A: I would like to improve my study skills. I don't know what to do. B: Why don't you / you could attend the Study Skills Programme and meet the counselor?	<i>Conversational advice</i>
2	A: For me, setting goals for studying is not easy. B: First, you why not / had better define goals, then determine the concrete steps needed to meet those goals, and finally make decisions.	<i>St ...</i>
3	A: My classmate sitting next to me is always forgetting what to do at home. B: Ought to / Why doesn't she note all assignments and appointments on her calendar with coloured markers?	<i>Co ...</i>
4	A: It seems that my children put their school materials everywhere and they are not good at learning. B: You why don't / might want to help your children giving them own study area that is free of distractions.	<i>Possible actions</i>
5	A: Sometimes I don't understand what my friend wrote on her notebook. B: I think your friend why not / ought to learn how to take notes clearly with different coloured markers.	<i>....</i>

3a. Create a dialogue on giving advice about study skills. Use the modal in 2a and expressions given below.

Example:

A: Sorry, I can't take notes in my notebook. Sometimes I can't read my own writing. I don't know where I will write what. My notebook looks illegible.

B: It's the same for me. I think you **ought to** use different note-taking tools. I have had success using highlighters and coloured pens. **Why not use** sticky notes? They are helpful too.

A: Sorry. I'm late again. I've been late to class for a whole week. Sometimes I forget when and where I have to be. This week I've forgotten to submit my assignment.

- B:
- use a calendar
 - create a weekly plan
 - note all your assignment and due dates on the calendar
 - use coloured markers
 - write all of your activities and appointments on the calendar.
 - use an online calendar on your smartphone.
 - print out a weekly plan from your online calendar.

3b. Look at Tulgaa's calendar to get an idea of how he makes on the calendar, then answer the questions.

1. What exams does he have? On which days?
2. What assignments does he have to do? On which days?
3. What clubs does he go to? On which days?
4. What leisure activities does he do? On which days?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2 Math test	3	4	5 Teachers' Day	6	7
8	9	10 English test	11	12 Chess club	13 Birthday party of Tuya	14
15	16 Playing basketball	17	18	19	20 Going for a walk	21
22 Assignments for History	23	24	25	26 Going out with friends	27	28
29	30	31				

3c. Find a calendar and write in all your activities, due dates of assignments and appointments, using different coloured markers.

E-PROJECT. Use your mobile phone calendar. Download a mobile phone calendar app and enter your activities for next week. Show your calendar to your teachers, classmates and friends. In addition to creating events, also set tasks, reminders, deadlines and prioritize the tasks.

◀ COLLEGE LIFE ▶

DO YOU KNOW?

"Study smarter" is the key to become a successful college student.

4a. Answer the questions.

1. Have you ever written a long essay? If so, what was it about?
2. Do you know anyone who has received a scholarship to go to a university?
3. What is a tuition fee? Do you know anyone who pays a tuition fee?

4b. Read sentences 1-8 below, then match each number with the letter of the correct definition of the words in BOLD.

1. College students are required to write **an assignment** for each semester.
2. Annually, two **reports** need to be written.
3. Tutors give **feedback** to what students have done as an assignment.
4. All relevant works need to be collected and arranged to make **a portfolio**.
5. Every year, a number of students are applying for **a grant** to study at college.
6. Doing **project** work improves your creative and critical skills.
7. Logical thinking is necessary to learn to write **an essay**.
8. One skill that undergraduate students must acquire is conducting **a survey**.

- a. a collection of a student's work, not necessarily written
- b. comments from the teacher, the lecturer or the tutor
- c. like an assignment, a planned piece of work that has a particular aim
- d. longer than a composition, more serious, hundreds or even thousands of words
- e. a set of questions that you ask of a large number of people or organizations
- f. a long essay, often part of a course, usually thousands of words
- g. a spoken or written account that gives information about a particular subject, situation, or event
- h. money to pay for tuition, living expenses, food or accommodation

5a. Read the survey report. What does each part of the report inform about?

- | | |
|---|--|
| 1 st part – Introduction | a. In this part, the writer informs about problems which students have encountered about their living. |
| 2 nd part – Body paragraph 1 | b. In this part, the writer concludes all ideas of the parts, naming academic and living challenges. |
| 3 rd part – Body paragraph 2 | c. In this part, the writer informs about academic challenges the students have faced and coped with. |
| 4 th part – Conclusion | d. In this part, the writer introduces the report topic, the survey and the report. |

COLLEGE LIFE

Nowadays, college life is exciting and difficult all at the same time. Students must learn to make lots of decisions and cope with changes regarding their social life, parents, academic standing, or future plans. This report presents a survey that has been done about college students and their college life. About 500 college students have been involved in the survey. The report has found academic challenges the college students have faced at the beginning of the academic year. Therefore, the problems of student life have been revealed in this report. According to the report, most students have encountered academic challenges while they are studying at college. All of them have observed the vast differences between how they studied in high school and what is required in college.

They have responded that they have learned how to write an essay, how to do a project and how to make a portfolio. Although most students apply for a tuition grant or a scholarship, only small amount of tuition grant and scholarship funds have been awarded this year. The most important thing they have learned is that cheating on homework or other graded assignments is a big problem. As the student advising centre worker said, much feedback on this topic has been given to students.

Moreover, the report has found some problems on the students' living. There have been chances of facing food and housing issues. Most students have been housing-insecure, having trouble paying for rent or utilities needed. Some students have been food insecure, meaning they lack access to nutritional food and don't get enough food to eat. Few students in the survey said that "Over the past few years, there have been threats to the college campus safety".

In conclusion, many college students have been involved in this survey. They have met different academic and living challenges while studying at college, especially at the beginning of the college time. Particularly, they have learnt how to cope with academic challenges such as submitting their assignments before a deadline etc. However, some negative results on food, housing and campus safety have been revealed in the report.

5b. Read the report again. Answer the questions.

1. How many students have been involved in the survey?
2. What amount of scholarship has been received?
3. Did the students submit their assignments before a deadline?
4. What do "house-insecure" and "food-insecure" mean?
5. Which challenges have they learnt to cope with: academic or living?

How to know **specific information** of a text?

- Specific information is detailed information of a text.
- "who, what, when, where, why and how" are used to ask specific information.

6a. Read and observe the grammar usage below.

Present Perfect tense: Active sentences

1. We use the tense for action which has recently finished and has a result now.

- Use "**have / has + past participle**" in the Present perfect active sentences.
- The subject performs the action in Active sentences.

All students have ('ve) just submitted the assignments.

Subject

Verb

Object

Present Perfect tense: Passive sentences

- Use "**have / has + been + past participle**" in the Present perfect passive sentences.
- The object of active sentences comes before the verb in Passive sentences.

The assignments have just been submitted by all students.

Object

Verb

Subject

2. We use the tense for action which continues from the past until now. Time expressions used: *recently, in the last few days, this year etc.*

The college freshmen **haven't done** any projects in the last few months.

Any projects **haven't been done** in the last few months.

6b. Sentence analysis: Look back at the report in 5a and find sentences in the present perfect simple, active and passive. Identify their meaning and voices.

Example: 1. All of them have observed the vast differences ... (active, action which has finished)

2. The scholarship has been received this year. (passive, action which continues until now)

6c. Make the active sentences into passive. Tell their meaning.

1. The college students have faced academic challenges this semester. *Academic challenges ...*
2. The survey has not revealed the students' problems. *The students' ...*
3. All of the students have already observed the differences between high school and college.
4. Most freshmen have applied for a scholarship since last September.
5. The undergraduate students haven't faced food and housing issues for a whole year.

7. Look at the pie chart and complete a survey report.

- Write the numbers in the gaps
- Put the verbs in brackets into Present Perfect active or passive forms.

A SURVEY REPORT

Introduction

College students ... (submit) different academic works for one year. This survey aims to reveal types and amount of academic works that college freshmen ... (finish) since they entered college. This kind of survey could be helpful to improve their academic learning.

Body paragraph

This year two projects ... (do) while ... assignments ... (write) for different subjects. As well, ... portfolios ... (make). They said that they ... (do) different types of academic works. In addition, the amount of coursework which they ... (submit) is appropriate for them. 10 students ... (get) feedback from their tutors for the coursework. ... students ... (receive) a grant for their living expenses.

Conclusion

This survey has been considered to be helpful. The college students ... (submit) different types and appropriate amount of academic works for ... year. The survey shows that tutors are helping students and giving feedback well.

Types and amount of academic works



Doing a project	2
Writing an assignment	3
Making a portfolio	2
Getting feedback	10
Receiving a grant	5

◀ **LIFELONG LEARNING** ▶

DO YOU KNOW?

People should keep on learning to be a lifelong learner.

8a. Ask and answer the questions.

1. At what age do people usually go to college or university?
2. At what age do people usually do military service?
3. At what age do people usually start work?
4. At what age do people usually retire?

8b. Match the verbs to the nouns to make sentences. Use the present perfect active and passive tenses.

Example: complete a degree

They have just completed a bachelor degree.

take do write apply to
fail pass get into

a college a thesis a degree
exams a course

9a. Listen to an interview with three people, Dawaa, John and Daria. Find them from the pictures, then answer the questions.



1. Who went to college after working for 5 years?
2. Who continued studying after she retired?
3. Who works and studies at the same time?
4. Who has finished a bachelor degree and is pursuing a master's degree?

9b. Listen again and choose the correct answers.

1. Has Dawaa finished his bachelor degree? a. Yes, he has. b. No, he hasn't.
2. Has Dawaa started his master's degree? a. Yes, he has. b. No, he hasn't.
3. Has John just gotten a job? a. Yes, he has. b. No, he hasn't.
4. What courses has Daria taken after she retired?
 - a. an English language course
 - b. an English language and IT skills course
5. Has an English language been studied by all the people in the interview?
 - a. Yes, it has.
 - b. No, it hasn't.

10a. Read and observe the grammar usage below. Answer the questions.

1. Which two meanings does the present perfect simple tense express? Choose two.
 - a. New information, and the action in the past has result now.
 - b. Only the past
 - c. A period of time continuing from the past until now.

Questions in Present Perfect tense	
Active voice	Passive voice
The writer is most interested in <i>what the subject has done</i> .	The writer is most interested in <i>what happens to the subject</i> .
A: <i>What kind of course have they taken?</i> B: <i>They've (have) taken IT skills course.</i>	A: <i>What kind of course has been taken?</i> B: <i>An IT skills course.</i>
A: <i>What degree has he obtained?</i> B: <i>He has obtained a bachelor degree.</i>	A: <i>What degree has been usually sought in the last years?</i> B: <i>A bachelor degree in business has usually been sought.</i>
A: <i>Has he applied to college?</i> B: <i>Yes, He has.</i>	A: <i>Has the college been paid the tuition money owed?</i> B: <i>Yes, it has.</i>
The past participle often ends in -ed (<i>passed, finished etc</i>), but some verbs are irregular (<i>done, got, written etc</i>). Look up irregular past participles on pages 202-204.	

10b. Make the passive sentences into questions, then match with the correct answers.

Sentences	Questions	Answers
1. The presentation has just been made.	Has the presentation just been made?	a. Yes, it has.
2. Nature studies hasn't been selected yet.	What subject ...?	b. No, they haven't.
3. The students haven't been registered for the advanced level.	Have ...?	c. Nature studies.
4. Many diplomas in economics have been awarded this year.	Have many diplomas ...?	d. Yes, they have.
5. Different projects have been completed in the intermediate English class.	Have different projects been ...?	e. Yes, they have.

10c. Complete the following dialogues about international standardized exams, using the present perfect active and passive forms.

- 1) A: What is IELTS?
B: IELTS is The International English Language Testing System.
A: How many tests 1) ... (take) last year?
B: Over three million tests
A: What does IELTS assess?
B: IELTS assesses English language skills: reading, writing, listening and speaking.



Source: <https://takeielts.britishcouncil.org/>

II) A: What is **TOEFL iBT**?

B: TOEFL iBT is **Test of English as a Foreign Language** via the internet.

A: How many people 2) ... (take) the test?

B: More than 35 million people from all over the world 3) ... (take) the TOEFL® test.

A: What does the TOEFL iBT assess?

B: It evaluates how well you combine your reading, listening, speaking and writing skills to perform academic tasks.

Source: <https://takeielts.britishcouncil.org/>

III) A: What is the **SAT**?

B: The SAT is a standardized test that is widely administered to decide on college admissions in the USA.

A: What has the test been used for?

B: The SAT 4) ... (use) to measure literacy, numeracy and writing skills that are needed for academic success in college.

Source: <https://www.princetonreview.com>

SAT Practice Tests

11a. Read the tips in the box below and prepare an 8-minute talk on lifelong learning.

KEEP ON LEARNING TO BE A LIFELONG LEARNER

- Schedule a time for learning. Devote a specific time each day.
- Surround yourself with lifelong learners. They will push and support you to learn.
- Read, read and read. Through reading, you will never stop learning.
- Visit the library regularly and check out books.
- Become a better browser. The Internet can be a treasure trove for lifelong learners.
- Take classes, both formal and informal. In some cases, taking online courses can be just as informative.
- Repeat, repeat and repeat. Review and practice to master a new skill.
- Ask questions. Try to be curious to know more or improve your knowledge on a subject.
- Keep a notebook to record what you learn.

11b. Find out who among your classmates are effective lifelong learners by asking them these questions.

1. How many books have you read this year?
2. Have you visited your school library or local library? How many times?
3. Are you better browser?
4. How often do you repeat and practice English words?
5. Do you have a notebook or diary to keep a journal?
6. How many hours have you spent doing your homework this week?
7. Have you taken online courses? If so, what subjects?



E-PROJECT. Please visit <https://www.coursera.org/courses?>

Find free English language courses and sign up for one of them. Take the course. Ask for help and support from your teachers, classmates and friends. Devote your time to finish the course successfully.

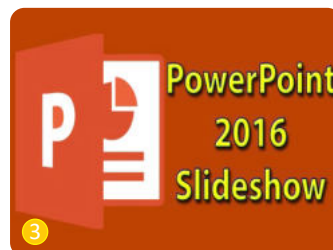
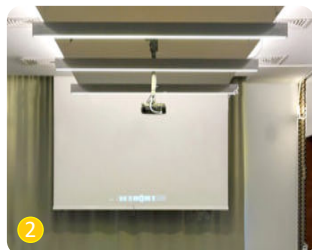


◀ PRESENTATION SKILLS ▶

DO YOU KNOW?

"Proper Planning and Preparation Prevents Poor Performance"
Stephen Keague

12a. Look at the pictures. What are the students doing in the pictures? What are in the pictures?



12b. Answer the following questions about making a presentation.

1. Have you ever given a presentation in the Mongolian language? If so, what was the topic? Did your presentation go well?
2. Have you ever given a presentation in the English language? If so, what was the topic? Did your presentation go well?
3. Have you ever talked in front of a large group of students or people? How did you feel? Were you happy or scared?

13a. Read the presentation skills checklist in 13c. Match the words (1-7) from the checklist with their correct definitions (A-G).

- | | |
|---------------|---|
| 1. competent | a. the feeling of being very interested |
| 2. additional | b. before, first, early |
| 3. behaviour | c. quality of being funny |
| 4. in advance | d. capable of doing something in an effective way |
| 5. enthusiasm | e. prevent someone from concentrating |
| 6. humor | f. the way that someone behaves |
| 7. distract | g. extra, more than expected |

13b. Fill in the blanks below with the correct words from the checklist.

1. Fillers: *ummys, ..., ..., ...*
2. Distracting movements and gestures: *pacing, ..., ..., ...,*
3. Distracting behaviours: *chewing gum, ..., ...*

13c. Read the checklist again and say whether a statement is Yes, No and Not Given (NG).

PRESENTATION SKILLS CHECKLIST

Rating scale:

3: Competent presentation skill.

The presenter is competent in this skill and requires no additional practice.

2: Average presentation skill.

The presenter can perform this skill but requires additional practice.

1: Incompetent presentation skills.

The presenter cannot perform this skill and requires extensive practice.

I. PowerPoint Slides		3	2	1
1	have a few key words or phrases; they are not overly text-heavy			
2	are mostly in caps and lowercase instead of all caps			
3	are easy to read and don't contain an excessive number of fonts			
4	are large enough to be read in all parts of the room			
5	are simple in design without too many colours			
II. CONTENT				
1	prepares slides in advance			
2	knows content well			
3	presentation is clear			
4	designed in a logical way from beginning to middle and end			
5	Content level is appropriate for audience			
6	ends on time			
III. DELIVERY				
1	controls voice by varying pitch, tone, and volume			
2	uses more formal language			
3	uses short, simple sentences to express ideas clearly			
4	delivers presentation with energy and enthusiasm			
5	speaks at a normal pace — not too quickly or too slowly			
6	pauses for effect			
7	avoids fillers "umms", "uhhs", "like" and "you know"			
8	uses note cards to remember without reading slides			
9	uses appropriate humor			
IV. BODY LANGUAGE				
1	has good eye contact with the audience			
2	smiles			
3	appears calm and relaxed. If presenter is nervous, it doesn't show			
4	stands during the presentation			
5	maintains good posture, standing up straight			
6	dressed nicely enough and formally			
7	uses his/her hands to help communicate ideas visually			
8	avoids distracting movements or gestures such as pacing, swaying, handwringing, scratching and wiping nose etc			
9	avoids distracting behaviours, such as chewing gum, keeping hands in pockets and wearing headgear and ball cap			

	Yes	No
1. The presentation skills checklist assesses how the powerpoint slides are prepared.		
2. You may write long, complex sentences on your slides.		
3. Content and Delivery should be considered when evaluating your presentation.		
4. You do not need to design your presentation logically.		
5. Presentation Delivery means the way in which someone speaks in public.		
6. You have to pay attention to your body language while presenting.		
7. You may wear the clothes you like when you make presentation.		
8. Presenters should stand up straight, smile and be calm when making a presentation.		

14a. After reviewing the chart on Useful Language for Presentations below, answer the following questions.

1. What phrases will you use to start your presentation?
2. What words will you use to order your ideas in your presentation?
3. What words or phrases will you use to add more ideas in your presentation?
4. What words or phrases will you use to introduce the opposite point of view?
5. What words will you use to conclude your ideas in your presentation?

Useful Language for Presentations	
Starting your presentation:	
<i>I'm going to talk about ... I'd like to talk about ... The main focus of this presentation is ...</i>	<i>Hello everyone. I'd like to talk about my hobby today. My hobby is gardening. I'm going to talk about what I do for gardening in my free time.</i>
Ordering your ideas:	
<i>First of all, ... Firstly, ... Then, ... Secondly, ... Next, ... Finally, ... Lastly, ..</i>	<i>This slide shows my home garden. First of all, I chose what type of garden I wanted to have: a flower and a fruit garden. Then, I chose garden plot where I could successfully plant my flowers and fruit bushes. Next, I selected and planted seeds to grow flowers and fruits such as strawberry and blackberry. Finally, all plants were watered.</i>
Adding more ideas:	
<i>In addition, ... What's more, ... Also, ... Added to this, ...</i>	<i>Also, mature plants can be transplanted to the garden.</i>
Introducing the opposite point of view:	
<i>However, ... On the other hand, ... Then again, ...</i>	<i>However, the gardening, as a hobby, takes up a great deal of your free time, and requires a lot of labour.</i>
Concluding your ideas or points	
<i>To sum up, ... In conclusion, ...</i>	<i>To sum up, gardening is a fun and useful hobby.</i>

14b. Now it's your turn to make a presentation in English. Choose your topic: your hobby, school club, favourite subject, your goals, or volunteer work. Listen to classmates' presentations and evaluate them using the Presentation Skills Checklist.

E-PROJECT. Watch the TEDxTeen presentation:

<http://www.tedxteen.com/>. Choose speakers you want to listen to. After viewing a presentation, assess his or her talk with the Presentation Skills Checklist.



◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen to the conversation. Find the topic.

- a. The conversation is about online courses.
- b. The conversation is about *Coursera* online course.

1b. Listen again. Complete the short summary below, by filling in the correct numbers and dates.

- *Coursera* is an online learning provider that offers more than 1) ... courses and degrees in a variety of subjects.
- As of 2) ..., *Coursera* has had more than 3) ... million registered users.
- The total number of its partners has reached 4) ... across 5) ... countries.
- *Coursera* courses last approximately 6) ... to 7) ... weeks, with 8) ... to 9) ... hours of video lecturers a week.

1c. Listen again. Who said the following statement?

- | | |
|------------|---|
| 1. Bayaraa | a. Top universities and colleges have designed its courses. |
| 2. Shinee | b. These courses provide quizzes, weekly exercises, peer-graded assignments, and sometimes a final project or exam. |
| 3. Alimaa | c. <i>Coursera</i> has offered many English language courses |

1d. Answer the questions about the Coursera online course.

1. What is *Coursera*? What does it offer?
2. Who has taken two *Coursera* courses?
3. What courses has he taken?
4. Has he earned certificates? Did he pay for them?
5. How can you sign up for free *Coursera* courses?



VOCABULARY

2. Read about Academic studies in the box below, then insert the correct word from the list into the blanks.

deadline assignments feedback tuition portfolios field trips scholarship

ACADEMIC STUDIES

A number of students from around the world go to a university or a college to obtain an undergraduate degree. Students are required to engage in academic studies, which can be very demanding and intensive. Students in a BA (Bachelor of Arts) degree or a BSc (Bachelor of Science) degree programme have to write essays and 1) ..., do projects, make 2) ..., make a presentation and do 3) Some students receive a grant and a 4) ... to study at a college or university. Most undergraduates pay 5) ... fees. When you write a long essay, your essay should be your own work

because cheating is a very serious offence in all colleges and universities. To prevent cheating or plagiarism, you should learn how to paraphrase and how to use quotations. After you submit your essay or assignments before 6) ..., your lecturer will assess them and give you 7)

READING

3a. Read the essay about college experiences then answer the questions below.

1. What is the topic of the essay?
 - a. School experiences
 - b. College experiences
2. What is the main idea of the essay?
 - a. The writer has improved only study skills.
 - b. The writer has improved all skills.

COLLEGE LIFE MY EXPERIENCES

Life at college is a time when the teenage years end and we all experience new beginnings and new possibilities in life. My entry into college after I had completed my high school education was an important event in my life. My experience in college has given me a chance to create a strong foundation of knowledge in my field of choice and to sharpen my skills such as academic, social, personal and life skills. In addition, this golden period has better equipped me for all the challenges I will face in life.

I have found that the learning experience is not limited to the classroom. Being in college has allowed me to improve my social skills as well. Social interactions allowed me to learn new things about other people. I met different people, I interacted with them, I learned about their ideas and cultures, and I grow as a person. I have learned how to talk to different people and how to put their behaviour into context.

My experience in college has taught me to improve my skills such as being independent, problem solving, decision making, and critical thinking. I have learned to make decisions about the smallest things; when to go to bed, what to do with my free time, when to do homework, or bigger decisions such as deciding to go out with friends. Also I have learned to be more responsible, improving my time management skills. I have learned to submit my assignments before the deadline. I have learned how to take notes effectively.

In summary, my time in college has enriched my life in many ways. It has given me valuable knowledge about my field of choice, the diversity in the world and different types of people. Moreover, it has given me a lot of opportunities to enhance my skills. I have understood who I am as an individual, a friend, a roommate and a student. The college experience ultimately has enabled me to become more successful and effective in life upon graduation. Being in college has definitely been a life-changing experience for me.



3b. Read the essay again. What does each part of the essay inform about?

1st part – Introduction 2nd part – Body paragraph 1
 3rd part – Body paragraph 2 4th part – Conclusion

- a. In this part, the writer writes about how s/he has improved skills as independence, problem solving and decision making.
- b. In this part, the writer talks about valuable academic experiences.
- c. In this part, the writer talks about how she/he has improved social skills.
- d. In this part, the writer synthesizes all of the thoughts into a summary analysis that addresses the topic of the essay.

3c. Complete the essay summary below, using the words from this list.

independent enhanced decisions time skills changing
 critically notes assignments problems

My college experience has taught me to improve my social 1) ..., to be 2) ... to solve 3) ..., to make 4) ..., and to think 5) Therefore, I have learned to manage 6) ..., take 7) ... and submit 8) ... on time. Being in college has eventually 9) ... my skills. It has been a life 10) ... experience for my life.



3d. Answer the following questions about the essay.

- 1. What has the writer learned to make decisions about?
- 2. Has the writer learned to take notes?
- 3. Have the writer’s social and study skills been improved?

USE OF ENGLISH

4a. Error recognition. Identify and circle one underlined word or phrase in each sentence that should be corrected. Then correct errors.

1. High school students might want download an online calendar to note all their school activities using different coloured markers.
 A B C
2. You had better not to look for a pencil or a calculator in the middle of studying because it's very distracting.
 A B C
3. Students not ought to spend time doing unnecessary things during the lecture, instead they need to learn note taking skills.
 A B C

4b. Complete each cell in the table by writing active and passive sentences. Then write their questions and answers. Finally indicate which meaning the sentence expresses (A or B below).

- a. The action which has recently finished and has a result now
- b. The action which continues from the past until now

	Sentences in the "Active" voice	Sentences in the "Passive" voice	Questions	Answers	Meaning
1	Pupils have avoided distracting movements while making a presentation.				
2		The problems on students' living have been revealed in the report.			
3			Have you made a presentation this term?		
4			What survey has been done this semester?		
5				She has prevented cheating while writing a report.	

WRITING

5. Write an essay evaluating your experience of high school. Use the idea below. Answer the questions, as applicable.

LIFE IN HIGH SCHOOL

Introduction

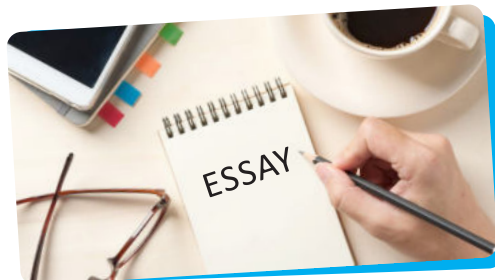
- What was your high school experience like?
- What were some high points?

Body paragraph

- What good experiences have you had?
- What leisure activities had you done?
- What school clubs have you attend?
- What subjects have you liked most? Why?
- Use the expressions as *First of all, Firstly, Then, Secondly, Next, Finally, Lastly,*

Conclusion

- What kind of school experiences have you faced?
- How do you like them?
- What advice would you like to give to other pupils?
- Use the expressions as *To sum up, In conclusion,*



SPEAKING

6. Make a presentation about your school experiences individually, in pairs or in groups.

- Prepare PowerPoint slides.
- Use the Presentation Skills Checklist to assess your presentation skills.
- Give advice to your classmates about their slides and presentations.
- Use the modals “*had better, ought to, might want to, why don’t you, why not*” to give advice

Check yourself and tick ☺	Can do this easily	This is my goal
Unit 2: Learning for the future		
Listening		
I can listen to specific information in a lecture and dialogue		
Speaking		
I can give advice to others in a presentation		
I can make a presentation in English		
I can answer questions in a text		
Reading		
I can find specific information in a survey report and a checklist		
I can find meaning from context in a survey report and a checklist		
Writing		
I can write a survey report		
I can prepare PowerPoint slides		
Use of English		
I can use modal forms for advice		
I can use active and passive forms of the present perfect simple tense		
I can use linking words to order, add and sum up points		

UNIT 3. JOBS AND SOCIETY

LEARNING OBJECTIVES

LISTENING

- L2 Understand specific information in a dialogue on a career choice
- L2 Understand specific information in a news report on community service ideas
- L6 Deduce meaning from context in an interview with Malala

SPEAKING

- S1 Use formal language in a debate on future careers
- S2 Ask questions to clarify meaning about a career choice
- S3 Give an opinion in a debate
- S6 Link comments to what other students say, with a sentence(s) about a career choice

READING

- R2 Understand specific information in a website article on future careers
- R2 Understand specific information in a story on Malala
- R6 Deduce meaning from context in a website article on future careers
- R6 Deduce meaning from context in a story on Malala
- R8 Use online dictionaries to check meaning

WRITING

- W3 Write about personal opinions on a career choice
- W5 Use style and register appropriate to a graph on community service
- W6 Use appropriate layout for a composition on a career choice
- W6 Use appropriate layout for a graph on community service

USE OF ENGLISH

- UE5 Use future simple active and passive forms to have a debate on future careers
- UE7 Use future perfect simple active and passive forms to talk about a career choice
- UE4 Use subject and object questions to ask about a story on Malala
- UE4 Use questions with prepositions to ask about community service

◀ THE FUTURE OF CAREERS ▶

DO YOU KNOW?

Within the next 20 years, a whopping 47% of jobs will be lost to robots and artificial intelligence (AI).

Source: www.careerfaqs.com.au

1a. Look at the photos. What are in the photos? What are they doing?



Source: Robots at Tesla's car factory

1b. How good are your soft skills? Indicate your ability by putting a check in the correct box next to each soft skill listed. To understand the words, use the textbook dictionary and online dictionaries.

Source: <https://www.macmillandictionary.com/>, <https://en.oxforddictionaries.com>

Soft skills	Can do this	This is my goal	Soft skills	Can do this	This is my goal
I can communicate with others			I have a good leadership		
I can interact with others			I can cope with emotions		
I can work in a team			I can cope with stress		
I can think creatively			I have a positive attitude		
I can think critically			I have a flexible attitude		
I can solve many problems			I have a common sense		
I can make decisions quickly			I have good ICT skills		

2a. Read the website article below, then answer the questions that follow.

ARTIFICIAL INTELLIGENCE (AI):

DOES IT MEAN BOOM OR DOOM FOR YOUR CAREER?

What do you think will have an impact on your future job and career? Do you think that technology will influence your workplace in the future? How do you think the global workforce will change within the next 20 years due to the technological revolution? The questions seem to remind humanity that there will be changes to jobs, careers, the workforce and workplaces, globally, in the future. The study led by Oxford academics Carl Benedikt Frey and Michael A. Osborne, titled *The Future of Employment*, has found that within the next 20 years, a whopping 47% of jobs will be lost to robots and artificial intelligence (AI). This indicates that the AI revolution could cause one of the biggest shifts in employment history! Artificial intelligence is a computer that can do the intelligent tasks that humans do. The era of AI has definitely arrived to determine the future of employment. Automation is already a strong part of the workforce. Between 3-14% of the

global workforce (that's up to 375 million workers), may need to switch jobs or acquire new skills by 2030. Economist, Andrew Charlton has analysed the entire Australian workforce and says that automation will soon impact all workers, "it will hit everyone, and everyone's jobs will change!" According to a recent Future of Work Forum, the five industries that will be impacted most by artificial intelligence in the next 10 years are healthcare, manufacturing, transportation, customer service and finance.

If you feel your job is under threat of automation, it's important to ramp up your soft skills! Soft skills such as communication, leadership, creativity and interpersonal skills are areas that a robot cannot compete with. In other words, AI will take over the more mundane tasks, leaving more space for creative, social and complex tasks for us. Don't fear, this doesn't mean you'll be out of a job; however, it does mean you'll likely have to train for a new one. History shows that when jobs are lost in certain fields because of technology, new ones are created in other sectors.

Source: www.careerfaqs.com.au

2b. Read the website article again, then choose the best answers.

1. What can be inferred from the post?
 - a. Only five industries will be impacted by technology.
 - b. Some of the global workforce may not need to acquire new skills.
 - c. Robots and AI will do the jobs humans do now.
2. The word "Boom & Doom" in the title is closest in meaning to ...
 - a. Jobs & career
 - b. Increase & failure
 - c. Changes
3. Check whether a statement is Yes, No and Not Given (NG).



	Yes	No	Not Given
1 47% of jobs will be lost to robots & AI.			
2 Automation has shown significant impact on the workforce.			
3 Up to 385 million workers have switched their jobs.			
4 10 industries will be impacted by AI in the next 5 years.			
5 An economist has analyzed the entire American workforce.			

3a. Read and observe the grammar usage below.

Future Simple tense: Active sentences

We use the tense for predictions, promises, hopes and warnings about the future.

- Use "will + verb" in the Future simple active sentences.
- The subject performs the action in Active sentences.

Automation will impact future jobs.

Subject Verb Object

Future Simple tense: Passive sentences

- Use "will + be + past participle" in the Future simple passive sentences.
- The object of active sentences comes before the verb in Passive sentences.

Future jobs will be impacted by automation.

Object Verb Subject

Questions in Future Simple Passive

What will five industries be impacted by?

A: Will soft skills be acquired by people? B: No, they won't.

Time expressions: in the year 2050, within the next 20 years, over the coming years, by 2030, in the next 10 years, in the coming 5 years, in 2024, one day, next month.

3b. Sentence analysis: Look back at the text in 2a and find active and passive sentences in future simple tense. What voices and meaning do they express?

Example: Everyone's jobs **will change!** (active voice & warnings)

Five industries **will be impacted** most by artificial intelligence in the next 10 years. (passive voice & prediction)

3c. Rewrite the active sentences into passive sentences. Make up 'Wh' or 'Yes/No' passive questions then answer the questions. State their meanings as prediction, promises, hopes, or warnings.

Example: Artificial intelligence will impact future careers. (prediction)

Future careers will be impacted by artificial intelligence. (passive)

What will future careers be impacted by? (Wh passive question)

Will future careers be impacted by artificial intelligence? (Yes/No passive question)

1. People will do complex tasks in the future.
2. Automation will improve job satisfaction.
3. Automation will eliminate dangerous physical tasks.
4. Robots will do some jobs within the next 20 years.

4. Groupwork: Debate. Two teams will hold a debate, with one team in favor and other team against the use of AI. Take turns presenting your views. Use the expressions below.

What is a Debate?

A debate is an argument of the facts, conclusions, inferences and ideas contained supporting or opposing the proposition – the point to be argued. Participants in a debate discuss a topic from two opposing sides.

During the debate:

- Speak confidently and make eye contact.
- Persuade others and use evidence and facts to prove your argument and point of view is best.
- You can challenge the other person's ideas, but don't be rude to them.
- Finish with a strong conclusion.

The propositions for debate:

1. 47% of jobs will be lost to robots within the next 20 years.
2. Humans are underrated because of automation.
3. Between 3-14% of the global workforce may need to switch jobs or acquire new skills by 2030.

Example:

<p>Issue: 47% of jobs will be lost to robots within the next 20 years.</p> <p>Arguments in favor: I agree with it. I think jobs will be lost to robots. Jobs which involve mundane tasks will probably lost to AI.</p> <p>Arguments against: That's wrong. I'm not sure I agree. 47% represents a lot of jobs in my opinion. About 10% is more realistic. Besides, the world population is growing.</p>	<p>Useful expressions I think ... I believe ... I hope ... I predict ... I'm afraid ... Do you agree...? What do you think..? On the one hand ... On the other hand ...</p>	<p>Express Agreement I agree with you. That's exactly what I think. I completely agree.</p> <p>Express disagreement I don't agree with you. I'm not sure I agree. I'm afraid I don't agree.</p>
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◀ SMART CAREER CHOICE ▶

**DO YOU
KNOW?**

Find your strengths then find your career.

5a. Answer the questions.

1. Have you chosen your future career yet? If so, what?
2. Who helps you to make a smart career choice?



5b. Read the information in the table, then complete the sentences below. MULTIPLE INTELLIGENCE

Intelligence Area	Skills	Possible careers
Word Smart (Verbal/Linguistic)	Reading, writing, listening, speaking, telling stories, memorizing, discussing, debating	Teacher, Lawyer, editor, translator, journalist, playwright, poet, public relations, reporter, historian, librarian, sales, translator/interpreter
Logic/Number Smart (Logical/Mathematical)	Solving problems, working with numbers, designing experiments, thinking abstractly and logically	Accountant, investment broker, lawyer, chemist, pharmacist, computer programmer, engineer, inventor, researcher, city planner
Picture Smart (Visual/Spatial)	Designing, drawing, building, creating 3D models, working with pictures and colours, sculpting, decorating, painting	Photographer, graphic designer, advertiser, architect, artist, carpenter, cartographer, dentist, engineer, interior designer, mechanic, pilot
Body Smart (Bodily/Kinesthetic)	Dancing, catching, throwing, jumping, playing sports, driving, using tools	Dancer, coach, athlete, actor/actress, carpenter, massage therapist, magician, mechanic, firefighter
Music Smart (Musical/Rhythmic)	Singing, humming, playing an instrument, tapping out rhythms, composing music	Conductor, composer, music teacher, recording technician, singer, sound engineer, musical performer, music critic
People Smart (Interpersonal)	Understanding people, leading, managing, organizing, communicating, nurturing, resolving conflicts, selling	Teacher, therapist, travel agent, child care worker, coach, manager, mediator, nurse, public relations, salesperson, psychologist, politician
Self Smart (Intrapersonal)	Understanding self, recognizing strengths and weaknesses, setting goals, working independently, reflecting	Consultant, counselor, psychologist, researcher, writer, trainer, philosopher, religious figure
Nature Smart (Naturalist)	Understanding nature, identifying flora and fauna	Biologist, botanist, chef, environmentalist, veterinarian, astronomer, meteorologist, zoologist, gardener, park naturalist, tour guide

MODULE 1. STUDY AND WORK

1. People with high ... *visual/spatial intelligence* ... are good at creating 3D models.
2. If people have high ..., they are skilled with playing sports and they can be athletes.
3. People with high logical intelligence are able to reason and think ... These people usually work as an accountant or engineer etc.
4. If you want to be a journalist, you should have high ... and be good at determining facts.
5. If you easily hum and tap out rhythms, you have good ... intelligence. Why don't you become a composer or a conductor?

6a. Listen to the dialogue, then fill in the blanks in the table below.

	Intelligence Area	Good at	Possible careers
Soyoloo	1. Visual/spatial	1. ...	1. A graphic designer 2. ... 3. ...
Claire	1. ...	1. Understanding people 2. Giving advice 3. ...	1. A teacher 2. ...

6b. Listen again and answer the questions.

1. Where will Claire have worked in four years' time?
2. When will Soyoloo have finished college and started working as a cartographer?

7a. Read and observe the grammar usage below.

Future Perfect Simple tense: Active sentences
We use the tense for an action which will be finished before a stated future time.
<ul style="list-style-type: none"> ▪ Use "will + have + past participle" in the Future perfect simple active sentences. ▪ The subject performs the action in Active sentences. <p style="text-align: center;"><u>Students will have got diplomas</u> by the end of the year.</p> <p style="text-align: center;">Subject Verb Object</p>
Future Perfect Simple tense: Passive sentences
<ul style="list-style-type: none"> ▪ Use "will + have + been + past participle" in the Future perfect simple passive sentences. ▪ The object of active sentences comes before the verb in Passive sentences. <p style="text-align: center;"><u>Diplomas will have been got by students</u> by the end of the year.</p> <p style="text-align: center;">Object Verb Subject</p>
Questions in Future Perfect Simple Passive
A: Will the college have been finished by next year? B: Yes, it will .
Time expressions: <i>by four o'clock, by next week, by next year, by tomorrow, by then, by the year 2030, in an hour, in 5 years' time</i>

7b. Put the verbs into future perfect simple. Are they active or passive voice?

1. About 100 people ... (interview) at the job agency by the end of this year.
2. You spend a lot of money for shopping. If you continue like this, you ... (spend) all your money very quickly before the end of your holiday.
3. Please phone me at 9 pm. We ... (finish) watching the movie by then.

4. Do you think you ... (do) the same job in ten years' time?
5. Some manual jobs ... (lose) to robots by the year 2030.
6. By the time I'm sixty, I ... (retire).

7c. Complete the sentences with “will, have, been, by”.

1. I will have had a well-paying job by the end of next year. What job will you ... had by next year?
2. Will workers have ... moved to the new office by next month?
3. When will a monthly salary ... increased?
4. My friend will have done shift work ... the end of this weekend.
5. A: Will all teachers have received a holiday entitlement by the end of June?
B: Yes, they

8. Talking with your partner, ask the following questions to help each other make a smart career choice.

1. What are you good at?
2. Are you good at drawing, discussing or dancing?
3. Are you skilled with solving problems or communicating with others?
4. Do you like singing, humming or knowing about flora and fauna?
5. What type of intelligence do you have?
6. What do you want to do in the future?
7. Do you think you've made a smart career choice?
8. When will you have started a new job?



9. Take part in your Class Composition Competition. Read the sample composition below and use the text in 5b to help you write.

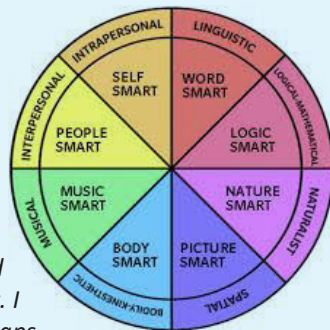
CLASS COMPETITION

Write a composition of 100 words. Write the ideas:
 What are you really good at school or in your free time?
 Why do you think you are good at these things?
 What job do you want to do in the future? Why?

Example:

I think I've got good intelligence about nature because I'm quite good at learning about plants, animals and natural events. Also, I love being outside and going on field trips. And at school, my best subjects are Chemistry and Art. I enjoy doing chemistry problems and I love drawing, so perhaps I've got logical and visual intelligence, too.

When I finish school, I'm going to study to be an environmentalist. An environmentalist has to work with maps and solve problems. I'll be good at this job because I'm good at Chemistry and because I like drawing.



Tungaa

◀ **SPEAK OUT FOR RIGHTS!** ▶

DO YOU KNOW?

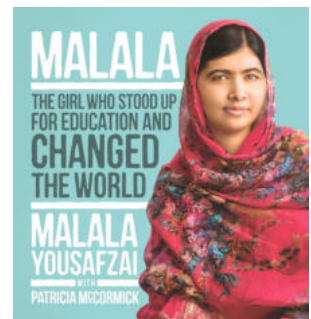
One of the activists for the right to education is Malala.

10a. Read the messages on the photos.

1. What do the photos' messages say?
2. What do you know about Malala?

10b. Read the story of Malala then answer the questions below.

Malala was born in Mingora, Pakistan in 1997. Her father, Ziauddin, named his daughter after Malalai, a Pashtun heroine. In 2008 extremists, the Taliban, took control of her town in the Swat Valley, banning many things such as forbidding girls attending school. Malala began blogging for the BBC about life under the Taliban using her pen name. After reading Malala's blog for the BBC, The New York Times featured Malala and Ziauddin in a short documentary about their life and fight to protect girls' education in the Swat Valley. The Pakistani army weakened the Taliban and forced them to move away in 2011. Ziauddin's school was able to reopen and Malala was excited to return to the classroom. She publicly campaigned for girls to go to school — and won Pakistan's first National Youth Peace Prize.



She was shot in the left side of her head by the Taliban in 2012. She was in critical condition as she was transported to the United Kingdom for treatment. People in Pakistan and around the world were hopeful for her recovery. After months of surgeries and rehabilitation, she joined her family in her new home in the U.K. Malala spoke at the United Nations on her 16th birthday. The U.N. declared July 12th "Malala Day". Malala and her father established The Malala Fund, a charity dedicated to give all girls access to education. In recognition of her work, she received the Nobel Peace Prize and became the youngest-ever Nobel laureate in 2014.

"I don't want to be remembered as the girl who was shot. I want to be remembered as the girl who stood up".

Malala Yousafzai

She has opened a secondary school for Syrian refugee girls. The documentary "He named me Malala" was released to audience in 175 countries and 11 languages. She launches a campaign encouraging people around the world to support education for #YesAllGirls. She travels to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. She met with presidents and prime ministers urging them to invest in girls' education.

Now she studies for a bachelor degree in Philosophy, Politics and Economics at the University of Oxford. She fights to ensure all girls receive 12 years of free, safe, quality education.

"I am those 66 million girls who are deprived of education."

Malala Yousafzai
Nobel Lecture, 2014 Peace Prize

1. **What** did the Taliban ban?
2. **What** did Malala write in the blog for BBC?
3. **Whose** life and fight were featured in the documentary?
4. **When** did she campaign publicly for girls to go to school?
5. **Where** was she transported to for treatment?
6. **How** did she recover?
7. **Who** established The Malala Fund?
8. **When** did she receive the Nobel Peace Prize?
9. **Why** did she launch the Twitter campaign #YesAllGirls?
10. **How many** countries has the documentary "He named me Malala" been released in?

10c. Match the words from the story with the definitions below.

a documentary rehabilitation (health) a charity recognition
 Nobel laureate a campaign (fundraising)

1. a series of actions intended to produce a social change
2. praise, respect, or admiration
3. an organization which help people who need advice and support
4. a film or television programme that deals with real people and events
5. to help someone who has been ill to return to a healthy life
6. someone who has won a Nobel Prize

11a. Read and observe the grammar usage below.

"Subject" questions	"Object" questions
<ul style="list-style-type: none"> • The question asks about the subject of the sentence. • The questions begin with "Who, What, Which" • There is no auxiliary verb and the word order is not inverted. • The verb tense and voice are similar in a question. 	<ul style="list-style-type: none"> • The question asks about the object of the sentence. • The questions begin with "Who, What, Which" • There is an auxiliary verb and the word order is inverted. • The verb tense and voice are similar in a question.
<p><u>Malala</u> launches a campaign.</p> <p>Subject Verb Object</p> <p><u>Who</u> launches a campaign?</p> <p>Subject Verb Object</p>	<p><u>Malala Fund</u> protects <u>girls</u>.</p> <p>Subject Verb Object</p> <p><u>Who</u> does <u>Malala Fund</u> protect?</p> <p>Object Subject Verb</p>
<p><u>The Pakistani army</u> weakens the Taliban.</p> <p><u>What</u> weakens the Taliban?</p>	<p>She received <u>the Nobel Peace Prize</u>.</p> <p><u>What</u> did she receive in 2014?</p>
<p><u>The red book</u> is mine.</p> <p><u>Which book</u> is yours?</p>	<p>I read <u>the bigger book</u>.</p> <p><u>Which book</u> do you read?</p>

11b. Sentence analysis: Look back at the questions in 10b and find subject and object questions.

Example: **Who** established Malala Fund? Subject question

11c. Write subject questions to which the words in bold are the answers.

1. **All girls** have to receive 12 years of free, safe and quality of education.
2. **The charity** aims to give access to education.
3. **Oxford university** is Malala's university.
4. **Girls** fight poverty, wars and child marriage.
5. **The New York Times** features Malala in Oscar short-listed documentary.

11d. Write object questions to which the words in bold are the answers.

1. Malala opens **a secondary school** for Syrian refugee girls.
2. Malala studies **Philosophy, Politics and Economics** at the University of Oxford.
3. Malala invites **girls from Syria** to attend the Noble Prize ceremony in Oslo.
4. Malala brings **the girls' messages and concern** to world leaders.
5. Malala co-authored **"I am Malala", an international best seller.**

11e. Read the book review then choose the correct answer to the questions.

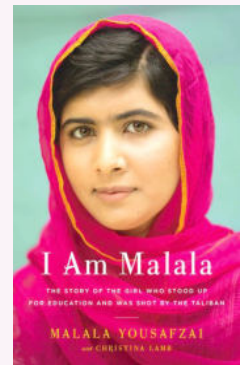
"I AM MALALA": A REVIEW OF THE BOOK

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. When she was fifteen, she was shot in the head by Taliban and few expected her to survive.

Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest-ever Nobel Peace Prize laureate.

I Am Malala is the remarkable tale of a family, of the fight for girls' education, of a father who encouraged his daughter to write and attend school.

Source: <https://bepl.ent.sirsi.net>



- | | |
|--|--------|
| 1. What ... the Taliban take control of? | a. has |
| 2. Who ... shot and refused to be silenced? | b. did |
| 3. What ... taken her on an extraordinary journey? | c. did |
| 4. Who ... become a global symbol of peaceful protest? | d. was |
| 5. Which book ... you want to read? | e. has |
| 6. Who ... her father encourage? | f. do |

12. Talk about Malala by making up a dialogue. Ask and answer subject and object questions using the phrases below.

Example:

A: What is her name?

B: Malala.

A: Who established the 'Malala Fund'?

B: Malala and her father

A: Which book did you read?

B: "I am Malala"

name his daughter, ban many things, read Malala's blog for BBC, protect girls' education, weaken the Taliban, have surgeries, establish the 'Malala fund', receive Nobel Peace Prize, open a secondary school, launch a campaign

E-PROJECT. Watch the Oscar short-listed documentary "He named me Malala" by accessing the link www.dailymotion.com/video. Talk about the movie with your classmates using subject and object questions and answers.

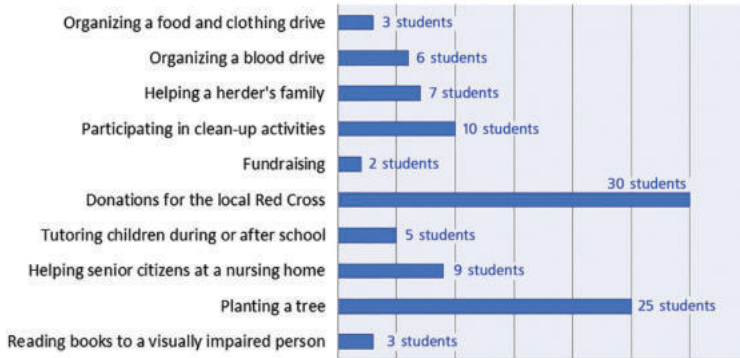
◀ COMMUNITY SERVICE HELPERS ▶

DO YOU KNOW?

All students must provide 40 hours of service to their community in order to earn their Secondary School Diploma in Ontario, Canada.

13. Look at the graph, then answer the questions.

TYPES OF COMMUNITY SERVICE IN WHICH 12B CLASS STUDENTS WERE INVOLVED



1. How many students are there in the class?
2. What grade is it?
3. How many students organised a food and clothing drive?
4. What type of community service did 10 students participate in?
5. How many students helped at a nursing home?
6. What type of community service did all class students participate in?
7. What would the students do to help a herder's family?

14a. Listen to the news report. Write **ONLY ONE WORD** in the table.

COMMUNITY SERVICE IDEAS

	Names	Community service
1	Jonathan Woods	Holiday ... drive
2	Neha Gupta	"Empower ..." organization
3	Craig Kielburger	"Free the ..." organization
4	Zach Certner	Athletic ... for children
5	Shannon McNamara	"Share" nonprofit organization
6	Kalin Konrad	Raising ... for Alzheimer's research
7	Liana Rosenman	Raising money for treatment for ... disorders
8	Katie Stagliano	"Katie's Krops" organization feeding the ...

GLOSSARY

community (n) - a group of people living in the same place or having a particular characteristic in common

community service a non-paying job performed by one person or a group of people for the benefit of the community

14b. Listen again and answer the questions.

1. What is the focus of the organization “Empower orphans”?
2. What organization aims to fight child labour on a global scale?
3. Which non-profit organization provides thousands of girls in Africa with books and school supplies?
4. Whose grandmother was diagnosed with Alzheimer’s disease?
5. At what age did Shannon McNamara start her non-profit organisation?

15a. Read and observe the grammar usage below, then answer the questions.

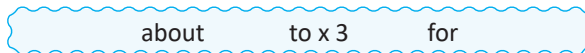
1. What question words are used?
2. What prepositions are used in the questions?

	Prepositions at the beginning of questions	Prepositions at the end of questions
1	A: At what age did she start her non-profit organisation? B: At 15.	A: Who are you talking to ? B: To David.
2	A: For what purpose did students join the campaign? B: They wanted to help their community.	A: What company is Claudia working in ? B: Microsoft Inc.
3	A: On which day of the week will we organise a blood drive? B: Tuesday	A: Where do you come from ? B: Mongolia.
4	A: In which month are you organizing a community parade? B: March	A: What are you looking for ? B: My bag.
5	A: To whom were the used books donated? B: Children	A: Who is this present for ? B: My mom
6	A: From whose office was the letter sent? B: Patrick’s office	A: Which activity are you talking about ? B: Cleaning up the local park.

15b. Write questions to which the words in bold are the answers.

1. Shannon McNamara helped thousands of girls in Africa **when she was 15**.
2. The students collected used sports equipment **to donate to the after-school programme**.
3. My friends organise a car wash **every Wednesday** and donate the profits to charity.
4. The college students volunteer at a summer camp of orphaned children **in July**.
5. My classmates donated stuffed animals **to children in hospitals**.

15c. Choose the correct preposition in the box to complete the question.



1. A: Who are the groceries and meals ...?
B: To give to our elderly neighbors.
2. A: Which activity did the students talk ...?
B: Organizing a reading hour for children at a local school or library.
3. A: What animal are you caring ...?
B: My neighbor’s pet while they are away.

4. A: Who shall the children give the bouquets ...?
 B: The hospital patients.
5. A: Who were you speaking ...?
 B: My neighbors. We are raising money to buy and install new playground equipment in the neighbourhood area.

16. With your partner, talk about community service activities and ideas. Ask the following questions, then think up some of your own questions to ask.

Questions	Community service ideas
<ul style="list-style-type: none"> • What community service activities have you participated in? • Have you donated to any activity? • Have you joined a campaign? If so, what campaign? • Did you help senior citizens and children? • Did you help a person who is visually impaired or has hearing loss? • Did you help a person who walks with crutches and in a wheelchair? 	<ul style="list-style-type: none"> • Volunteering at a local library • Participating in a local government event • Volunteering for after-school clubs • Working with special-needs kids and adults • Becoming a tour guide at your local museum • Repainting community fences • Campaign for more lighting along poorly lit streets • Clean up trash at your community areas

17. Conduct a class group survey on Community service helpers, following the instructions below.

1. Work in groups of three or four.
2. In your group, think of three or four questions.
3. Use question words like: *What? When? Where? How often? Why?*
 - *What community service activities have you participated in?*
 - *When and where did you take part in them?*
3. Ask as many other students in your class as you can.
4. While asking, make a note of their names and answers.
5. Go back to your group with answers and put all the answers together.
6. Draw a graph.
7. Describe your survey, graph and the answers of other students.



Example:

There are 35 students in our class. All students have participated in various types of community service activities. All students participated in school, park, garden and river clean-up activities. 3 students organised clean-up initiatives. Some students organised different drives. For example: 6 students organised a food drive while 3 students did clothing and toy drives. They donated the clothing and toys to children living in suburban areas. 3 students organised games and activities for primary school level children while 8 students helped first-graders to learn to read in the Mongolian language. 12 students donated their used books to the school library. 2 students taught computer skills to the elderly. 1 student helped a homebound resident in a wheelchair.



◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. UN News interviewed Malala, an activist for girls' rights to education. Listen to the interview, then complete the summary with **ONLY ONE WORD**.

The Malala Fund started the Gulmakai 1) The goal of the mission is to 2) ... local leaders and some local activists. We want to increase that 3) ... and also support local advocates. Local activists are the real 4) ... in their community. When we empower them, through 5) ..., we can bring change.



1b. Listen to the interview again, then answer the subject and object questions.

1. Who always wanted to get quality education?
2. Who is going to Oxford University?
3. What is a great place for learning?
4. When does Malala want to complete her education?
5. Who does she want to empower?
6. With what purpose does she want to live?
7. Which countries are local activists already working in?



1c. Read sentences 1-6 below, then match each number with the letter of the correct definition of the words in **BOLD**.

- a. a group of people in a larger society who are the same in some way
- b. to publicly support a particular policy or way of doing things
- c. to give someone more control over their life or more power to do something
- d. an important piece of work that a person or group of people has to do for a government or large organization
- e. someone who leaves their country, especially during a war or other threatening event
- f. to state your opinion firmly and publicly about something, in order to protest against or defend something
- g. someone who takes part in activities that are intended to achieve political or social change
- h. a series of actions intended to produce political or social change

1. When we **empower** local advocates, we can bring changes.
2. The local **activists** are the real change-makers in their **community**.
3. The **mission** aims to support local leaders working in Pakistan, Afghanistan, Nigeria and the Syrian **refugee** areas.
4. 'I had to make a decision whether I want to continue **my campaign** for girls' education or not'. (Malala)
5. 'We also want to support local **advocates**, as well as local girl advocates' said Malala.
6. ... 'it's not just about one girl **speaking out** but we have hundreds and thousands of girls speaking out.' (Malala)

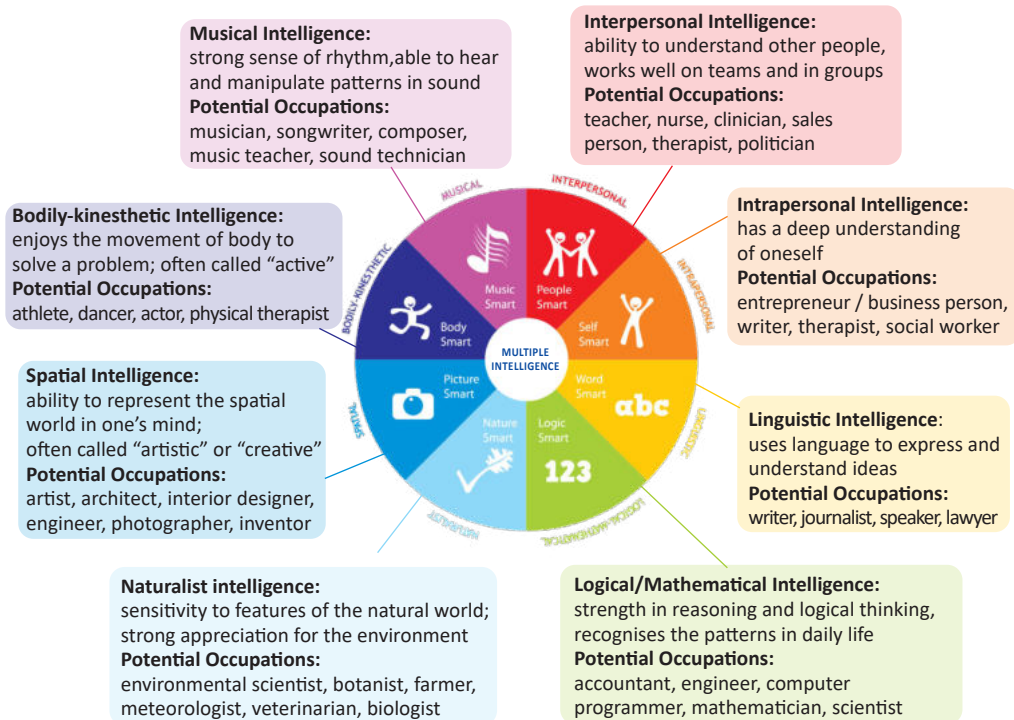
VOCABULARY

2. Match the words with the correct definitions.


1. artificial intelligence	a. a system that uses machines to do work instead of people
2. workforce	b. an argument of the facts, conclusions, inferences and ideas
3. automation	c. a non-business entity to help people in some way rather than to make a profit
4. debate	d. money or food that is given to people who are poor or ill
5. holiday entitlement	e. a serious illness affecting your brain that makes it increasingly difficult for you to remember anything
6. a non-profit organization	f. a non-paying job performed by one person or a group of people for the benefit of the community
7. a charity	g. a computer that can do the intelligent tasks that humans do
8. Alzheimer’s disease	h. work for an organization without being paid
9. volunteering	i. the number of days of paid holiday in a year
10. community service	j. a series of actions intended to produce a social change
11. a campaign	k. the total number of people who work in a particular company, industry, or area

READING

3a. Look at the chart. What will be your future job?



3b. Read the newspaper article, then write **ONE WORD ONLY** in the table.



MULTIPLE INTELLIGENCES: CHOOSING A CAREER

Learning about the multiple intelligences can provide teens with tools for self-discovery and give them direction for making a smart career choice in their future life. Using the multiple intelligences an approach, educators and parents can show their teens that they are smart in many different ways. There are eight different intelligences: linguistic, mathematical-logical, bodily-kinesthetic, musical, naturalistic, interpersonal, intrapersonal, and spatial. All people possess each of the eight intelligences, but one or several intelligences are usually stronger than the others.

People who have strong spatial intelligence are good at drawing, imagining and creating 3D models. These types of people can be a pilot, an architect, an interior designer, and an engineer. For people with linguistic intelligence, their natural abilities are listening, speaking, and verbal persuasion. These people are likely to become a writer, a speaker, a translator, a politician, or a librarian. A mathematician, a computer analyst, and a scientist are easily able to do mathematical calculations and solve mathematical problems. It means that they have strong logical-mathematical intelligence.

If you have high bodily-kinesthetic intelligence, you are skilled at hand-eye coordination, building things, and dancing. Your smart career choice could be as a professional athlete, a doctor, an actor, or a firefighter.

Teens with high musical intelligence are able to sing or play an instrument, and compose music. They are interested in becoming a professional musician, a disc-jockey, or a music therapist. Interpersonal intelligence refers to people who are skilled at building relationships and leadership. These people prefer to be a sales person, a leader, a teacher, and an entrepreneur. A psychologist, a coach, and a philosopher possess the natural abilities such as being aware of inner workings of people, reflecting, and having intuition. These people have high intrapersonal intelligence. Natural abilities as identifying bird calls, gardening, and preserving the environment refer to people with strong naturalistic intelligence. These people are usually a gardener, a park naturalist, a botanist, or a geologist.

	Intelligence areas	Natural abilities	Careers
1	Spatial	..., imagining and creating 3D ...	a pilot, an ..., an interior designer, and an
2	...	listening, ..., and verbal persuasion	a writer, a ..., a translator, a politician, and a ...
3	... -mathematical	... calculations and solving mathematical ...	a mathematician, a computer ..., and a scientist
4	bodily- ...	hand- ... coordination, building things, and ...	a professional ..., a doctor, an ..., and a firefighter.

3c. Read the article again, then answer the questions.

1. What careers would you choose if you have high musical intelligence?
2. What are the people with high musical intelligence able to do?
3. What high intelligences do a leader, a teacher, and an entrepreneur have?
4. What careers require intrapersonal intelligence?
5. What are the natural abilities of people with strong intrapersonal intelligence?
6. What can you do in the future if you are good at identifying bird calls, gardening, and preserving the environment?

USE OF ENGLISH**4a. Complete the sentences with “be, have, by, been, will.”**

1. Social tasks ... be done in the future.
2. A: Will she ... updated the websites ... tomorrow?
B: No, she won't.
3. Creative jobs will ... done by robots in the future.
4. Some manual jobs will have ... lost to robots by the year 2030.
5. Future jobs will be impacted ... automation.

4b. Write subject and object questions to which the words in bold are the answers. Some questions have prepositions at the beginning and ending.

1. **Malala** publicly campaigned for girls to go to school.
2. Neha Gupta started up the organization “Empower Orphans” **at the age of 9**.
3. The non-profit organization “SHARE” provides **thousands of girls in Africa** with books.
4. Students joined the campaign **to help their community**.
5. The teens are talking about **painting fences as one of their community activities**.
6. My classmates will participate in the community parade **in July**.

SPEAKING**5. Groupwork: Two teams will hold a debate, with one team in favor and other team against the proposition. Take turns presenting your views. Remember the Debate Rule. Use the expressions on page 47.**

The propositions for debate:

1. Can we make a smart career choice based on the Multiple Intelligences?
2. If you feel your job is under threat of automation, it's important to ramp up your soft skills.

E-PROJECT. Please visit the website to find the multiple intelligence test in pdf format and print out and take it to determine your intelligences. www.collegesuccess1.com/InstructorManual4thEd/Learning Style/MI..

WRITING

6. Write a composition of 100 words about your future plan. Include the following ideas:



STUDY PLANS

- What will you do after high school? Will you study or work?
- Will you take international exams such as IELTS, TOEFL iBT?
- Do you want to take English or any online courses?
- Will you have gotten any certificate or diploma after 5 and 6 years?

WORK PLANS

- Are you interested in a full time or part time job?
- Are you planning to work with people or work alone?

Check yourself and tick <input checked="" type="checkbox"/>	Can do this easily	This is one of my goals
Unit 3: Jobs and Society		
Listening		
I can understand main points in an interview		
I can understand specific information in a dialogue and an interview		
I can find meaning from context in an interview		
Speaking		
I can give comments to others when speaking		
I can answer questions about a text		
Reading		
I can find the main points in an article		
I can find specific information in an article		
I can find meaning from context in a text		
I can use online dictionaries to check meaning		
Writing		
I can write about personal feelings and opinions		
Use of English		
I can use active and passive forms of future simple and perfect tenses		
I can use subject and object questions.		

UNIT 4. ROOTS OF MONGOLIAN IDENTITY

LEARNING OBJECTIVES

LISTENING

- L1 Understand the main points about the symbolism of colours in Mongolia from a monologue
- L2 Understand most of the specific information about Mongolian music and art from a TV programme
- L7 Recognise the spoken genre from the dialogue about Mongolian music and art

SPEAKING

- S3 Give an opinion on symbolisms of colours and numbers in Mongolia
- S5 Summarise the main idea of the TV programme on Mongolian art and music for the class
- S6 Work in pairs, groups, and with the entire class to talk about celebrations

READING

- R1 Understand the main points in texts about Queen Alungoo and Mongolian nomads
- R2 Understand specific information in texts about Queen Alungoo and Mongolian nomads
- R4 Understand implied meanings from the text about Queen Alungoo
- R5 Recognise the device a writer uses to express intentions in the text about Mongolian nomads
- R6 Deduce meanings of new words from the text about Queen Alungoo
- R7 Recognise the attitude or opinion of the writer from the text about Mongolian nomads

WRITING

- W1 Plan and draft a paragraph and a short article on bringing up children, symbolism of numbers, and the nomadic way of life
- W2 Write about the experiences and celebrations at traditional festivals
- W5 Use the appropriate style and register in written genres to write about the nomadic way of life and traditional festivals

USE OF ENGLISH

- UE 11 Use phrasal verbs in sentences
- UE 14 Use relative clauses with *who*, *which*, *that*, *where*, and *when* to write a paragraph and an article

◀ TEACHING OF QUEEN ALUNGOO ▶

DO YOU KNOW?

Alungoo was an outstanding Mongolian queen, who taught her sons the meaning of the bundle of five arrows.

1. Look at the photos and answer the questions together.

1. Who do you see in the picture?
2. What do you know about Queen Alungoo?
3. Why did she become known as an outstanding queen in history of Mongolia?
4. What is the meaning of the bundle of five arrows?
5. How is this teaching of Queen Alungoo relevant to raising children?

GLOSSARY

encourage (v)-give someone hope or confidence
immortalize (v)-make someone famous forever
invincible (adj)-impossible to defeat or destroy someone
impart (v)-pass along something intangible to someone
solidarity (n)-support between people in a group who have similar aims

2. Read the text and mark the statements 1-8 True or False.

THE LEGEND OF QUEEN ALUNGOO

(1) Since ancient times Mongolians have raised their children by teaching them works of literature and traditional cognitive games, and by educating them in national culture and tradition. Learning by doing is the main method nomadic people use to pass on their knowledge to their children. Young children are taught to respect the elderly, to take care of the old and the young, and to live in harmony with their friends, families, society and nature.



- (2) The teaching of Queen Alungoo was immortalized in Mongolia's greatest work of literature, the "Secret History of the Mongols." She was the 11th generation ancestor of Chinggis Khan. She had five sons who continually fought with one another. Queen Alungoo wanted them to stop quarrelling and to be friendly and helpful with each other.
- (3) One spring day after boiling some dried mutton, she gathered her five sons. She asked each of her boys to take an individual arrow and break it. They all broke the arrow easily. She then asked them to break five arrows bundled together. Her sons tried in turn to break the bundle of arrows, but there was no one who could do it.
- (4) Then she said "You were all born in my womb. If you stand alone, you will remain powerless like a single arrow which is easily broken. If you stand united, you will be invincible like the bundle of arrows; you will not be defeated by your enemies." Teaching by example, she imparted her knowledge to her sons who didn't **get along** with each other.
- (5) Researchers interpret the legend of Queen Alungoo in terms of symbolism and solidarity. One arrow stands for an individual who is weak and easily influenced by bad people. The bundle of five arrows represents people who work together.

- (6) By using local folklore, the story emphasizes to children the importance of Mongolian unity, and encourages the sharing of life skills and experiences. In so doing, it serves as a philosophical foundation for educating the next generation in the importance of good citizenship and cooperation.

	Statements	True	False
1	Learning by doing and educating children through Queen Alungoo's teaching was the main method used by nomads to raise their children.		
2	Queen Alungoo gave her teaching to her five sons to make them friendly with each other.		
3	According to the text, one arrow represents a strong person.		
4	The teaching of Queen Alungoo was used only during her lifetime.		
5	It can be inferred from Alungoo's teaching that she was a wise queen with good vision.		
6	According to researchers, the number five symbolizes power of unity.		
7	The term "an individual" in line 2 of paragraph 5 means "a person."		
8	The verb "cooperation" in line 4 of paragraph 6 means "working together."		

3a. Read and observe the grammar usage below.

Relative clause with "Who"

A relative clause is a subordinate clause in English. Relative clauses begin with the relative pronouns *who*, *which*, *that*, *when*, *where* and *whose*.

- A relative clause adds extra information about one of the nouns in the main clause.
- It modifies a noun or pronoun in the main clause.
- It goes just after the noun it relates to.
- Use **who** for persons in relative clause.

Relative clause as a subject of a subordinate clause

She had five *sons* [**who** continually fought with one another].

Main clause

Subordinate clause

Relative pronoun: **who**

Relative clause: [**who** continually fought with one another]

Subject

Verb

Main clause: She had five sons.

Subject Verb

In this sentence, the relative clause modifies *sons*.

3b. Sentence analysis: Look back at the text and find the relative clauses. Circle the relative pronoun "who" and draw an arrow from the relative pronoun to the noun it describes.

Example: The bundle of five arrows represent people [**who** work together].

Main Clause

Subordinate Clause

3c. One of the coloured words has a mistake. Find the mistake and correct the word.

1. Queen Alungoo was **first** beautiful, wise queen **with** good vision **who** raised her children through her teachings by educating them **at** home.
2. Mongolians are **proud of** Queen Alungoo **which** also reminded future generations of the importance of solidarity **through** her valuable teaching.
3. In 1992, **on the occasion of** the 230th anniversary of **Chinggis Khan's** birthday, a statue **of** Queen Alungoo **is erected** on the bank of **the** Arig river of Chandmani-Undur soum, Khuvsgul Province.
4. Since 2002, **residents** of Chandmani-Erdene soum, Khuvsgul province **who** respect the history and culture of Mongolia, **organised** cultural events **in honour of** Queen Alungoo.

4. Make a short dialogue about the Queen Alungoo using the relative clause.

Example:

Student A: *Who was Alungoo?*

Student B: *She was a wonderful woman **who** raised her five sons through her teaching. Who was Chinggis Khan?*

Student A: *He was a great man **who** united the scattered tribes of Mongolia in the 13th century.*

Student B: *Thanks a lot for your information!*

5. Work in a group and practice using relative clauses.

Write a paragraph of 3-5 sentences on how Mongolians raise their children. Use “**who**” in a relative clause. Then, present it to the class.

What is a paragraph?

A **paragraph** is a group of sentences that presents information about a single idea. There are usually 3-5 sentences in a paragraph. The paragraph begins with topic sentence. Topic sentence makes this single idea clear.

Topic sentence

This is the first sentence of the body of the paragraph. It introduces what the paragraph will be about.

Supporting sentence

They help explain and detail the point of the paragraph.

Concluding sentence

This is the last sentence in the paragraph. It ends the paragraph and transitions to the next paragraph.

Example:

*Mongolians **who** live in Central Asia have their own method of raising their children, which they have practiced since ancient times. Mongolian parents **who** serve as role models for their children take care of their children. They teach their children how to treat others and behave properly. As a result of these methods, Mongolian children are proud of their grandparents and parents **who** pass along these life skills.*

Sentence 1: Topic sentence, Sentences 2-3: Supporting sentences, Sentence 4: Concluding sentence

6. Complete the sentences with the correct phrasal verb with “Get”.

1. My mother will ... to her work on August 25th.
2. We should ... at the next stop to see the National History museum.
3. My friend couldn't ... her shyness when she made a presentation on Mongolian culture.
4. My sister ... with her classmates to work as a team.

get along: be compatible
get back: return
get off: depart from a vehicle (bus, train, plane, elevator)
get over: overcome

◀ SYMBOLISM OF COLOURS ▶

DO YOU KNOW?

The nine white horsetail banners are used for state ceremonies; they symbolize peace, good deeds and happiness.

7. Look at the photos and answer the questions together.

1. What do you see in the pictures?
2. What is your favourite colour? Why do you like that colour?
3. What does each colour symbolize?



8. Choose the correct answers.

1. Achievement is
 - a. success; the act or process of achieving something
 - b. getting something
2. Integral is
 - a. a separable part of something
 - b. an inseparable part of something
3. Perspective is
 - a. point of view
 - b. a point
4. Cosmology is
 - a. the scientific study of the universe
 - b. the world
5. Cognition
 - a. process by which knowledge and understanding is developed in the mind
 - b. knowledge

Inference question

Inference question checks if you can comprehend the implied idea in the text. You should think about the explicit meaning of the author's words and the logical implications of those words.

How to recognise Inference Questions?

Inference questions will include the word *infer*, *suggest*, or *imply*.

- Which of the following can be inferred about X?
- The author of the text implies that X
- Which of the following can be inferred about X....?

9a. Listen to the monologue and complete the summary below. Write **ONLY ONE WORD** in each blank.

SYMBOLISM OF COLOURS IN MONGOLIA

Colours can be viewed from different perspectives such as: 1) ... , cosmology, culture, and psychology. The symbolism of colours is an integral part of Mongolian culture and each colour is associated with a specific element in 2) For example: blue (cosmos), white (air), red (fire), black (water) and yellow (earth). The significance of these colours is associated with points of view, nature worship, and 3) ... life of the Mongols.

THE COLOUR BLUE Blue symbolizes peace and growth. The Mongols, who have worshipped the blue sky for many centuries, view themselves as originating from heaven. According to folklore, the spiritual ancestors of the Mongols had heavenly 4) ... with the sky that they honour with the saying "Let the Mongol nation exist forever as the eternal blue sky."

THE COLOUR WHITE White exemplifies purity, 5) ... , and a good start. Gers, which are the traditional nomadic dwellings of the Mongols, are as white as the dairy products they consume. The people are said to be pure of heart and mind. They compare good deeds to white milk. It is customary to set a table with dairy 6) ... during the Lunar New Year.

THE COLOUR RED Red is the color of fire that is the symbol of progress, prosperity, and 7)... . The national flag of Mongolia is red with a vertical blue stripe down the middle. The top of the traditional hat of the Mongols is decorated with a red knot which signifies power and growth.

THE COLOUR GREEN Green is the colour of the earth, which includes grassland, pastureland, and forests. It is a sign of growth, freshness, and 8) ... Green is also the colour of hope and is associated with springtime as it **stands for** the rebirth of animals and the renewal of plants and 9) ... after the long Mongolian winter. The combination of blue and green symbolizes harmony and balance.

THE COLOUR YELLOW Yellow is the colour of the sun that gives us warmth and energy. It is the colour of autumn when the leaves of the trees turn yellow. As the colour of light, yellow is associated with knowledge and wisdom. Mongols show 10) ... to religious people as well as teachers by offering a yellow “khadag”.

9b. Listen to the monologue again and choose the correct answers.

- The word “associated with” in line 4 of paragraph 1 could be replaced by
 a. Depends on b. Consists of c. Related to d. Includes in
- The word “stand for” in line 2 of paragraph 5 means
 a. Signify b. Maintain c. Originate d. Represent
- All of the following are true in the text EXCEPT
 a. Blue as a symbol of the eternal sky c. White as a symbol of bad deeds
 b. Green as a symbol of rebirth and growth d. Red as symbol of power and strength
- What can be inferred from the use of “blue” in paragraph 2?
 a. The word explains the eternal blue sky.
 b. The word is associated with the origin of the Mongols.
 c. The Mongols have worshipped the colour blue for centuries.
 d. The colour blue doesn’t have a specific meaning.

10a. Read and observe the grammar usage below.

Relative clause with “which” and “that”

A relative clause is also called an adjective clause in English. Relative clauses begin with the relative pronouns “which” and “that.”

- When we add information about things, we can use “**which**” and “**that**.”
- Relative clauses with which/that can be used as a subject or an object in a sentence.
- **Which/That** appears just after the noun it relates to.
- **Which/That** modifies a noun or a pronoun in a main clause.

As a subject of subordinate clause

Mongolians keep *khadags of five colours* at home [**which/that** symbolize peace and wealth].

Main clause Relative clause

In this sentence, relative clause modifies *khadags of five colours*.

10b. Sentence analysis: Look back at the text and find the sentences with relative clauses.

10c. Complete the sentences using *who*, and *which* / *that*.

symbolizes the eternal blue sky. are the sun, sky, air, water and earth.
 are the descendents of Bortu Choni symbolize multiplication and a good start.
 are associated with nature.

Example:

During the Lunar New Year, the Mongols greet each other by holding a blue khadag, a silk scarf **that** symbolizes the eternal blue sky.

1. The Mongols give people two items as gifts
2. The number five symbolizes the five elements
3. Mongolians ... use a blue khadag for various ceremonies such as a wedding ceremony, a hair cutting ceremony, and funeral rituals.
4. Red and green khadags are used for the ceremonies

11. Make a short dialogue about the symbolizations of colours using the relative clause.

Suggested sentences:

White is the colour of dairy products **which** symbolizes pure heart.

Blue is the colour of eternal sky **which** symbolizes eternal blue sky.

12. Write a paragraph about symbolism of numbers in Mongolia and present it to the class. Use the information presented below.

Symbolism of numbers in Mongolia

Number	Symbolism
2	duality, existence, growth
3	three milestones, power, eternity
4	four directions, four seasons, stability
5	five types of animals, unity, strength, five senses
9	horsetail standards, "tsatsal", a wooden scoop with nine holes

Examples:

Number 2: The meaning of the number "two" means "double." Living organisms such as humans, animals and even birds live in pairs. So, the number two symbolizes dualities **which** are the main source life.

Number 5: Mongolians revere the number five **which** is a symbol of unity.

13. Complete the sentences with phrasal verbs "Stand".

1. My friends ... me when I am in trouble.
2. The letters UNO ... United Nations Organization.
3. Old generations ... young people by introducing them to their culture and tradition.

stand for (v): represent
stand by (v): support

◀ MONGOLIAN MUSIC AND ART ▶

DO YOU KNOW?

The traditional musical instrument "Horse head fiddle" was registered with UNESCO as the Cultural Heritage of Mongolia in 2008.

14a. Match the words to their definitions.

- | | |
|-----------------------------|---|
| 1. Horse head fiddle | a. a singing technique in which a performer produce a multiple vocal tones, all at once |
| 2. Flute "Limbe" | b. a stringed instrument with a carved horse head on the top |
| 3. Wind instrument "Tsuur" | c. twisted body position |
| 4. Throat singing "Khoomii" | d. a vertical pipe-shaped wooden wind instrument with three finger holes |
| 5. Contortion | e. side-blown flute with holes which requires special breathing techniques to play |

14b. Answer the questions using the pictures.

1. What kinds of musical instruments are they playing in pictures 1-3?
2. Who do you see in picture 4? Have you ever watched this during a concert?



15a. Listen to a TV programme on "Wonders of Mongolian Music and Art" and fill in the blanks.

1. Folklore performance

- The performance of traditional music and 1) ... of Mongolia was held on July 11th during the "Naadam" festival.
- The performance lasted for 2) an ... and half.
- The performance was held in the Drama Theatre where Mongolians and 3) ... quite often visit.

2. Horse head fiddle

- The horse head fiddle is unique because it can imitate the galloping, trotting and neighing 4) ... of a horse.
- It has only two 5) ..., made from horse hair.
- Many types of music can be 6) ... with the horse head fiddle.

3. Throat singing

- Throat singing, or "Khoomii," originated in 7) ... Mongolia where many ethnic groups live.
- Throat singing, or "Khoomii," imitates the sounds of 8) ... such as a bird singing or a river flowing.
- A throat singer can produce several 9) ... at the same time.

4. Contortion

- The contortionist 10) ... on the centre stage where she did a headstand on a pole clenched with her teeth.
- During the performance, she also did push-ups without her feet touching the 11) ...
- She also demonstrated her flexibility and 12)

15b. Listen to it again and answer the questions.

1. Where was the performance held during the Naadam festival?
2. Why was the horse head fiddle unique for the tourist during the performance?
3. What does throat singing, or “Khoodii,” describe?
4. Why was the tourist impressed by the young contortionist during the performance?
5. What did she say about Mongolian culture at the end of the programme?

16a. Read and observe the grammar usage below.

Relative clauses with “Where” and “When”

Relative clauses begin with the relative adverbs “**where**” and “**when**.”

- “**Where**” is used to talk about a place, usually after nouns such as *country, city, town, place, street, stage, school* etc.
- “**When**” is used to talk about time, usually after *year, date, time, period, moment, day, summer, winter* etc.

As an object of subordinate sentence

1. Throat singing, or “Khoodii,” originated in *western Mongolia* [**where** many ethnic groups live].

Main clause

Subordinate clause

Relative clause: [**where** many ethnic groups live].

Object

Subject

Verb

Main clause: Throat singing, or “Khoodii,” originated in western Mongolia.

Subject

Verb

In this sentence, relative clause modifies *western Mongolia*.

2. I remember *the moment* [**when** I watched the contortionist's performance].

Main clause

Subordinate clause

Relative clause: [**when** I watched the contortionist's performance].

Object

Subject

Verb

Main clause: I remember the moment.

Subject

Verb

In this sentence, relative clause modifies *the moment*.

16b. Join the two sentences with *who, which, that, where and when*. Make the second sentence a relative clause.

Example:

She performed on the centre stage.

She did a headstand on a pole clenched between her teeth on the centre stage.

*She performed on the centre stage **where** she did a headstand on a pole clenched between her teeth.*

1. 2010 was the year. Throat singing, or “Khomii,” was registered with UNESCO as the Cultural Heritage of Mongolia.
2. “Tsuur” vividly depicts the beauties and glories of nature, mountains, rivers and animal behaviour. “Tsuur” is a vertical pipe-shaped wooden wind instrument with three finger holes.
3. The wind instrument “Tsuur” originated in Bayan-Ulgii and Khovd provinces. The Uriankhai ethnic group lives in Bayan-Ulgii and Khovd provinces.
4. B.Naranbat was a member of the Working Group to register the instrument with UNESCO in 2009. B.Naranbat is a 9th generation “Tsuur” player in his family.
5. The Uriankhai ethnic group in Mongolia remembers the time. They hid the instrument “Tsuur” in the mountains during the cultural attack of the 1950s.

17. Choose one of the topics below and use the plan to write a newspaper article of 120-150 words. Then, present it to the class.

1. Mongolian Horse Race
2. Golden Eagle Festival in Bayan-Ulgii Province

Useful words and expressions

HORSE RACE: horse trainer; jockeys; wear a colourful traditional costume and a helmet; check in; follow the rule of the horse race; a five-year-old horse (soyolon), the start line; race at a distance of 18-20 kilometers; ride bareback; follow riders by car; the finish line; sweat a lot; touch the horse to receive its good spirit; scrape the sweat of the horse with a horse comb; award ceremony; receive a medal; praise the winning five horses; the last horse; booby price

GOLDEN EAGLE Festival: capture and train eagle; female eagle; more aggressive; hunt small animals such as fox and rabbit; male hunters; female huntresses; register; Cultural Heritage of Mongolia in 2012; gather together; participate in the Festival; participants parading in on horseback with their eagles; display their hunting outfits and accessories; compete with others; release from a cliff; signal for the eagles to land upon their arms; receive scores; catch a fox skin dragged by their owner on horseback.

PLAN

Introduction

Paragraph 1: Introduce the event to the readers (where/ when/what)

Main Body

Paragraphs 2-3: Write about the main events using the facts and examples

Conclusion

Paragraph 4: Conclude the presentation of the event. Write about how it ended and how people felt.



◀ MONGOLIAN NOMADS ▶

DO YOU KNOW?

Ancient nomads are the creators of unique paintings, drawings, monuments and sculptures of our country.

GLOSSARY

essence (n) - basic quality

characteristic (n) - typical, defining attribute

maintain (v) - preserve, keep

phenomena (n) - fact or an event in nature

observe (v) - watch, notice

value (v) - consider important

NOMADIC LIFE IS A PART OF OUR CULTURE

Mongolia is a country that has a special history of nomadic culture. Nomads have preserved their traditional way of life for millennia. Mongolians have developed nomadic animal husbandry practices that are ideally suited to its extreme climate and to its landscape of scarce plants and trees. Mongolian nomadic life and culture has been captured in its history, folk literature, archaeology, and art. It continues to be enacted in practices such as religious ceremonies and national holidays Tsagaan Sar and Naadam, and in performances of epic story-telling, various vocal techniques and instruments, and dances.

Mongolian nomads are hardworking people that have a rich ability to think, observe and learn the essence and progress of any phenomena within their vast territory. Nomads live in harmony with the natural environment since they respect the earth, **care for** their animals and practice strict conservation. Nomads observe animal movements and behaviour, plant growth, and characteristics of the sun, the moon and stars. They also observe the movements of clouds to predict weather and to avoid natural disasters such as climate change, cold rain, dust or snowstorms, extreme cold and heat. They have keen eyesight that enables them to distinguish the colours of the animals in their herds, from the animals of herds from other families. They also possess great visual memory that allows them to survive by remembering the places they have seen, so they know how to return.

The many things that nomads have contributed to the culture of Mongolia should be valued by younger generations. Nomads have made great contributions to the development of animal husbandry, which is still the dominant sector of the Mongolian economy. Unfortunately, some young people in our country do not realize the importance of animal husbandry and the nomadic way of life.

In recent years, most nomad families want their children to be well-educated because of social changes, needs and demands. Everyone from a nomadic family who wants to get an education has the right to study, according to the Constitution of Mongolia. However, if the nomads send all of their children to universities and colleges in Ulaanbaatar, who is going to become a herder in the future? Who is going to maintain the pastoral animal husbandry that is an essential part of our culture?



18. Read the text and choose the correct answers.

1. What is NOT true about Nomads?
 - a. Nomads possess good thinking skills.
 - b. Nomads learn new things by observing.
 - c. Nomads have a long history of eco-friendly practices.
 - d. Nomads don't recognise their animals.
2. Nomads can predict natural disasters by observing all EXCEPT
 - a. Rivers and mountains
 - b. The sky and stars
 - c. Animals and plants
 - d. Clouds in the sky
3. What is the speaker's opinion about nomads from the past generations?
 - a. Nomads were intelligent people whose practices provided for future generations of Mongolians.
 - b. Nomads were people who only created the musical instrument, the "horse head fiddle".
 - c. Nomads were the people who only herded five types of domestic animals.
 - d. Nomads were the people who only developed animal husbandry of Mongolia.
4. Which best describes the author's tone at the end of this text?
 - a. Angry
 - b. Excited
 - c. Concerned
 - d. Proud

19a. Read and observe the grammar usage below.

Relative clause with "that"

A relative clause is also called an adjective clause in English. Relative clauses begin with relative pronouns "which" and "that."

- Use "that" as a subject after *thing, something, anything, everything, anyone*.
- Use "that" after such words such as *all, little, much, and none* used as nouns.
- Use "that" after *superlatives* such as *one of the kindest people*.

As a subject of subordinate clause

1. Mongolian nomads are *one of the most hardworking people* [that live in Mongolia today].

main clause
Relative clause

Relative clause: [that live in Mongolia today].

Subject
Verb

Main clause: Mongolian nomads are one of the most hardworking people

Subject
Verb
Superlative degree of adjective+noun

In this sentence, the relative clause modifies *the most hardworking people*.
2. *Many things* [that nomads have contributed to the culture of Mongolia] should be valued by us.

Relative clause
Main clause

Relative clause: [that nomads have contributed to the culture of Mongolia].

Object
Subject
Verb

Main clause: Many things should be valued by us.

Object
Verb

In this sentence, the relative clause modifies *many things*.

19b. Sentence analysis: Look back at the text and find the relative clauses in it. Circle the relative pronouns *who, which* and *that*.

Example: *Young people are pleased with all [that ancient nomads did for future generations].*

Main clause
Relative clause

19c. Complete the sentences with *who*, *which*, and *that*. In some sentences, either *which* or *that* can be used.

1. Young generations appreciate the nomads for everything ... they did for the country.
2. Most herders in Mongolia own five types of domestic animals (sheep, goats, cows, horses and camels) ... are the main sources of their livelihood.
3. Nomad families don't give their children everything ... they want because spoiling children too much is not good.
4. Herding families make a variety of dairy products such as curd, cheese, yogurt and airag, "fermented mare's milk," ... are all rich in calcium and good for metabolism.
5. Nomads are pleased with all ... the Governor's office of the province did for them.
6. They spend the winter in a winter camp ... is located at the slope of a hill.

20a. Write a short article of 70-100 words about Mongolian nomads.

PLAN

Introduction

- Full name
- School number, province, city
- Name of the place you live

Body

Reason why you (don't) like country life etc.
Write more examples to support your idea.

Conclusion

State your conclusions based on the reasons presented

Useful expressions

I like everything **that** I see in the countryside.

There are things **that** I don't like about country life.

Herders are people **who** work ...

They produce dairy products **which** are ...

They brand their animals with branding irons **which/that** ...

At the end of summer, they shear the sheep wool **which** is used to make ...

Suggested article

COUNTRY LIFE IS INTERESTING

My name is Solongo. I live in Ulaanbaatar with my family. I go to school number 52 in Khan-Uul District, Ulaanbaatar. I like country life because I like everything **that** I see in the countryside. There are many things **that** we can learn from country life. My grandparents **who** live in the countryside own sheep, goats, cows and horses. I learned how to herd animals, milk animals and make dairy products **which** are everyday activities for herders' families. It is important for us to learn more about country life because it is a part of our cultural heritage.

20b. Talk about herders or country life to your classmates. Use the new vocabulary and grammar in your discussions.

21. Complete the sentences with phrasal verbs "Care."

1. Nomads ... their animals every day.
2. Your parents are only doing this because they ... you.
3. She came back home to ... her elderly parents.

care for (v): look after something or someone who is very old, very young or sick.

care about (v): to show love, compassion, concern for someone or something

◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen and complete the sentences using the words from the box. Then, memorize it.

difficulties creative culture who strong

Nine principles that are followed by Mongolian children

- I am a good-hearted Mongolian child 1) ... loves my country
- I am a Mongolian child who cares for my parents and has compassion for others
- I am a Mongolian child who is healthy and 2) ...
- I am a studious Mongolian child who has the goal to study and succeed
- I am an optimistic Mongolian child who is able to overcome 3) ...
- I am a responsible Mongolian child who prefers honesty
- I am a 4) ... Mongolian child who is able to work hard
- I am an intelligent Mongolian child who respects my siblings and relatives
- I am a child of Mongolian origin who respects our 5) ... and tradition

1b. Listen to the legend about the horse head fiddle and answer the questions.

1. Who is Khukhuu Namjil?
2. Who gave him the horse called "Jonon Khar" as a token of remembrance?
3. What made his horse special?
4. Who killed his beloved horse? Why?
5. What happens at the end of this legend?



VOCABULARY

2a. Describe parts of speech of the words below and write their synonyms.

	New words	Part of speech	Synonym
a	<i>achievement</i>	<i>noun (n)</i>	<i>success</i>
b	integral		
c	individual		
d	represent		
e	quarrel		
f	originate		
g	maintain		

2b. Match the words (1-8) with meanings (a-h).

- | | |
|----------------|--|
| 1. immortalize | a. typical quality of someone or something |
| 2. invincible | b. a performer who twists and bends their body in extreme ways to entertain others |
| 3. impart | c. to happen |

- | | |
|-------------------|--|
| 4. cognition | d. point of view |
| 5. contortionist | e. pass along knowledge to people |
| 6. characteristic | f. make someone famous forever |
| 7. take place | g. impossible for someone to be defeated or destroyed |
| 8. perspective | h. process by which knowledge and understanding is developed in the mind |

2c. Choose the best answer to complete the sentences.

- Queen Alungoo had five sons who didn't ... with each other.
 - get back
 - get along
 - get off
 - get over
- Fire flames on top of the "Soyombo" symbol ... past, present and future generations.
 - stand in
 - stand by
 - stand for
 - stand out as
- A horse head fiddler will ... to his work on October 1st.
 - get along
 - get off
 - get over
 - get back
- Nomads ... five types of domestic animals all year round.
 - care for
 - care about
 - take care
 - look for
- Nomad families ... their children by teaching them life skills.
 - care
 - care about
 - careful
 - take care

READING

3. Read the text and choose the best answers.

SYMBOLISM IS A PART OF OUR CULTURE

(1) The Lunar New Year, which takes place in late January or February according to the lunar calendar, is an important celebration for Mongolians. On the eve of the Lunar New Year, Mongolians set a table with traditional dishes such as dairy products, fermented mare's milk "airag," and traditional pastries called "Ul boov."



(2) It is a common practice for Mongolians to set their table with "Ul boov" by layering the pastries in odd numbers and placing them on a wooden carved plate. Depending on their ages and life experiences, Mongolians layer the "Ul boov" in odd numbers of 3, 5, and 7 layers, which represent the characteristic life stages of humans. These stages of life are happiness, trouble and happiness. These pastries are placed on the wooden carved plate to symbolize that human life begins with happiness and ends with happiness. Younger people only place three layers of "Ul boov" on the plates, while the elderly, 60-70 years old and over, put 5-7 layers. Three layers symbolize three flames of fire, which represent the prosperity of the past, present and future generations. Five layers of "Ul boov" symbolize the five elements, which are cosmos, air, fire, water and earth.

- (3) The oblong shape of “UI boov” was designed by Zanabazar, who was a great sculptor, artist and religious leader of Mongolia. The shape has a deep meaning in Mongolian culture. The soles of human feet are connected to the earth by gravity; our feet exchange information with the earth and, in turn, get energy from it. With the help of our feet, we move from one space to another. So, Mongolians named the traditional pastry “UI boov” to symbolize “going or progressing forward.”
- (4) On the eve of the Lunar New Year, Mongolians place silk scarves called “khadags” of different colours at the altar, which is located on the north side of the ger. During the Lunar New Year, Mongolians greet the elderly and others by holding a blue “khadag.” When greeting in the traditional manner, you fold the “khadag” three times and hold it in a way so that the open side of the scarf is facing the person whom you are greeting.

1. What is this text mainly discussing?
 - a. The Lunar New Year “White moon”
 - b. The “khadag”, a blue silk scarf
 - c. Symbolization in our culture related to the Lunar New Year
 - d. “UI boov” traditional pastries

2. Who designed the shape of the traditional pastry “UI boov”?
 - a. Zanabazar
 - b. Mongolians
 - c. Nobody
 - d. Religious leaders

3. What is the meaning of the shape of “UI boov”?
 - a. Gravity
 - b. Going or progressing forward
 - c. Going to faraway places
 - d. Getting energy

4. All of the following are true in the text EXCEPT
 - a. Young people set a table with “UI boov” layered in even numbers.
 - b. Young people set a table with “UI boov” layered in 3.
 - c. The five layers of “UI boov” symbolize the five elements.
 - d. “UI boov” layered in odd numbers represents the life stages of humans.

5. What can be inferred from the text about khadags of five colours?
 - a. Mongolians know a lot about “khadags”
 - b. Mongolians respect and keep all five colours of “khadags” at home.
 - c. Mongolians respect and keep only blue “khadags” at home.
 - d. Mongolians greet each other holding a “khadag” during the Lunar New Year.

6. Which best describes the author’s tone?
 - a. Informative
 - b. Concerned
 - c. Excited
 - d. Critical



USE OF ENGLISH

4a. Complete the sentences with *who*, *which*, *that*, *where* or *when*. In some sentences, either *which* or *that* can be used.

1. Contemporary Mongolia is one of the few places ... you can see the nomadic way of life.
2. The nomads are people ... don't settle down in one place for a long time, but move in search of pasturage and water for their animals.
3. The greatest things ... we can learn from nomads is our cultural heritage and traditional practices.
4. Many nomads in Mongolia remember the years ... they became the "State Best Herders."
5. In late September to early October, nomads move back to their winter camp ... they spend cold winter months with their animals.
6. There is something ... is very special about the nomads of Mongolia.
7. Children of herders grow up in families ... value hospitality and tradition.
8. The nomad's life, and connection with their animals and the environment are vividly reflected in their songs ... they like to sing.
9. Nomads will never forget the years ... their animals survived the disastrous "dzud."
10. The gers of many nomads have solar panels ... provide electricity for mobile phones and televisions.

4b. Find the mistakes in each sentence and correct them using *who*, *which*, *that*, *where* and *when*.

Example:

*Mongolians keep the horse head fiddle on the north side of the ger **when** is the place of honour.*

*Mongolians keep the horse head fiddle on the north side of the ger **which** is the place of honour.*

1. Throat singing, **who** is a Mongolian traditional art, was registered as a Cultural Heritage practice with UNESCO in 2010.
2. The performance of folk song and dance is performed in a theatre **who** many people gather.
3. Contortionists practice on the stage **which** they can do a headstand, with a pole clenched between her teeth.
4. One of the most interesting things **when** Kazakh people do is hunt with eagles.
5. One of wonderful things **where** tourists see in Mongolia is the nomadic way of life.
6. Nomads brand their animals with branding irons **who** could be in the shapes of a crescent, swastika or a flame.
7. Tourists will never forget the day **that** they saw the performance of folk songs and dances in Mongolia.
8. Queen Alungoo taught an important lesson to her five sons **when** didn't get along, by giving them each a bundle of five arrows to break.
9. Mongolian nomads are the true founders of our script, books, writings, history, religion and folk literature while the following generations are those **where** have contributed to the culture of Mongolia.

WRITING AND SPEAKING

5. Write news article on wedding ceremony. Then, make a presentation to the class on your chosen topic.

Useful expressions

get married, groom's relatives, visit, ask for the bride, auspicious day, bride's parents, agree, wedding party, bride's side, groom's side, take place, erect new ger for the young couple, bless by monks



Suggested sentences: A wedding is an important event for young people. Mongolian wedding ceremonies take place on auspicious days of the year.

PLAN

Structure of a presentation

- Introduction
- Body
- Conclusion

Useful expressions

first of all, at the beginning, at first, firstly secondly, also, next, after that to sum up, in conclusion, finally

Check yourself and tick <input type="checkbox"/>	Can do this easily	This is my goal
Unit 4: Roots of Mongolian Identity		
Listening		
I can listen to main points in a dialogue and a monologue		
I can listen to specific information in a dialogue and a monologue		
I can find the meaning from context in a dialogue and a monologue		
Speaking		
I can give my opinions on Mongolian culture		
I can answer the questions of a text		
Reading		
I can find main points in a text		
I can find specific information in a text		
I can find the meaning of new words from context		
Writing		
I can write a paragraph, a short article and a description about culture		
Use of English		
I can use phrasal verbs and relative clauses in sentences		

UNIT 5. CULTURES FROM AROUND THE WORLD

LEARNING OBJECTIVES

LISTENING

- L1 Understand the main point about the Walt Disney Resort from the monologue
- L2 Understand the specific information about different customs around the world from the dialogue
- L7 Recognise the spoken genre about the rules to follow before traveling abroad from the dialogue

SPEAKING

- S3 Give an opinion on different ways of life and cultural differences
- S5 Summarise the main ideas of texts related to Inuts, the Maasai tribe and Serengeti National Park
- S6 Talk about Safari trips, Mongolian Reindeer herders, and Disney World Rules

READING

- R1 Understand the main points in texts about Inuits, the Maasai tribe, and Serengeti National Park
- R2 Understand specific information in texts about different lifestyles and natural attractions
- R3 Read non-fiction texts on different lifestyles and natural attractions with confidence and enjoyment
- R4 Understand implied meanings from texts about different lifestyles and natural attractions
- R5 Recognise the device a writer uses to express intentions in the text about Serengeti National Park
- R7 Recognise the attitude or opinion of the writer from the text on Serengeti National Park

WRITING

- W1 Plan and draft a paragraph, a dialogue, and a tip on Mongolian Reindeer herders, Disney World Rules in America, and visiting a nomadic family in Mongolia
- W3 Write about personal feelings and opinions on cultural differences around the world

USE OF ENGLISH

- UE 4 Use the questions involving the prepositions about what, for what, what about, and how about to talk about different cultures
- UE 11 Use phrasal verbs in sentences
- UE 12 Use gerunds as subjects; gerund forms after certain verbs and prepositions; infinitive forms as usage of purpose; after certain verbs and adjectives in writing and speaking activities

◀ UNIQUE CULTURE ▶

DO YOU KNOW?

Reindeer herders live in Mongolia, Norway, Finland, Sweden, Russia, Greenland, Alaska, China, and Canada.

1a. Look at the pictures and describe them. Who do you see in each picture?

Inuit

Reindeer herder

Maasai



Example: I see a reindeer herder in picture 3.

1b. Answer the following questions.

1. Which countries do they live in?
2. Who lives in igloos or huts?
3. What animals do they herd?

Example:

Reindeer herders are located in ...

They live in tepees and herd ...

2. Match the synonyms (1-7) with the words (a-g) below.

- | | |
|-------------------|-------------|
| 1. e inhabit | a. keep |
| 2. maintain | b. activity |
| 3. trap | c. duty |
| 4. unique | d. catch |
| 5. worship | e. live |
| 6. practice | f. special |
| 7. responsibility | g. respect |

3a. Read the text about different ways of life.

(A) "Eskimos" are officially called Inuit or Inuk by the peoples of the Arctic. They are aboriginal and inhabit the northern regions of Canada. The Inuit maintain their culture through language, family and traditional laws, attitudes, and behaviour. Hunting and trapping animals are the main skills used by the Inuit for survival. They hunt sea and land animals such as: seals, whales, ducks, and caribou as well as fish and collect berries for consumption. Hunting and trapping also provide raw materials for clothing, housing, boat and sled building, and art objects. The Inuit live in turf huts during the summer and build igloos for temporary shelters during the long winters.

Building an igloo is an ancient skill which has been passed down from generation to generation. Working with snow is a special skill for young boys to learn. They use sleds pulled by dogs to travel across the frozen ice of the Arctic. Since the middle of the 1950s, there has been a big change from the nomadic to the sedentary way of living. Many Inuit people left their camps and moved into settlements with permanent buildings.





(B) The Maasai tribe of East Africa inhabits both southern Kenya and northern Tanzania although the majority of the population lives in Kenya. Preserving their unique and popular culture and distinctive customs and dress is essential for the Maasai tribe. Maa is the name of their tribe’s language. They also speak Swahili and English, which are the official languages of both Kenya and Tanzania. The Maasai traditional way of life is a symbol of Kenyan culture. The Maasai raise cattle, sheep, and goats with cattle being their main source of food. They respect and worship their cattle as a gift from God. They live in small huts with only one or two rooms. Piercing and stretching of the earlobes is a common practice. All tribal matters are decided by the elder men. Teaching young boys to become warriors is the responsibility of their families and the elders. The boys are instructed as to their cultural practices and customary laws. While becoming a warrior, a boy learns that his role is to provide security for his family, protect their animals from human as well as animal predators, and build homes. Due to frequent droughts and loss of land through expansion, the Maasai are forced to be semi-nomadic in order to find good grazing land for their animals, but the people have continued their age-old customs.

3b. Read the text again and choose the correct answers.

- | | |
|---|---|
| <p>1. Which of the following can be inferred from the last line of paragraph 1 about the Inuit?</p> <p>a. Their way of life is not changing at all.</p> <p>b. Their way of life has been changing since the 1950s.</p> <p>c. They don’t like the nomadic way of life.</p> | <p>2. Which of the following can be inferred from the last line of paragraph 2 about the Maasai tribe?</p> <p>a. They have become semi-nomadic people.</p> <p>b. They can’t live as nomads because of droughts and loss of land.</p> <p>c. They want to maintain their nomadic way of life.</p> |
|---|---|

4a. Read and observe the grammar usage below.

Gerund

The gerund is the **-ing** form in English. A gerund is used as a subject, after certain verbs or prepositions. A gerund can be the subject of a sentence:

- The gerund always has the same function as a noun.
- Attach **-ing** to a verb to make it a gerund.
- If a gerund is a subject, it occurs at the beginning of the sentence.

Gerund can be a subject

Hunting and trapping animals are the main skills for the Inuit to survive.

Subject	Verb
---------	------

In this sentence, **hunting and trapping animals** is a gerund and acts as the subject of the sentence.

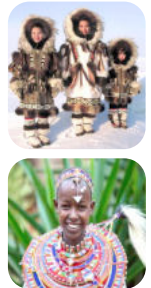
4b. Sentence analyses: Look back at the text and find the gerunds in each paragraph.

Example: ***Working with snow** is a special skill to learn for young boys.*

Gerund as a subject Verb

4c. One of the coloured words has a mistake. Find mistakes and correct them.

1. Wearing the **tradition** clothing “Parka” **allows** the Inuit to survive **in** the extreme **winter** climate.
2. **An** igloo can be **built** within 20-30 **minute** depending on the quality of the snow **and** the skill of the Inuit.
3. A Maasai **man’s** wealth **depends on** the number of cattle he **owns** and the number of children he **have**.
4. Women **expresses** their position **in** society by wearing **beaded** jewelry and **body** ornaments as well as by body painting.



5a. Read the text again and complete the table.

Nations	The country where they live	Types of dwellings in which they live	The language they speak	Their lifestyles and culture
Inuit				
Maasai				

5b. Make a short dialogue about the Inuit and Maasai using the information in 5a.

Example:

- A: Which country do the Inuit live in?
 B: They live in the northern part of Canada.
 A: What type of dwelling do they live in?
 B: They live in huts in summer and igloos in winter.

- A: Building an igloo out of snow must be difficult in the winter.
 B: No. It isn't that difficult because they learn it at an early age.
 A: Wow! I would like to watch You Tube to learn how to build an igloo.
 B: That's a wonderful idea! Here is the name of a documentary: My first Igloo. A Boy Among Polar Bears.

Source: <https://www.youtube.com/watch?v=ky57HCQPSNk>

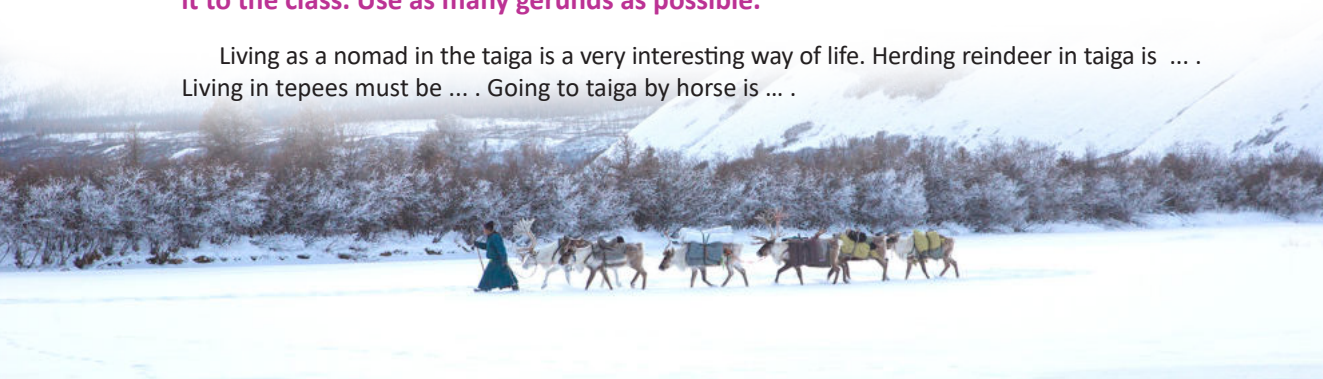
6. Read and complete the sentences with phrasal verbs “Pass”.

pass down: each or give something to someone who will be alive after you have died
pass by: go by without stopping in/at

1. Folk tales have been ... from generation to generation.
2. We ... the supermarket on the way home.
3. Nomadic way of life should be ... from past generations to future generations.
4. Somebody just ... the window.

7. Write a paragraph about Mongolian Reindeer herders using the picture and present it to the class. Use as many gerunds as possible.

Living as a nomad in the taiga is a very interesting way of life. Herding reindeer in taiga is Living in tepees must be Going to taiga by horse is



◀ NATURAL ATTRACTION ▶

DO YOU KNOW?

The giraffe and African elephant, which are the world's tallest and largest land animals, respectively, can both be found in Serengeti National Park.

8a. Listen to a dialogue between travel agent and customer and complete the missing words.

Customer: I want to take a trip to Africa because I love seeing wild animals.
 Travel agent: We would like to recommend a safari trip to 1) ... because you can see wild life in Serengeti National Park all year round.
 Customer: It sounds great! Could you tell me what a safari trip is?
 Travel agent: A safari trip is for visitors who want to see African 2) ... in their natural habitat. It also provides for seeing animals close up. Safari trips are offered in African countries including Tanzania, Kenya, Namibia, Uganda, South Africa, Botswana, Zambia, and Zimbabwe.
 Customer: Wow! Thank you very much for giving me the 3) I will contact you soon.
 Travel agent: You are welcome! You can call or send an e-mail to us. Thank you!

8b. Listen again and answer the questions.

1. What is a safari trip?
2. Which countries offer safari trips?
3. What is the customer going to do?

GLOSSARY

establish (v) -start something new; set up
designate (v)-choose to name something for particular purpose
Habitat (n)-natural environment of an animal
migration (n)-travel from one place to another
significance (n)-importance

9a. Read the article about a safari trip then match the numbered paragraphs (1-4) to the following headings:

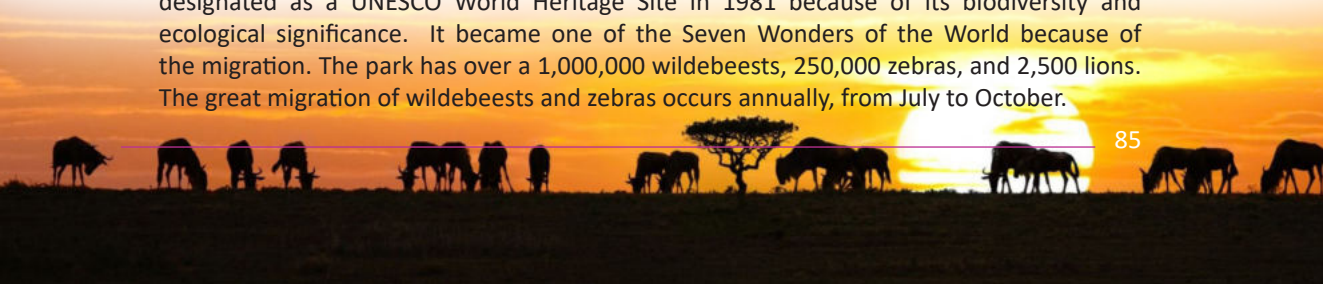
Recommendation
Natural facts



Introduction
Things to see



(1) Serengeti National Park was established in 1952. It is located in northwestern Tanzania and extends to southern Kenya. It is Tanzania's oldest national park and is famous for its wildlife, extensive plains, and the great migration of wildebeests and zebras. According to the Maasai people of Kenya, Serengeti means "the land of endless plains." It was designated as a UNESCO World Heritage Site in 1981 because of its biodiversity and ecological significance. It became one of the Seven Wonders of the World because of the migration. The park has over a 1,000,000 wildebeests, 250,000 zebras, and 2,500 lions. The great migration of wildebeests and zebras occurs annually, from July to October.





- (2) By traveling 800 kilometers away, wildebeests and zebras reach the Maasai Mara Reserve which is a major attraction in Kenya. The wildebeests roam through a variety of parks, reserves, and protected areas with many types of habitat. June and July are the best months for seeing the migration of wildebeests and zebras as they cross the Grumeti River. February is the best month for seeing wildebeest calves. The dry months from June through October offer the best wildlife viewing.
- (3) Observing animals in their natural habitat is a great experience for tourists because the animals reveal their full characters. It is impressive to view lions, cheetahs, elephants, rhinos, giraffes, gazelles, zebras, cape buffalos, and many species of birds in the wild. Besides seeing animals and birds, there are also interesting and impressive insects, plants, dense bushes, and forests.
- (4) Many tourists think of returning to Tanzania for an opportunity to visit other locations within the country. Serengeti National Park is a wonderful place for people who are keen on taking photos of wildlife. You won't have any difficulties in finding a good tour company to arrange your trip. Before taking your trip to Tanzania, you should always pack properly. You can stay in a camp or lodge during your trip. While it's always preferable to begin traveling when you are young, starting late is just as enjoyable.

9b. Read the passage again and choose the correct answers.

1. According to paragraph 1, which of the following is true of Serengeti National Park?
 - a. It was set up in northwestern Tanzania in 1952.
 - b. Wildebeests and zebras migrate for 500 kilometers to reach Kenya.
 - c. The great migration of wildebeests and zebras starts in May.
 - d. Seeing animals in the zoo is the main attraction for tourists.
2. According to paragraph 1, Serengeti National Park was listed as a UNESCO World Heritage Site because:
 - a. It is one of the historical sites of the world.
 - b. It is one of the most famous man-made attractions in the world.
 - c. It has a large number of different kinds of animals and plants.
 - d. The word "Serengeti" has a deep meaning.
3. What can be inferred from paragraph 2 about tourists?
 - a. Serengeti National Park doesn't attract tourists.
 - b. It is too hot for tourists to visit Africa in the summer.
 - c. A small number of tourists visit Serengeti National Park every year.
 - d. A large number of tourists visit Serengeti National Park every year.
4. What's the author's purpose?
 - a. Give young readers information about Serengeti National Park
 - b. Recommend a safari tour Tanzania to young people
 - c. Praise Serengeti National Park
 - d. Talk about Serengeti National Park

10a. Read and observe the grammar usage below.

Gerund

The gerund has the **-ing** form in English. A gerund is used as a subject, after prepositions or certain verbs.

- A gerund can be used after prepositions. (*without saying, by travelling, after watching, before going besides seeing, in spite of talking etc*)
- A gerund can be used after certain expressions (*have difficulty in/ there's no point in*).

Gerund after prepositions

February is the best month **for seeing** the wildebeest calves.

Prep verb+ing

The gerund of this sentence is **for seeing**.

10b. Sentence analysis: Look back at the text and find the sentences with gerunds.

Example: June and July are best months **for seeing** the migration of zebras

10c. Match the information in (1-8) with the information in (a-h) to make eight sentences. Then, circle the gerund in each sentence.

- | | |
|--|--|
| 1. d Before going to Serengeti National Park, | a. we saw a herd of wildebeests and zebras run past. |
| 2. By holding the handrails and climbing the steps slowly, | b. we were shocked to have the male lion come out of the tall grass right behind us. |
| 3. Upon entering the park, | c. I have been amazed by their speed. |
| 4. Upon coming close to wild animals, | d. I had no idea how truly beautiful it is. |
| 5. After observing female lions and their cubs, | e. I can fully appreciate their intelligence. |
| 6. After gathering around a water hole, | f. you must keep your voice down! |
| 7. Since seeing a cheetah take down a gazelle, | g. you can safely get into your safari vehicle. |
| 8. After seeing elephants in the wild | h. the herd of gazelles was attacked by a cheetah. |

11. Working in pairs, make a short dialogue between school boys/girls and a travel agent using these pictures.

- SB: I want to travel to Africa in the future.
- TA: It is a good dream. I would like to recommend you take a safari trip to Tanzania.
- SB: What can I see there?
- TA: By traveling to Africa, you can see all kinds of wild life.
- SB: Wow! What else can I see there?
- TA: By meeting the Maasai tribe of East Africa, you will know more about their culture.
- SB: It sounds great! Thank you for your advice!



12. Write an e-mail to your friend. Tell him/her about your trip.

◀ MANMADE ATTRACTION ▶

DO YOU KNOW?

There are 13 Walt Disney Parks and Resorts throughout the world.

13. Listen to the music and guess what you expect to know today.

1. What is your dream?
2. Have you ever seen Disneyland in other countries?
3. If you go to the USA, which Disney adventure do you want to experience?



14. Complete the sentences with the correct answers.

1. A theme park is
 - a. a park with entertainment, rides such as roller coasters and merry-go round, restaurants etc
 - b. a large area of grass, often in a town, where people can walk and enjoy themselves
2. A resort is a place
 - a. where many children play games
 - b. where many people go for a holiday
3. A roller coaster is
 - a. like a fast train that goes up and down very steep slopes
 - b. a boat with wheels on the bottom used for moving across the ground
4. An exhibit is
 - a. an object used by people
 - b. an object or a work of art put in a public place such as a museum
5. Cuisine is
 - a. locally grown vegetables
 - b. a distinctive style of cooking served in a particular cultural area

15. Look at the pictures and describe them. Which pictures show:

Fictional characters Slinky Dog Dash Open-air vehicle



Example: Picture 2 shows a giraffe and zebras.

16a. Listen to the monologue and complete the summary below. Write ONLY ONE WORD in the blanks.

DREAMS COME TRUE

Walt Disney World Resort in Florida was founded by Walt and Roy Disney in 1) ... The resort consists of 2) ... theme parks, 2 water parks, 27 themed resort hotels, 4 golf courses, and a large shopping - dining complex. The names of the theme parks are: Magic Kingdom; EPCOT Centre; Disney's Hollywood Studios; and Disney's Animal Kingdom. 3) ... enjoy riding roller coasters, 4) ... live shows, seeing all their favourite fictional characters, and sampling foods from all over the world.

The Magic Kingdom

Elephants fly, teacups 5) ... and, fantasy characters become real at the Magic Kingdom. Children and adults of all ages love walking through classic Disney scenes and 6) ... their favourite storybook characters.

EPCOT centre

Epcot Centre consists of two parts: Future World and World Showcase. Future World includes 8 Pavilions which contain exhibits dedicated to applications of 7) ... and science. The World Showcase has 11 separate pavilions that provide entertainment, cuisine, cultural heritage 8) ..., and souvenirs native to the featured country.

Disney's Hollywood Studios

Guests of all ages can visit Disney's Hollywood Studios, dedicated to current and classic movies, theatre, music, and 9) Visitors like riding the Slinky Dog Dash as it twists through curves, hills, and drops.

Disney's Animal Kingdom

It is the largest theme park in the world and features hundreds of species of wild animals. Visitors enjoy spotting wild animals such as 10) ..., giraffes, zebras, gorillas, and monkeys in the park.

16b. Listen to the monologue again and answer the questions.

1. Who founded Walt Disney World Resort in Florida?
2. How many theme parks are there in that resort?
3. What can visitors see in each park?

17a. Read and observe the grammar below.

Gerund (-ing form)		"to" + verb (Infinitive)	
▪ Use gerund (-ing) after certain verbs		▪ Use "to" infinitive after certain verbs	
appreciate	hate	agree	refuse
avoid	imagine	appear	plan
consider	like	ask	promise
deny	love	aim	try (attempt)
delay	mind	begin	want
dread	mention	decide	find out
dislike	suggest	explain	like
enjoy	resist	hope	would love/would like
finish	risk	learn	need (modal verb)
He finished making a presentation on travel rules yesterday.		All travelers want to follow the customs of countries they visit.	
Do you mind helping me get out of the bus?		She decided to travel around India next year.	
Visitors enjoy riding roller coaster.		He promised to help me in the near future.	
They suggested taking pictures of traditional dresses of Tibetans.		I would like to ask you a question about customs in Singapore.	

17b. Sentence analysis: Find the sentences with gerunds in Exercise 16a.

Example: Visitors **enjoy sampling** foods from all over the world.

Verb Gerund

17c. Put the words in the correct form. Which one is right for each sentence “-ing or to”?

1. My family loves ... (go) to Disney World.
2. Visitors like ... (walk) around Magic Kingdom Park.
3. My daughters want ... (see) Cinderella’s Royal Table.
4. We enjoy ... (eat) all of the different types of food that are served throughout the park.
5. We decided ... (swim) at Disney’s Blizzard Beach Water Park.
6. Guests appreciated ... (view) the Royal Canadian Mounted Police as they marched through the Canada Pavilion at EPCOT, Experimental Prototype Community of tomorrow.
7. We hate ... (leave) Disney World because it is such a wonderful place to visit.
8. Disney’s Animal Kingdom Park avoids ... (use) plastic straws, lids and balloons. Instead, they use biodegradable paper straws.

18a. Make sentences using the rule about Disney World. Use the verb “avoid” with gerunds.

Disney World Rules

Prohibited actions

DO NOT

- use drones, skateboards, and scooters
- use plastic straws, lids, and balloons
- carry big suitcases and big backpacks
- play with toy guns and squirt guns
- use selfie sticks
- smoke tobacco and e-cigarettes
- wear a mask above the age of 14
- run in the park, bring pets, and feed animals
- have inappropriate tattoos and wear high heels
- cut in a line, join someone in a line, and yell



Example: Visitors **avoid blowing up** balloon at Animal Kingdom for the safety of the animals.

18b. Make a short dialogue between a park manager and a school boy/girl. Use the sentences in Exercise 18a. Use as many gerunds as possible.

SB: I read that visitors of Disneyland avoid using selfie sticks to take pictures. Is that true?

PM: Yes. It is. Guests are not allowed to use selfie sticks because these sticks disrupt the other guests.

SB: Thanks for the information!

PM: You are welcome.

◀ CULTURAL DIFFERENCES ▶

DO YOU KNOW?

Proverb: "When in Rome, do as the Romans do".

19a. Which picture below says:

Do not point your finger! Take off your shoes in Muslim mosques The cow is sacred



19b. Make a short dialogue between a tour guide and a tourist using one of the pictures above as a prompt.

Friend: I am going to India with my family this summer.
 Tour guide: It sounds wonderful! Don't mention eating beef to Indians because they respect the cow.
 Friend: That's worth remembering! Thank you for your advice!
 Tour guide: You are welcome!

GLOSSARY
 allow (v)-to permit
 item (n)-thing
 mention (v)-briefly speak
 disrespectful (adj)-rude
 impolite (adj)-not polite

20a. Listen to the dialogue about certain rules to follow when you travel abroad. Put a checkmark (✓) in the correct box.

Customs	India	Singapore	America	Muslim countries	Nepal & Mongolia
1. Visitors are not allowed to chew gum in ...					
2. Do not mention anything about items made out of cow leather because the cow is sacred in ...					
3. Visitors are not allowed to wear shorts or jeans in places of worship because it is disrespectful in ...					
4. It is impolite to point with your finger in ...					
5. It is not good for travelers to stand close to people because personal space is important in ...					

20b. Listen again and choose the best answers.

- What can be inferred from the dialogue about travelers?
 - They need to know about different countries.
 - They need to learn local words before travelling.
 - They should behave properly in Buddhist temples and Muslim mosques.
 - They need to study and follow the customs and traditions of the countries they are visiting.
- What is the main purpose of this dialogue?
 - To talk about tourism
 - To describe travelers
 - To tell travelers about rules of travel
 - To define the different countries with different customs

21a. Read and observe the grammar usage below.

Verbs taking the Infinitive or Gerund: allow, advise, recommend

- Use the infinitive (to + verb) if there is an object after the verbs *allow, advise, recommend*.

They **allow** tourists **to take** pictures outside of Buddhist temples.
 Object Infinitive

She **advised** me **to stand** in line at bus stops, in cinemas and in shops.
 Object Infinitive

The tour guide **told** the tourists **to bring** a gift from Mongolia for our families.
 Object Infinitive
- Use “be allowed to” to ask for, give or refuse permission.

Visitors **are not allowed to chew** gum in Singapore.
 Passive voice Infinitive
- Use the “-ing” form if there is no object after the verbs *allow, advise, recommend*.

They **allow** taking pictures outside Buddhist temples.
 Gerund

She **advised** standing in line at bus stops, in cinemas and in shops.
 Gerund

The tour guide **recommended** bringing a gift from Mongolia for their families.
 Gerund

21b. Read the sentences and put the verbs in brackets into the correct form.

- The guests planned ... (visit) a Japanese family during the trip.
- My family considered ... (take) a Safari trip to Kenya to find out about their culture.
- My sister advised me ... (use) the words “Sorry or Pardon?” when I need ... (ask) someone to repeat what they have just said.
- They advise ... (say) polite words to local people such as “Thank you!” or “Thank you for your help!”
- Some tourists refused ... (eat) heavy meals during the trip because they had indigestion.
- Many people resist ... (read) other people’s e-mail because it is rude.

7. My parents recommended ... (dress up) appropriately wherever I go.
8. In some countries, tourists don't allow ... (record) the performance of folk songs and dances without paying for it.
9. Tourists are not allowed ... (take) pictures of local people without asking permission.
10. Local people hate ... (see) any graffiti on public buses or trains while travelling.

22. Read the tip for travelers who are going to America and make sentences using "allow or advise."

DO'S AND DON'TS IN AMERICA

Do's

- Smile a lot because it is considered a friendly gesture
- Extend your right hand to greet others
- Stand in line before you get onto public transportation (metro, bus, train)

Don'ts

- Get very close to other people in public places
- Litter throw on the ground
- Speak loudly on cell phones in public places



Example:

1. I advise you **to smile** a lot because it is considered a friendly gesture.
2. You **are not allowed to throw litter** on the ground.
3. It is considered impolite to spit when in public places.

23. Read and complete the sentences with phrasal verbs involving "Take"

take off: remove something
take off: depart

1. The aircraft ... in about one hour.
2. Everyone must ... their shoes in Muslim mosques.
3. The helicopter ... from the platform.

24a. Write a tip for tourists who are arriving in Mongolia and make sentences using "allow or advise."

24b. Create a dialogue between a tour guide (TG) and a tourist (T), using Exercise 22 as an example.

Example:

- T: We are going to visit a nomad family tomorrow. What are the do's and don'ts when visiting a nomadic family?
- TG: I advise you to receive tea with your right hand. But you are not allowed to stand in front of the altar in the back of the ger to take pictures.
- T: That's worth knowing! Thank you very much!
- TG: You are welcome.



◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen to the monologue and complete the missing words.

TOKYO DISNEYLAND

Could you imagine seeing the kingdom of animals, riding Dumbo the Flying Elephant and watching the characters of popular cartoons and movies? Tokyo Disneyland is the place where your dreams will come true.



Tokyo Disneyland was opened in 1) ... as the first Disneyland theme park outside of the United States. Tokyo Disneyland is the third - most visited theme park in the world. Covering a large area, the park receives over 2) ... million visitors annually. Tokyo Disneyland consists of 3) ... parks called the World Bazaar, Adventureland, Westernland, Fantasyland and Tomorrowland.

The World Bazaar is a covered shopping arcade lined by shops and 4) ... The area is designed like an early 20th 5) ... American town and serves as the park's main shopping area.

Adventureland was designed to reflect the remote jungles in Africa, Asia, South America, and the South Pacific. Visitors 6) ... joining a jungle cruise, riding the Western River Railroad and 7) ... with the Pirates of the Caribbean.



Westernland is unique, containing the Rivers of America and an artificial lake surrounded by Tom Sawyer Island, which can be reached by rafts. The island contains caves related to 8) ... from the novel "The Adventures of Tom Sawyer." Visitors like 9) ... the rollercoaster Big Thunder Mountain at Disneyland.

Tomorrowland explores outer space and future 10) ... Young adults and roller coaster fans 11) ... riding Space Mountain and Star Tours.

1b. Listen to the monologue again and answer the questions.

1. When was Tokyo Disneyland founded?
2. How many theme parks are there in Tokyo Disneyland?
3. What can visitors see in each theme park?

VOCABULARY

2a. Describe parts of speech of the words below and write their synonyms.

- a. maintain verb (v) keep
- b. worship
- c. unique
- d. significance
- e. establish
- f. disrespectful

2b. Match the words (1-7) with their definitions (a-f).

- | | |
|-----------------|---|
| 1. b theme park | a. advise |
| 2. exhibit | b. a park with entertainment |
| 3. keen on | c. do something |
| 4. recommend | d. an object or a work of art put in a museum |
| 6. allow | e. briefly speak |
| 7. mention | f. very interested |



2c. Choose the best answer to complete the sentences.

1. Tourists ... big herds of sheep and goats every day when we traveled around the Gobi.
 - a. passed by b. pass down c. pass around d. pass over
2. The aircraft of Hunnu Airlines going to the South Gobi ... at 6:50 this morning.
 - a. take off b. take after c. take away d. took off
3. Visitors have to ... their shoes to enter the Buddhist temples in some countries.
 - a. take after b. take off c. take away d. take to
4. Life skills have been ... from our ancestors to future generations.
 - a. pass around b. pass by c. passed down d. pass over

READING

3. Read the text and choose the correct answers.

The Maasai tribe is the most authentic ethnic tribe in Kenya. The is a small tribe, which makes up less than 1% of Kenya's population, but some of the tribe also live in Tanzania. By living along the borders of Kenya and Tanzania, they move with their cattle in search of water and grass. They live in small and circular huts built from mud, grass and cow dung. Most people of the Maasai tribe practise Christianity. Despite the influences of western culture, education and climate change, they have maintained their culture and lifestyle for centuries.





The Maasai boys learn to build fences and sheds for their animals. Young Maasai girls are taught by their mothers and elders how to build houses, make beadwork, cook meals and clean their homes. Selling milk and milk products and making embroidery is the main work done by women in the Maasai tribe. Girls' parents arrange for warriors from a respected clan to be

husbands for their daughters. The cattle are given to the groom's side as a dowry. While dancing in a group, Maasai boys jump around and dance as high as possible. This is a part of their culture that determines how they find their mates. Whoever jumps the highest gets a girl.

A typical Maasai dress consists of red sheets called "shuka" wrapped around the body with loads of beaded jewelry placed around the neck and arms. Wearing metal hoops in their stretched earlobes is a part of the Maasai culture. Going barefoot is common for these people. They also wear simple sandals made out of cow hide.

Today, many Maasai people live on a small piece of land and herd cattle, while others find jobs in tourism to show their culture to visitors from different countries. The Maasai tribe has become the most famous tourist attraction in the world due to its unique culture and lifestyle. Many Maasai tribes like receiving visitors who want to find out about their culture, traditions and lifestyle. Tourists pay money for observing the Maasai tribe. Visitors to Kenya have an opportunity to explore the Maasai culture by visiting their homes and attending Maasai cultural shows.

1. The Maasai people have the following unique cultural practices EXCEPT for:
 - a. They live in small huts and herd cattle.
 - b. They wear metal hoops in their stretched earlobes.
 - c. They wear jewelry around their necks and arms.
 - d. They don't give a dowry to the groom's side.
2. Which is NOT true about the Maasai tribe?
 - a. The Maasai live in Tanzania and Kenya.
 - b. Dancing is the part of the Maasai culture.
 - c. Tourists visit Maasai families and watch cultural shows.
 - d. The culture and lifestyles of the Maasai tribe are always changing.
3. What can be inferred from the text about Maasai tribe?
 - a. Maasai tribe is a very big tribe of Kenya.
 - b. All Maasai people are nomads.
 - c. The Maasai tribe receives lots of tourists.
 - d. Maasai people live on a big piece of land.
4. Which best describes the author's tone?
 - a. Regretful
 - b. Informative
 - c. Negative
 - d. Excited



USE OF ENGLISH

4a. Read the sentences and match (1-8) with (a-h) and make eight sentences. Then, circle the gerund in each sentence.



- | | |
|--|---|
| 1. e Tour guide advised tourists to speak in a whisper | a. upon seeing a pride of lions coming toward us. |
| 2. Our guide told us not to walk around camp without a guard | b. after discovering her cabin was surrounded by elephants! |
| 3. We hurried back to our vehicle | c. upon seeing us approach. |
| 4. My friend had to radio for help | d. after playing in the hot sun. |
| 5. The lion cubs took a nap in the shade of a tree | e. besides keeping your head and arms inside the vehicle. |
| 6. A spotted hyena hid in the bushes | f. by obeying our guide's instructions. |
| 7. The mother elephant protects her baby | g. by keeping it in the middle of the herd. |
| 8. We stayed safe | h. after seeing an elephant near our tents. |



4b. Put the words in the correct form. Which one is right for each sentence "-ing" or "to"?

- After visiting various amusement parks with his daughters in the 1930s and 1940s, Walt Disney decided ... (build) Disneyland Park in California.
- Visitors to Disney World Resort like ... (see) the kingdom of animals, riding on the Ferris Wheel, Slinky Dog Dash and ... (watch) live shows with all of their favourite characters in tales and cartoons.
- Little girls enjoy ... (have) breakfast with the Disney characters and talking with Minnie and Mickey Mouse.
- Visitors dislike ... (smoke), ... (wait) in lines and ... (run) in Disney World Resort in Florida.
- Visitors have to ... (avoid) using drones in Disneyland so they do not disrupt the other guests.
- Young travelers promised ... (follow) all the travel rules during their trip to Africa.
- They decided ... (take) an open air vehicle to see wild animals in Serengeti National Park.
- Visitors wanted ... (see) the Big 5 including lions, elephants, rhinos, buffalos and leopards, which are still found in South and East Africa.
- Tour guides in Kenya try ... (show) the culture of the Maasai tribe to visitors.
- Tourists appreciated ... (watch) all the wildlife during their safari trip to Tanzania.

SPEAKING AND WRITING

5. Make a list of some of the things that you should do/should not do in other countries while travelling. Then write travel rules using “allow” or “advise.”

Countries	Should Do	Should Not Do
In temples of Buddhist countries:	take off your hat	talk loudly
In Muslim countries such as Turkey, Iran, Egypt	wear long trousers and shirts with long sleeves	...
In India:	...	...
In Singapore:	...	...
In the USA:	smile	...


Useful expressions	
chew gum	write graffiti on canyon walls
cut in line	talk in theatres
wear short skirts, shorts, sleeveless shirts	put on strong perfumes
wear swimsuits on public beaches	take pictures inside the museums without paying for them
mention anything about items made from cows	get too close to people when you talk to them

Examples:

Visitors are not allowed to talk loudly in Buddhist temples.

Visitors are advised to take off their hats to enter the Buddhist temples.

We allow visitors to wear swimsuits on public beaches.

Check yourself and tick 	Can do this easily	This is my goal
Unit 5: Cultures from around the world		
Listening		
I can listen to main points in a dialogue and a monologue		
I can listen to specific information in a dialogue & a monologue		
I can find the meaning from context in a dialogue & a monologue		
Speaking		
I can give my opinions on different cultures around the world		
I can answer the questions of a text		
Reading		
I can find main points in a text		
I can find specific information in a text		
I can find the meaning of new words from context		
Writing		
I can write a paragraph, a dialogue, an e-mail and a tip about culture		
Use of English		
I can use phrasal verbs, gerund and infinitives in sentences		

UNIT 6. LANGUAGE IN MIND

LEARNING OBJECTIVES

LISTENING

- L1 Understand the main points from a dialogue about a school in London
- L3 Understand some of the detail from students' opinions about official languages
- L8 Understand an extended narrative story from monologue

SPEAKING

- S3 Give an opinion at discourse level on Mongolia's official script
- S4 Respond to unexpected comments by discussing Mongolia's official script
- S5 Summarise the story plot by J.K.Rowling
- S7 Interact with peers to make hypotheses about the events in the story

READING

- R2 Understand specific information in a wide range of fiction and non-fiction texts
- R3 Read fiction and non-fiction texts with confidence and enjoyment
- R4 Understand implied meaning from the story written by J.K. Rowling
- R5 Recognise the devices a writer uses to express intention in fiction and non-fiction texts
- R7 Recognise the attitude of the writer from the diary extract

WRITING

- W2 Write a story about an imaginary past event
- W3 Write a diary with personal feelings and opinions on given ideas
- W6 Use appropriate layout for a summary of some written genres

USE OF ENGLISH

- UE13 Use conjunctions of time (when, while, before, after) and reason (due to, due to the fact that, because, because of)
- UE7 Use past simple, past continuous, present perfect and past perfect forms in narrative

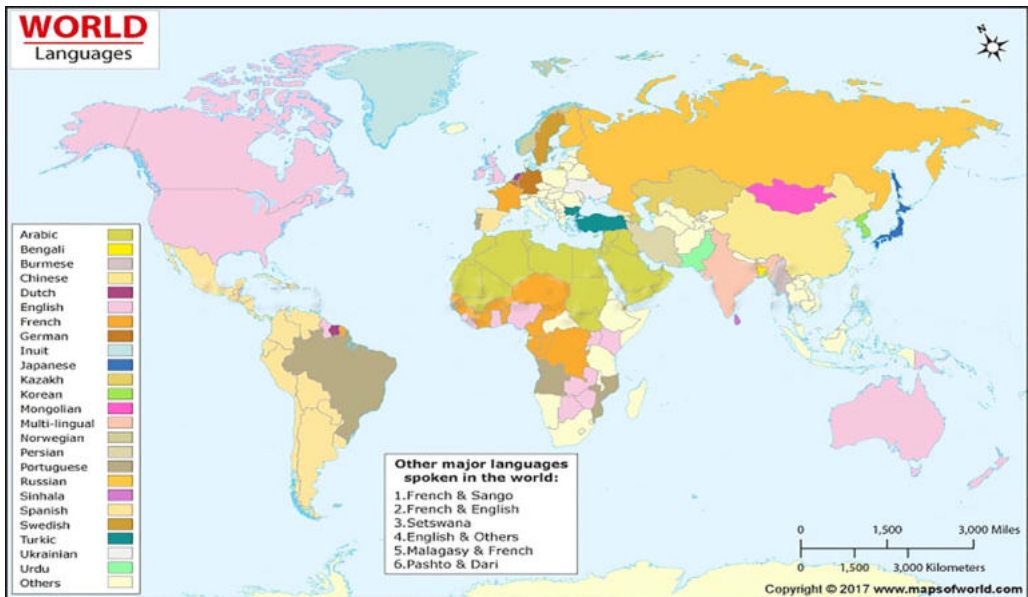
◀ WORLD LANGUAGES ▶

DO YOU KNOW?

International Mother Language Day is celebrated every year on 21 February.

1. Look at the map below and answer the questions.

- a. What do you think the text is about?
- b. Where is our country, Mongolia?



2a. Copy the words in bold from the text in exercise 3a and identify parts of speech.

Example: *extensive* – adjective (adj)

2b. Complete the sentences. Use the words from exercise 2a.

1. A language is related to its ... culture, tradition and people.
2. A ... of aboriginal people speak in their indigenous language in Australia.
3. The ... majority of people tend to use abbreviations on social network.
4. The new publication titled “Regulatory Dictionary of Spelling Rules in the Mongolian Language” has made a great contribution on some ... about lingual use.
5. ... discussion on native language extinction should be made.

3a. Read the text and summarise what it is about.

What does the publication Ethnologue: Languages of the World tell us about? As one of the most **extensive** catalogues of the languages in the world, it gives updated information each year on how many languages there are, and how many people speak each language. According to Ethnologue, there were 7,102 known languages spoken by people around the world in 2017.

Sadly, this number declines every year.

As of 2018, Ethnologue reports that there are now only 7,099 languages in the world. That's three fewer languages than last year. In Asia alone, there are 2,296 languages spoken; in Africa 2,139; the Americas 1,062; the Pacific 1,313; and in Europe 287 languages.

The exact number of languages spoken has always been surrounded by **uncertainty**. This is partly due to the fact that there are still many parts of the world that have not yet been fully explored, including the Amazon and the highlands of New Guinea.

As mentioned, the number of known languages is constantly declining. But why? A key factor is education. When a language stops being taught to young children, its rate of survival drops rapidly. Another reason languages fail to survive is due to the death of the current native speakers.

An example of this can be seen in North America, where 165 **indigenous** languages exist. Only eight of these languages are spoken by 10,000 people and approximately 75 languages are spoken by only a **handful** of mature aged people. What else can be concluded but that they will soon become extinct? This rapid decline in indigenous languages is due to the **overwhelming** effect of European settlement over the past 500 years. In Australia, more than 100 aboriginal languages have become extinct since European settlers arrived. Based on current circumstances, linguists are now able to estimate that at least 3,000 languages will be lost within the next century. That's almost half of today's known languages!

3b. Read the text again carefully. Answer the following questions.

1. What is the main purpose of the text?
2. According to the text, what is ethnology?
3. What are the reasons for the decline in the number of known languages?
4. What does the phrase **an example of this** in paragraph 5 refer to?
5. What will happen to the number of languages within the next century?

4a. Read and observe the grammar usage below.

Clauses of reason

Clauses of reason are used to express the reason for something. They are introduced with:

1. due to the fact that + clause

Mother Language Day is celebrated **due to the fact that** we aim to preserve native languages.

Object

Verb

Clause (subject + verb + object)

Note: The meaning is the same as **'because + clause'**.

2. due to + noun

Mother language Day has been celebrated **due to the** aim of preserving native language.

Object

Verb

Noun

Note: The meaning is similar to **'because of + noun'**.

4b. Sentence analysis: Look back at the text and work on the followings.

1. Find two suitable sentences for each grammar point.
2. Identify the use of each sentence.
3. Read it again and compare your answers with those of other students.

4c. Underline the correct choice to complete each sentence.

Example: English is taught in schools because / because of it is the official language in Britain.

1. My grandfather speaks in local dialect because / because of he loves it.
2. Because / Due to language extinction, all knowledge of the language will disappear.
3. Linguists work with communities around the world because of/because languages are in danger.
4. We celebrate Mother Language Day at school because / because of a language is a part of culture.
5. Language policies are adopted due to / because the aim of protecting and promoting multilingualism.

4d. Complete the sentences.

Example: They built a language school because of the fact that...

They built a language school because of the fact that their native language is about to die.

1. Researchers make audiotapes and written records of language use due to the fact that ...
2. Linguists are trying to learn about languages because of the fact that ...
3. A number of known languages are constantly declining due to the fact that ...
4. English has been spreading through the internet because of the fact that...
5. Many foreign languages have been taught at school due to the fact that...

5. Listen to two students talking about the news on a TV programme. Then read each question and choose the correct answer.



1. There are ... languages are spoken in the playground.
a. 32 b. 42 c. 14 d. 13
2. Children at the school are from all of these countries EXCEPT
a. Iraq b. Somalia c. Iran d. India
3. According to him, many of the pupils are children of
a. newcomers and settlers b. immigrants and native speakers
c. locals and settlers d. foreigners and citizens
4. She wishes
a. She studied about different cultures. b. She learnt many foreign languages.
c. She had an opportunity to speak in Mongolian. d. She had enough time to speak in English.
5. At the end of the recording, they agreed on the idea that
a. native languages are spoken in the school playground
b. Mongolian should be taught in schools
c. the mother tongue is more important than any other languages
d. they should speak in Mongolian even though they are in multilingual learning environment

◀ THE MONGOLIAN SCRIPT ▶

DO YOU KNOW?

Mongolian Calligraphy was registered with UNESCO in 2013 as part of Mongolia's Cultural Heritage.

6. Look at the picture and answer these questions.

1. Can you write your name in the Uigarjin Mongolian script?
2. Have you ever seen this stone inscription before?
3. How do you think it will be related to the text you are going to read?

7. Listen and repeat the words in the first column. Then match the words (1-6) with their synonyms (a-f).

- | | |
|----------------------|--------------------------|
| 1. a scribe | a. a grandee |
| 2. an inscription | b. a measure of distance |
| 3. a dignitary | c. an engraving |
| 4. a seal | d. an explanation |
| 5. an interpretation | e. a recordkeeper |
| 6. a fathom | f. a stamp |



Mongolian has been written in a number of scripts - throughout its history, but the script most used has been the Uigarjin Mongolian script. It was adopted as Mongolia's official script around 1204, when Chinggis Khan defeated the Naimans. After Tayan Khan's **scribe** Tatatunga had been captured along with his seal, Chinggis Khan adopted the system of writing used by the Naimans and had it taught to his princes and **dignitaries**.

The Mongolian script is written in vertical columns from left to right. Its letters vary slightly in shape depending on whether they are at the beginning, the middle or the end of a word, as in Arabic. Over the centuries some new letters were introduced into the Mongolian script.

The earliest extant example of the Uigarjin Mongolian script is the five-line stone **inscription** known as the "Chinggis stone inscription." In 1818, G. I. Spasskii, a Russian scientist, discovered the inscribed stone monument near the Kharkhiraa River, in what is now the Chita province of Russia. It was removed from Nerchinsk to St. Petersburg in 1832, where it remains in the Hermitage State Museum. Recently (June 1996) the Foundation for Protection of Historic and Cultural heritage funded an operation to copy the stone inscription. As a result of the operation, it is now on permanent display in the Mongolian National History Museum.

Many researchers say that the inscription is dedicated to Esungge Mergen, although it begins with the name of Chinggis Khan. One **interpretation** of this inscription could be as follows: "While Chinggis Khan was holding an assembly of Mongolian dignitaries, after his conquest of Sartaul (East Turkestan), Esungge Mergen shot a target at 335 **fathoms**." (536m).

The stone inscription has great historic and linguistic value, proving that Mongolians had started using the Uigarjin Mongolian script from ancient times.

8. Re-read the non-fiction text above, then choose the correct answers.

1. What is the text mainly about?
 - a. The Uigarjin Mongolian script
 - b. One way to write Mongolian
 - c. Mongolia’s historical heritage
 - d. The “Chinggis stone inscription”

2. The writer gives some historical facts
 - a. to show that Mongolians have their own script
 - b. to show that Mongolian men were good at archery
 - c. to introduce a special Mongolian custom
 - d. to inform readers that scientists have still been working on the findings

3. How many facts are there?
 - a. 3 b. 4 c. 6 d. 5

Facts are pieces of information that are true and often given as statements. For example: The Uigarjin script was adopted as Mongolia’s official script around the time of 1204.

9. You are going to give a talk to the class about the script Mongolians used. Prepare some notes to use for your talk.

- Make short notes under each heading.
- how the Mongols first started using the script
 - a special feature of the script
 - a list of evidences that the script had been used

To summarise you need to:

- Skim the text
- Identify the main points of the text.
- Identify the main points of each paragraph.
- Write your summary in your own words.

10. Your teacher has asked you to write a summary about the script for the school bulletin. Look at your notes in exercise 9 above, and use them to write a summary.

11a. Read and observe the grammar usage below.

Time clauses and Sequence of tenses

▪ Time clauses are introduced with the following time conjunctions: *when, until, while, before, after*, etc. Time clauses are subordinate clauses and usually refer to a main clause.

While Chinggis Khan was holding an assembly, Esungge Mergen shot a target at 335 fathoms.

Time conjunction	Subordinate clause	Main clause
------------------	--------------------	-------------

▪ When the verb of the main clause is in a past form, the verb of the time clause is in a past form.

While Chinggis Khan was holding an assembly, Esungge Mergen shot a target at 335 fathoms.

Time conjunction	Past continuous	Past simple
------------------	-----------------	-------------

It was recorded on the stone inscription **after** he had shot a target at 335 fathoms. (536m)

Past simple	Time conjunction	Past perfect
-------------	------------------	--------------

▪ When the verb of the main clause is in a present or future form, the verb of the time clause is in a present form. We never use future tenses after time conjunctions.

We make short notes **before** we write a summary.

Present simple	Conjunction	Present simple
----------------	-------------	----------------

I will write a summary **after** I make short notes. (NOT: ...after I will make short notes)

Future simple	Conjunction	Present simple
---------------	-------------	----------------

11b. Sentence analysis: Look back at the text and complete the following tasks.

- Find one suitable sentence for the grammar explanation above.
- Highlight the time conjunction with the colour blue.
- Identify the main and the subordinate clause in this sentence.
- Underline the verb of each clause and identify the tenses.
- Read it again for comprehension. If necessary, consult with other students.

Example:

It was adopted as Mongolia's official script around 1204, when Chinggis Khan defeated the Naimans.

main clause

subordinate clause

11c. Identify the main and the subordinate clause in each sentence.

Example: After Chinggis Khan had defeated the Sartuul, he held an assembly of dignities.

Subordinate Clause

Main Clause

- We went to the Mongolian National History Museum after we had learned about the stone inscription.
- Before you go to the Museum, you should ask about time tables.
- They all admired his knowledge of history when they heard about the interpretation.
- While you are writing a research paper, you will find out many historical facts.
- After I have finished my work, I will go out.
- As we were walking in the park, we enjoyed a folk performance.

11d. Look back at the sentences in exercise 11c. Underline the verb of each clause and identify the tenses.

Example: After Chinggis Khan had defeated the Sartaul, he held an assembly of dignities.

Past Perfect

Past Simple

11e. Underline the correct tense.

Example: It requires you to be more creative when you write/wrote calligraphy.

- Mongolians used to use the Uigarjin Mongolian script before they started/will start using the Cyrillic script.
- After I have finished/had finished reading the Secret History of the Mongols, I will tell you about it.
- It will be possible to use Mongolian Script in cyber space when you study/ were studying
- The Secret History of the Mongols was written/is written in traditional Mongolian script when Damdinsuren Tsend translated it into modern Mongolian.
- People use/used to communicate in sign language until scripts were developed.

12. Work in groups of four. Discuss the following question about using Mongolia's official script today:

- It has been proposed that the Uigarjin Mongolian script and the Cyrillic script should both be used as Mongolia's official scripts today.
- Do you agree or not? Give specific reasons for your choice.

In my opinion, we should use our traditional script.

It seems to me that it is not easy to change to the traditional script since all documents are now in the Cyrillic script.

◀ ENGLISH THROUGH STORIES ▶

DO YOU KNOW?

Reading literature helps you to improve your critical thinking skills.

13. Look at the picture in exercise 14a, guess what the story is about. Then answer the questions.

1. Have you ever noticed the punctuation while reading?
2. How do you think it will help you to understand the text?

14a. Read and listen to the story, following the punctuation rules in the box.

When reading, look carefully at the **punctuation marks** as they help you to understand the text:

- **full stops (.)** make you stop
- **commas (,)** make you pause
- **exclamation marks (!)** signal excitement or surprise
- **question marks (?)** signal a question
- **speech marks ('...')** show the words a character speaks
- **dashes (-)** give you extra emphasis.

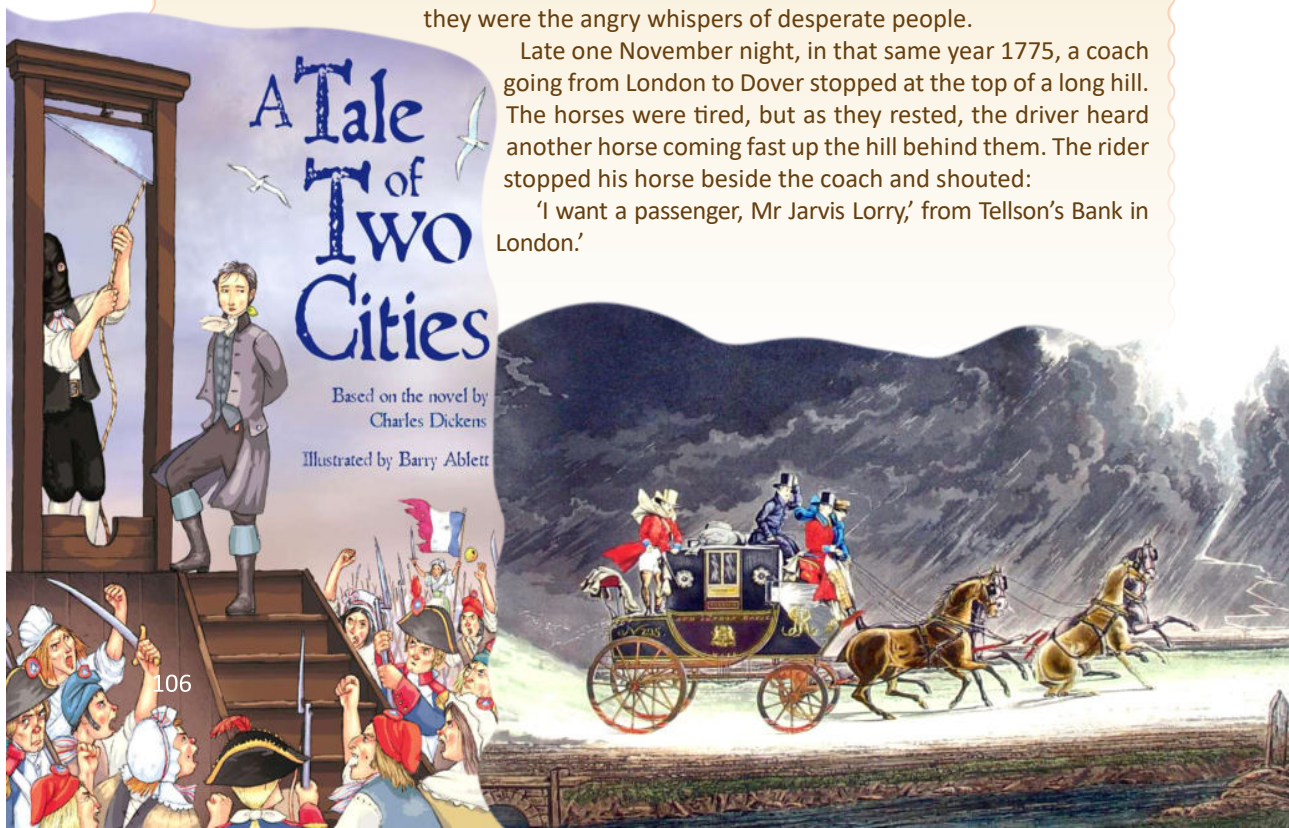
THE ROAD TO PARIS - 1775

It was the best of times, it was the worst of times. It was the season of light, it was the season of darkness. It was the spring of hope, it was the winter of sadness. It was the year one thousand seven hundred and seventy-five.

In France there was a King and a Queen, and in England there was a King and a Queen. They believed that nothing would ever change. But in France things were bad, and getting worse. The people were poor, hungry and unhappy. The King made paper money and spent it, and the people had nothing to eat. Behind closed doors in the homes of the people, voices spoke in whispers against the King and his noblemen; they were only whispers, but they were the angry whispers of desperate people.

Late one November night, in that same year 1775, a coach going from London to Dover stopped at the top of a long hill. The horses were tired, but as they rested, the driver heard another horse coming fast up the hill behind them. The rider stopped his horse beside the coach and shouted:

'I want a passenger, Mr Jarvis Lorry,' from Tellson's Bank in London.'



A Tale of Two Cities

Based on the novel by Charles Dickens
Illustrated by Barry Ablett

'I am Mr Jarvis Lorry,' said one of the passengers, putting his head out of the window. 'What do you want?'

'It's me! Jerry, Jerry Cruncher, from Tellson's Bank, sir,' cried the man on the horse.

'What's the matter, Jerry?' called Mr Lorry.

'A message for you, Mr Lorry. You've got to wait at Dover for a young lady.'

'Very well, Jerry,' said Mr Lorry. 'Tell them my answer is - CAME BACK TO LIFE.'

It was a strange message, and a stranger answer. No one in the coach understood what they meant.



Charles Dickens

Source: 'A Tale of Two Cities' by Charles Dickens retold by Ralph Mowat

14b. Read the story and match the characters (1-4) with the actions (a-h).

- | | | | |
|-------------|--------------|-------------------|---------------------|
| 1. the King | 2. the Queen | 3. Jerry Cruncher | 4. Mr. Jarvis Lorry |
|-------------|--------------|-------------------|---------------------|
- put his head out of the window
 - made and spent paper money
 - whispered desperately and angrily
 - wanted a passenger from Tellson's Bank
 - asked about what's happened
 - stopped at the top of a long hill
 - thought that everything would be as usual
 - answered 'Came back to life'

14c. Read the story again. Answer these questions.

- | | |
|------------------------------------|-------------------------------|
| 1. When did the story happen? | 6. Why was he going there? |
| 2. What time was it? | 7. Who was Mr. Jarvis Lorry? |
| 3. How were the people's lives? | 8. What was his message? |
| 4. Who was Jerry Cruncher? | 9. What did his message mean? |
| 5. Where was Jerry Cruncher going? | |

14d. Work in pairs. Discuss these questions.

- What parts of the story did you find interesting?
- What do you think will happen next?

15a. Read and observe the grammar usage below.

Past Simple tense

We often use past tenses (past simple, past continuous and past perfect) for story-telling.

- The Past Simple tense is used to talk about past states and actions that happened in the past.
It was a beautiful day in spring.
Past simple (state)
- for actions which happened immediately one after the other in the past.
We got out of village and walked up ... (actions)
Past simple Past simple

Past Continuous tense

The Past Continuous tense is used: to set the scene in a story.

The sun was shining and birds were chirping.

Past continuous

Past continuous

- when a longer action (*was walking*) is interrupted by a shorter action (*heard*) in past simple.

When we were walking through the forest, we heard a strange noise.

Past continuous

Past simple

Past Perfect tense

- The Past Perfect tense is used to talk about single actions completed earlier in the past.

The night before, some of our friends and I had decided to go on a trip to the forest.

Past perfect

15b. Sentence analysis: Look back at the story and complete the following tasks:

1. Find some complete sentences in the past simple tense.
2. Identify the use of each sentence.

15c. Complete the passage with the correct form of verbs in brackets.

Until a few years ago, no one ... (hear) of Greg Heffley, a middle-school boy, who writes illustrated stories about his personal life and a character of the children's book Diary of a Wimpy Kid. The writer, Jeff Kinney ... (already/write) several comic strips, but this was the first book that brought him a great success. He ... (come) up with the idea for a comedy book while he ... (write) down ideas for it. By the time Jeff ... (sign) a multi-book deal



... (already release) an online version of the story on www.funbrain.com. When the book was published in 2007, Jeff ... (not imagine) it would be such a tremendous success, but it quickly ... (become) a bestseller. While millions of young readers in many countries ... (enjoy) his first Diary of a Wimpy Kid book, Jeff Kinney ... (think) of ideas for the next book in this incredibly popular series.

16. Write a story, by first making some notes about your story:

- when and where it took place
- who else was in it
- what was happening at the start
- what happened next
- what happened in the end
- how you felt in the end

A STORY LAYOUT

- set the scene
- say what happened to start with
- develop the story by narrating the main action and including some dialogue
- write the ending

◀ LITERATURE CORNER ▶

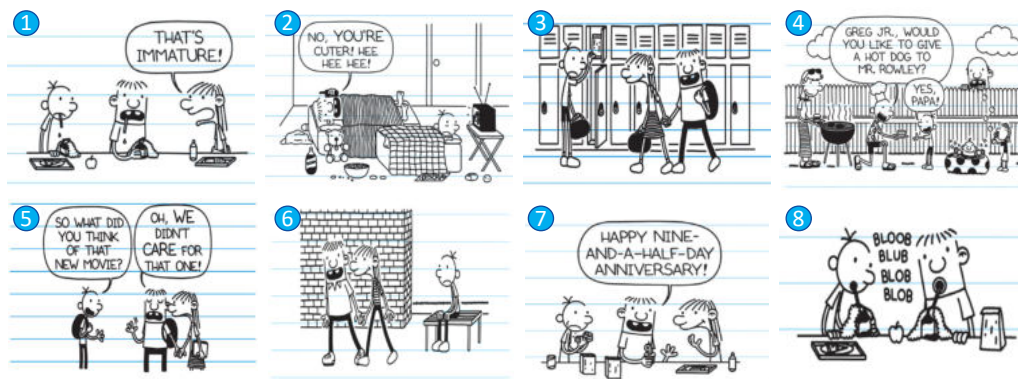
DO YOU KNOW?

Jeff Kinney is an American author of children's book. He is most well-known for his Diary of a Wimpy Kid series.

17. Work in pairs. Look at the pictures in exercise 18 and discuss these questions.

1. What is happening in each picture?
2. Who do you think the people are?
3. How do you think the people feel?
4. What do you think the people say?

18. Read the diary extract below and place the pictures in the right paragraphs.



I think Mom is just trying to make me **feel better about my situation** with Rowley anyway. Rowley's been my best friend ever since he moved into my neighbourhood, but things have really changed between us recently. And it's all because of a GIRL. A)

Believe me, the last person in the world I ever thought would get a girlfriend was ROWLEY. I always thought I'd be the one in a relationship and Rowley would be the guy **everyone kind of felt sorry for**. B)

I guess I've got to give Rowley some credit for actually finding a girl who likes him. But I don't have to be HAPPY about it. Back in the good old days, it was just me and Rowley, and we hung out and did whatever we wanted. If we felt like **blowing bubbles** in our chocolate milk at lunch, then that's exactly what we did. C)

But now that there's a girl in the picture, things are TOTALLY different. D)

Wherever Rowley is, his girlfriend Abigail is, too. And even if she ISN'T there, **it SEEMS like she is**.

I invited Rowley to my house for a sleepover last weekend so the two of us could spend some time together, but after about two hours I gave up trying to have any fun. E)

MODULE 2. CULTURES AND TRADITIONS

And when the two of them are in the same place, it's even WORSE. Ever since Rowley and Abigail got together, **it's like Rowley** doesn't even have his own OPINIONS anymore. F

I was hoping this would've all blown over by now and things would be back to normal, but there's no sign of this ending anytime soon. G

If you ask me, it's ALREADY gone too far. I've started noticing little changes in Rowley, like the way he combs his hair and the clothes he wears. And I GUARANTEE you, Abigail is behind all of it. H

But I'm the one who's been best friends with Rowley all these years, so if anyone has the right to change him, it's ME.

I just don't get how you can go from being someone's best friend to getting kicked to the curb. But that's exactly what happened.

Source: 'Diary of a Wimpy Kid - Hard Luck' by Jeff Kinney

19. Read the diary extract above again and then choose the correct answers.

- Why was this extract written?
 - to tell you about an event
 - to tell the reader a funny story
 - to make the reader laugh
 - to make the reader cry
- What is the main idea of this diary extract?
 - Three of them have made friends recently.
 - He has almost lost his best friend.
 - He doesn't like Rowley's girlfriend.
 - He has noticed his friend hasn't paid attention on him.
- Which word best describes the narrator's attitude to his friend?
 - Happy
 - Jealous
 - Gifted
 - Blessed

20. Match the coloured idioms and phrases in the diary extract with their meanings below.

- in manner similar to
- to feel sympathy for (someone) because he or she is in a bad condition
- causing happy and positive feelings about something
- to appear to be like some kind of person or something
- to want to have something or to do something

21a. Read and observe the grammar usage below.

Past Simple

- We use the past simple for an action which happened at a definite time in the past.
I **invited** Rowley for a sleepover **last weekend**.

Past simple

Time expression

- The past simple is used for past habits or states which are now finished.
Back in the good old days, it **was** just me and Rowley.

Time expression

Past simple

Note: In such cases we can also use the expression **used to** and **would**.

The past simple is used with the following time expressions: *yesterday, two days/weeks/months ago last night/week/, when, then, in 1992, 2005* etc.

Present Perfect

- We use the present perfect for an action which happened in the past. But the exact time is not important, so it is not mentioned.
But things have really changed between us recently.
Present perfect Time expression
- We use present perfect to describe an action which started in the past and continues up to the present.
Rowley has been my best friend ever since he moved into my neighbourhood.
Present perfect Time expression

The present perfect is used with the following time expressions: *already, yet, just, ever, never, so far, lately, recently, since, for* etc.

21b. Sentence analysis: Look back at the diary extract and work on the followings.

1. Find five complete sentences in the past simple tense. Write them in your notebook.
2. Pick out four complete sentences in the present perfect tense. Copy out the sentence.
3. Identify the use of each sentence.

21c. Put the verbs in brackets into the past simple or the present perfect.

1. A: Do you know that man?
B: Oh yes. He's a very good friend of mine. I ... (know) him for about ten years.
A: I think I ... (meet) him at Book Club meetup last month.
2. A: Sam ... (show) me a new fictional book.
B: Where ... (he/buy) it?
A: He ... (buy) it while he was going in the bookstore 'An Unlikely Story'.
B: Really? I ... (never/hear) about the bookstore. Who ... (open) it?
A: It's Jeff Kinney. You know him.
B: Yes, of course. He is an author who ... (write) a 10 series of Diary of a Wimpy Kid.

21d. Read the sentences below and choose the best answer to complete the sentences.

1. Have you ... read *The Diary of a Young Girl by Anne Frank*?
a. never b. ever c. yet d. lately
2. Anne Frank, a Jew, started writing her diary ... she was 13 years old.
a. then b. before c. last d. when
3. She wrote about her feelings, beliefs and ambitions ... she was hiding in the Secret Annex.
a. ago b. when c. while d. then
4. Her father, Otto Frank, found his daughter's diary ... he returned to Amsterdam.
a. while b. then c. when d. before

22. Write your own dairy entry based on what you have experienced so far.

Here are some ideas to write about:

- a dairy record of the people you meet
- the exciting things that you do at home or at school
- the memories of a holiday or an interesting place
- everyday events

A Diary is a written record of personal experiences, thoughts and feelings. It can be considered as a friend with whom you can be yourself, and share your intimate thoughts and emotions.

◀ CHECK YOUR PROGRESS ▶



LISTENING

1. You will hear two students talking about official languages in various countries, during their social science class. For each question, put a checkmark (✓) in the correct box.

1. In his opinion, a country ... has the greatest number of official languages.	a. with many languages b. with a large population c. with two official languages	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The country he chose from the options was	a. Nigeria b. India c. South Africa	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The correct answer was	a. South Africa with 11 official languages b. India with 18 official languages c. India has more languages than South Africa	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. His partner mentioned Kashmir	a. to explain that each language is different. b. to explain that languages can be considered official. c. to explain that each language is used as an official language of a certain area.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. The whole official language of India is	a. not clear now. b. Hindi. c. is different in certain areas.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

VOCABULARY

2. Fill in the missing words, using those from the bracket below.

a handful extensive indigenous Ethnologue overwhelming

- Before he went overseas, he went to the trouble of learning the ... customs and languages of the countries he planned to visit.
- Mother Language Day is celebrated by an ... majority.
- Only ... of people speak in their indigenous language.
- He has carried out ... research into historical studies.
- The ... is a comprehensive catalogue of the known languages spoken in the world.

3. Choose the correct word for each of the following definitions.

- ... an official who writes from dictation or copies manuscripts and keeps records.
a. clerk b. secretary c. copyist d. scribe e. calligrapher
- ... words that are written on a monument.
a. caption b. memoir c. autograph d. legend e. inscription
- ... a person who possess exalted rank or holds a position of honour.
a. celebrity b. dignitary c. official d. notable e. senior

4. ... a piece of wax with an individual design, attached to a document as a guarantee of authenticity.
a. sticker b. allowance c. assurance d. seal e. tape
5. ... the action of explaining the meaning of something in the field of history.
a. inference b. conclusion c. interpretation d. supposition e. meaning
6. Choose the correct prefix to make the antonym of an adjective. ...
a. ir b. de c. un d. dis e. im

4. Circle the correct answer to complete each sentence.

1. He was held up in the heavy traffic ... over two hours.
a. since b. for c. lately d. yet
2. Please write in the answer sheet ... you've finished.
a. before b. until c. when d. while
3. We have ... seen anything like this before.
a. ever b. still c. recently d. never
4. She was excited because she ... by train before.
a. didn't travel b. hadn't travelled c. wasn't travelling d. wasn't travelled
5. They ... home when their car broke down.
a. were driving b. had driven c. drove d. was driving
6. I was walking home when I ...
a. was seeing b. had seen c. saw d. have seen
7. Tom ... the present and read the card.
a. have opened b. opened c. had opened d. was opening
8. He had forgotten all about it until he ... a group of them.
a. had passed b. has passed c. passed d. was passing

READING

5. Read the following statements, write whether they are facts (F) or opinions (O).

1. J.K.Rowling is a British novelist, best known for writing The Harry Potter series.
2. They need to make a movie of J.K.Rowling's life.
3. More than four hundred million Harry Potter series were sold, captivating readers in 69 languages.
4. Harry's final chapter "*The Deathly Hallows*" is the fastest selling book of all time.
5. What amazes me is her creativity.
6. The greatest gift of *The Harry Potter* series is the freedom to use our imaginations.
7. The author completed the final chapters of *Harry Potter* at the historic Balmoral Hotel in Edinburgh.
8. She made us love *Harry Potter* and his magical story.



Opinions are people's ideas or thoughts about something. For example: This book is very inspiring.

6. Read and listen to the extract, using punctuation rules.

THE BOY WHO LIVED

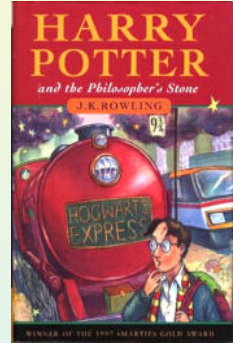
Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr Dursley was the Director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and, in their opinion, there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mrs Dursley's sister, but they hadn't met for several years; in fact, Mrs Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as un-Dursleyish as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

When Mr and Mrs Dursley woke up on the dull, grey Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr Dursley hummed as he picked out his most boring tie for work and Mrs Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair. None of them noticed a large tawny owl flutter past the window...

Source: *Harry Potter and the Philosopher's Stone* by J.K. Rowling



7. Read the extract again, then answer the following questions.

1. What were Mr and Mrs Dursley like?
2. What did Mr Dursley do?
3. What did he look like?
4. What did Mrs Dursley look like?
5. How did she spend her time?
6. Who was Dudley?
7. What did they think about their son?
8. What was their greatest fear?
9. Why didn't they want to meet their relatives? Find two reasons.
10. What was implied from the last paragraph?

GLOSSARY

crane (v)- to stretch in order to look at something

hum (v)- to sing without opening your mouth

tawny (adj)- a light yellow-brown colour

shudder (v)- to shake suddenly

flutter (v)- a series of quick movements up and down from side to side

USE OF ENGLISH

8. Write down the tenses, using the verb in brackets.

Example:

She (write) a travel blog on her vacation.

Present Simple:

She writes a travel blog on her vacation.

Past Simple:

She ... a travel blog on her vacation.

Past Continuous:

She ... a travel blog on her vacation.

Present Perfect:

She ... a travel blog on her vacation.

Past Perfect:

She ... a travel blog on her vacation.

9. Underline the main clause in each sentence below.

Example: *When linguists study a language, they take the spoken language as their best source of data.*

Answer: *When linguists study a language, they take the spoken language as their best source of data.*

1. What was your favourite book when you were a child?
2. I am really interested in studying a foreign language because it will open a new world for me.
3. Before you travel anywhere, learn a bit about the place you are going to.
4. After she had done her research, she sent it to me.
5. He didn't stop talking until he reached his apartment.

10. Complete the subordinate clause of each complex sentence below.

1. A language becomes extinct when
2. The Uigarjin Mongol script was adopted as the Mongolian official script after
3. We didn't know about the Chinggis' Stone inscription before
4. He enjoys writing calligraphy while
5. Most people don't read much literature due to the fact that
6. I love studying history because
7. I can't stand his behaviour due to
8. I couldn't understand why she loves reading this series until

SPEAKING

11. Choose from this list of words below to complete these sentences.

- It seems like
- everyone kind of felt sorry
- it's like
- feel like going
- feel better about my situation

1. I have had a big argument with my friend recently. I am trying to make myself
2. It is getting so hot. I ... to get ice cream - want to come?
3. I don't want to be someone ... for.
4. ... he is going to sell most of his books that went out of print years ago. But in some ways, ... classics.

12. Tell your partner the plot of the story by following the stages.

Write notes on these:

- what kind of story it is
- where it takes place
- who was mentioned
- what was happening at the start
- what happened next
- how you felt at the end



WRITING

13. Write a diary about your unusual day or about an occasion. Use the following words from the word bank.

When did it happen?	How did it happen?	How did you feel?	Informal phrases
this morning	silently	I felt like	By the way
as soon as I woke up	without warning	I feel like (doing)	Guess what happened!
before long	as fast as I could	It seems like	Anyway
after a while	awkwardly	It's like	I wonder if
at the moment	cautiously	nervously	Can you believe it?
eventually	in a flash	luckily	Perhaps

Check yourself and tick <input checked="" type="checkbox"/>	Can do this easily	This is my goal
Unit 6: Language in mind		
Listening		
I can listen to specific information in a lecture and dialogue		
I can listen to a narrative story		
Speaking		
I can give an opinion and comment		
I can retell a story		
I can answer questions in a text		
Reading		
I can understand the difference between fact and opinion		
I can understand implied meaning from the story		
Writing		
I can write a summary		
I can write a diary		
I can draft a short story		
Use of English		
I can use past and present perfect tense forms		
I can use conjunctions of time and reason		

UNIT 7. NATURE CONSERVATION

LEARNING OBJECTIVES

LISTENING

- L1. Understand the main point about an eco-boy from a monologue
- L2. Understand the specific information on an eco-boy from a monologue

SPEAKING

- S1. Use formal and informal register in their speech on nature conservation
- S3. Give an opinion at discourse level on traditional Mongolian environmental laws
- S4. Respond at both sentence and text levels on measures to conserve the environment
- S6. Work in pairs or groups to talk about nature conservation

READING

- R2. Understand the specific information on environmental issues, recycling and eco-schools
- R8. Use familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding on combatting climate change and waste reduction
- R9. Understand the detail of an argument on nature conservation

WRITING

- W3. Write about personal feelings and opinions on the ways to conserve the environment
- W4. Develop coherent arguments, supported by reasons, examples and evidence on ways to help our environment
- W5. Use the style and register appropriate to maintaining a trash-free lifestyle
- W6. Use appropriate layout for a range of written genres on the development of good green habits in school and at home
- W7. Accurately spell frequently occurring vocabulary on nature conservation

USE OF ENGLISH

- UE10. Use passive modals: *can be done, must be done, have to be done*
- UE12. Use infinitive forms after a broad range of verbs, nouns and adjectives to talk about environment
- UE13. Use *because* to express a reason

◀ TREES ▶

DO YOU KNOW?

Happy World Environment Day!

On this day, many people around the world are

- participating in neighbourhood clean-ups
- planting trees and gardens, or
- considering ways to reduce waste in their communities.

1. Look at the photos and answer the questions.

1. How do you recycle materials in your community?
2. How will you celebrate Earth Day this year?
3. How will you celebrate World Environment Day this year?

Earth Day

April 22



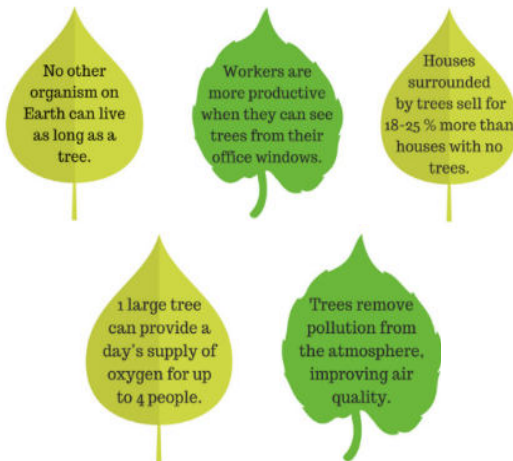
2. Listen to the recording about the benefits of being in nature and planting trees, then complete the sentences.

1. Exposure to plants and parks ... immunity.
2. Being in nature ... mental energy.
3. Being in nature ... creativity.
4. Nature helps ... stress levels.
5. Trees ... oxygen.
6. Trees ... carbon dioxide.
7. Trees ... a habitat for wildlife.
8. Trees ... people from ultra-violet rays.



3. Are any of these fun facts about trees new for you? Discuss them in groups.

Fun Facts About Trees



GLOSSARY

- precipitation** (n)- rain, snow, etc. that falls
- desertification** (n)-the process of becoming or making something a desert
- degradation** (n)- the process of something being damaged or made worse
- hazardous** (adj) - involving risk or danger, especially to somebody's health or safety
- intact** (adj) - complete and not damaged
- accelerate** (v)- to happen or to make something happen faster
- reverse** (v)-to change something completely so that it is the opposite of what it was before

4. Read the text and choose the best title.

- a. Mongolian climate b. Desertification in Mongolia c. Climate change

Mongolia has an extreme continental climate; its average annual precipitation is relatively low (150-200 millimetres). Only 8% of the total territory is covered in forest and about 40% of the Mongolian land area is located in Gobi desert and steppe region.

In recent years, over 3000 rivers, streams, lakes and ponds dried up because climate change and desertification are accelerating. This intensive degradation is clearly a challenge not only to Mongolians but also to Central, East and South East Asians. In particular, the desertification and aridity increases the likelihood of sand storms, which have hazardous effects on the region.

Climate change and mining have been affecting the environment in Mongolia and showing noticeable negative consequences. According to the researchers, in 2010, 78% of the total territory would be desertified, leaving only 22% of Mongolia's territory intact. Within a four-year period, from 2006 to 2010, the desertification process grew by almost 6% in Mongolia.

Therefore it is an urgent necessity to prevent from degradation and take action to combat its effects. Neighbouring China fights desertification by controlling sand movement and the effects of sand storms. They do this by protecting the soil of crop fields from wind erosion, building windbreaks along the auto highway, railway and crop fields. They have an existing practice, which uses the bushy plant sea buckthorn or sea berry in combination with other trees and plants to fight desertification. In other words, sea buckthorn is more widespread in semi-desert where other plants cannot survive the dry conditions. It is used for soil, water and wildlife conservation, antidesertification and consumer products.

Due to this situation, there is a growing trend of environmental protection initiatives and movements for preserving forest resources to maintain and improve water sources along the Tuul river basin. A green space is also important to reduce air pollution in the city. It seems Mongolia's desertification can be reversed-but only if action is taken now. The sooner the better!

Source: The Mongolian National Association of Sea Buckthorn Growers and Producers, 2016

5. Read the text again and say whether a statement is true (T) or false (F).

	Statements	True	False
1.	Precipitation averages 150 to 200 millimeters per year in Mongolia.		
2.	About 40% of Mongolian territory is covered in forest.		
3.	Climate change and mining dried up rivers, streams, lakes and ponds.		
4.	Intensive desertification is a problem for Mongolia only.		
5.	Desertification will accelerate rapidly if action is not taken now.		
6.	China is setting a good example to fight desertification.		
7.	The bushy plant sea berry can survive in dry conditions.		
8.	Sea berry cannot be used for multiple purposes.		
9.	There are no environmental protection initiatives and actions to protect forest resources to maintain and improve water source along the Tuul river.		

6a. Read and observe the grammar usage below.

Purpose - Infinitives	
<ul style="list-style-type: none"> ▪ An infinitive can express purpose. It is a short form of <i>in order to</i>. They plant trees <u>to fight desertification</u>. Infinitive ▪ We should consider ways <u>to reduce waste</u>. Infinitive 	
<ul style="list-style-type: none"> ▪ Avoid expressing purpose without the word "to" in the infinitive. ▪ Avoid using <i>for</i> instead of "to". Correct: Take action <u>to protect</u> forests. Incorrect: Take action for protect forests. Infinitive 	
<ul style="list-style-type: none"> ▪ Use not (to) in negative infinitives. Try <u>not to be</u> late. I decided <u>not to go</u> there. Infinitive Infinitive 	

6b. Sentence analysis: Read the text again and underline the infinitives.

Example:

It is an urgent necessity to prevent from degradation and take action to combat desertification.
Infinitive Infinitive

6c. Choose the incorrect words or phrases and correct them.

1. Sea berry is planted to fighting desertification, control sand movement and sand storm, create windbreaks along the highway, railway and crop field in China.
A B C
D
2. Freshwater sources such as rivers, streams and lakes dried up because the climate change, mining and rapid desertification.
A B C
D
3. In order to combatting desertification, we can learn from others' experience.
A B C D
4. The sooner we take action, the good results we will achieve.
A B C D

7. In groups, plan a special "Plant a tree" day in Mongolia and write activities you would do (55-70 words). Consider:

- when and where you wish to plant trees
- why plant at that time and place
- which tree(s) you want to plant and why
- what you need to prepare to plant the trees
- how you care for trees after planting them

◀ RECYCLE, REUSE, REDUCE ▶

DO YOU KNOW?

The Bogd Khan Mountain was officially declared a sacred mountain reserve in 1778 and evidence of its protected status dates back to the 13th century.

8. Look at the examples and match the verbs to their definitions.

I reuse my packing boxes by using them to create a place to organise my household items.
We recycle all our plastic and glass bottles.

This year, I am trying to reduce my use of water. To start, I now take shorter showers.

- | | |
|-------------------------------------|--|
| 1. <input type="checkbox"/> recycle | a. to use again or more than once |
| 2. <input type="checkbox"/> reuse | b. to use less, to use fewer resources |
| 3. <input type="checkbox"/> reduce | c. to turn materials and products that would otherwise become waste into resources |

9. Let's consider ways to help our environment. How do you reduce, reuse, and recycle? How do you encourage others to do so? Discuss in groups.

10. Read the text and answer the questions.

GLOSSARY

disposable (adj, n)- made to be thrown away after use

landfill (n)- an area of where large amounts of waste material are maintained on top of or buried under the earth

incinerator (n)- a container which is closed on all sides for burning waste at high temperatures

detergent (n)- a liquid or powder that helps remove dirt, for example from clothes or dishes

buy in bulk (n)- buying in large amounts, often at a reduced price

Reduce, reuse and recycle are three essential components of environmentally-responsible behaviour because humans are largely responsible for recent climate change. Over the past century, human activities have released large amounts of carbon dioxide and other greenhouse gases into the atmosphere. The majority of greenhouse gases come from burning fossil fuels such as coal, oil and natural gas to produce energy, although deforestation, industrial processes, and some agricultural practices also emit gases into the atmosphere.

But you can make a difference by taking action. You can take steps at home, on the road, and in your school to reduce greenhouse gas emissions and the risks associated with climate change. Reducing, reusing, and recycling at school and in the classroom helps conserve energy and reduces the pollution and greenhouse gases from resource extraction, manufacturing, and disposal. You can reduce, reuse, and recycle at school or in the classroom by turning off the lights in a room when not in use, committing to zero paper classrooms/ offices, sealing leaky classroom windows to conserve heat in winter, using non-disposables for dishes/ cups and eliminating plastic bags for bringing things into schools. Also, you can take steps by saving one-sided print material in a box next to a printer to reuse for draft printing, using two-sided printing and copying, buying supplies made with recycled content, and recycling used printer cartridges.

MODULE 3. MOTHER NATURE AND WELLNESS

The most effective way to reduce waste is to not create it in the first place. Making a new product requires a lot of materials and energy - raw materials must be extracted from the earth, and the product must be fabricated then transported to wherever it will be sold. As a result, reduction and reuse are the most effective ways you can save natural resources, protect the environment and save money.

IDEAS ON HOW TO REDUCE AND REUSE

- Buy used. You can find everything from clothes to building materials at specialized reuse centres and shops. Often, used items are less expensive and just as good as new.
- Look for products that use less packaging. When manufacturers make their products with less packaging, they use less raw material. This reduces waste and costs. These extra savings can be passed along to the consumer. Buying in bulk, for example, can reduce packaging and save money.
- Buy reusable over disposable items. Look for items that can be reused; the little things can add up. For example, you can bring your own silverware and cup to school, rather than using disposable items.
- Maintain and repair products, like clothing, backpacks and books, so that they won't have to be thrown out and replaced as frequently.
- Borrow, rent or share items that are used infrequently, like party decorations, tools or furniture.

Some of the common products you can find that can be made with recycled content are aluminum cans, carpeting, cereal boxes, comic books, egg cartons, glass containers, laundry detergent bottles, motor oil, nails, newspapers, paper towels, steel products or trash bags.

Source: United States Environmental Protection Agency (2018)

1. What are the three burning fossil fuels?
2. What are the causes of greenhouse gases?
3. What is the most effective way to reduce waste?
4. What are the best ways to save natural resources, protect the environment, and save money?
5. What does using less raw materials reduce?
6. What reusable items can you bring to school?
7. Name the common products that can be made with recycled content?

11a. Read and observe the grammar usage below.

Modal verb	be+ past participle (PP)
can	be done
must	
have/ has to	
Natural resources can be conserved .	
Mother Earth must be protected .	
Mother Nature has to be conserved for future generations.	
We use the passive when we want to show that the <i>action</i> of the verb is more important than the person who carries out the action.	

11b. Choose *a*, *b* or *c* in the explanations.

- | | |
|-------------------------------------|--|
| 1. <input type="checkbox"/> Can | a. expresses obligation, prohibition or strong advice. |
| 2. <input type="checkbox"/> Must | b. expresses obligation, duty or necessity. |
| 3. <input type="checkbox"/> Have to | c. shows ability, suggestions or offers. It also expresses requests, asking permission or giving/ refusing permission. |

Source: <https://learningenglish.voanews.com/a/learning-passive-modals-it-can-be-done/4364766.html>

12. Read the text again and underline passive modals. How many passive modals are there?

13. Choose the incorrect words or phrases and correct them.

- The product must transported to wherever it will be sold.
A B C D
- Your old electronics or used equipment can be donated others.
A B C D
- There are many simple ways protect the environment.
A B C D
- It is important make sure that we do not litter or create more trash in our lives.
A B C D

14. Complete the sentences with phrasal verbs "look".

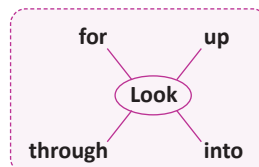
look for: search (for)

look into something: to examine something

look through something: to examine or read something quickly

look something up: to look for information in a dictionary or reference book, or by using a computer.

- She looked ... her notes before the exam.
- I looked ... the opening times on the website.
- I often look ... reusable items in shops.
- Local people are looking ... an environmental problem.



15. Project work. In groups, discuss "How to stop humans from filling the world with trash". Propose three solutions and present them to the class.

16. Write what you can do to protect the environment in your neighbourhood or community (50-75 words).

◀ ECO-FRIENDLY LIVING ▶

DO YOU KNOW?

In Mongolia, there are nine mountains whose names end in khan—Bogd Khan, Batkhan, Khuuleikhan, Nagalkhan, Khugnukhan, Burenkhan, Delgerkhan, Zotolkhan and Dulaankhan. Four out of those are in Tuv Province.

17. Discuss the following questions in groups.

1. What are some traditional Mongolian environmental laws? Examples:
 - never throw rubbish into natural water (rivers, lakes)
 - do not throw away ash from the stove, as it might cause a fire, endanger the lives of people and animals, and damage the environment
 - do not leave pole, stake or tether holes unfilled with soil or stones. Open holes may also injure the legs of animals.
 - no hunting of some species during certain seasons
 - no logging or hunting on sacred mountains
2. Do you try to obey any of them?
3. What do you do to save Mother Earth?

18. Match the slogans (1-5) to their meanings (a-e).

1.



4.



- a. Individual changes in behaviour can have a big impact on our planet!
- b. to take action in your own home, school, communities and cities for the health of the entire planet
- c. outdoor ethics to keep nature beautiful
- d. wise water use
- e. use water sparingly

2.



5.



3.



GLOSSARY

- holistic** (adj) – considering something as whole
- sustainability** (n) – that can continue or be continued for a long time
- awareness** (n) – knowing that something exists and is important
- integrated** (adj) – in which many parts are highly connected
- biodiversity** (n) – the co-existence of different kinds of animals plants
- code** (n) – rules of behaviour accepted by society or a social group
- marine** (adj, n) – connected with the sea

19. Read the text and say whether a statement is Yes or No.

ECO-SCHOOLS

Eco-Schools is an international programme of the Foundation for Environmental Education (FEE) that aims to support environmental learning in the classroom by engaging students in fun, action-orientated and socially responsible learning. It started in 1992 in response to the need to involve young people in environmental projects at the local level as identified at the United Nations Conference on Environment and Development of 1992.

The Eco-Schools programme extends from kindergartens to universities and is implemented in 67 countries, involving 51,000 schools and institutions, and over 19,000,000 students. It is the largest international network of teachers and students in the world. The International Eco-Schools Programme takes a holistic, participatory approach to learning for sustainability. It aims to engage students through classroom study, school and community action to raise awareness of sustainable development issues. It encourages students and teachers to conduct research on the amount of waste, energy or water use at their school and work towards making it a more sustainable environment. Eco-Schools provide an integrated system for the environmental management of schools and involve all stakeholders in this process. The whole schools approach emphasizes the importance of an ongoing focus on the issues linked to environmental, climate and sustainability issues. The programme consists of Seven Steps that the school needs to adopt.

Schools are encouraged to work on eleven Themes, which are as follows: Biodiversity & Nature, Climate Change, Energy, Global Citizenship, Health & Wellbeing, Litter, Marine and Coast, School Grounds, Transport, Waste, Water.

Each school follows a seven step change process and empowers their young people to lead processes and actions wherever they can. Over time and through commitment to the Eco-Schools Seven Step process, improvements will be seen in both the learning outcomes, attitude and behaviour of students and the local community, and ultimately the local environment. Evidence of success in these areas will eventually lead to a school being awarded with the International Green Flag.

In Mongolia, 55 schools in provinces and Ulaanbaatar were enrolled in 'Eco-Schools' international programme network and primary trainings were held. The programme is to provide environmental education, knowledge and understanding on sustainable development by encouraging and promoting children's initiatives, and to change their behaviour and attitudes based on student participation

Source: MONTSAME, 2017.



	Statements	Yes	No
1.	The purpose of the International Eco-Schools Programme is to engage learners in environmental projects at the local level.		
2.	In 1992, Foundation for Environmental Education started the Eco-Schools programme.		

MODULE 3. MOTHER NATURE AND WELLNESS

3.	All level educational institutions cannot implement this programme.		
4.	Fun, action oriented and environmentally responsible learning is not important to involve students in the local environmental projects.		
5.	This network does not have many members.		
6.	The programme empowers young people to take action to solve environmental issues wherever they can.		
7.	There are 11 themes for schools to work on.		
8.	In Mongolia, 55 schools participated in the Eco-schools international programme to promote learners' initiatives to protect the local environment.		

20a. Read and observe the grammar usage below.

Infinitive forms after nouns			
<ul style="list-style-type: none"> The infinitive can be used after certain nouns. A number of nouns can be followed directly by the infinitive. 			
Some of the most useful nouns			
ability ambition anxiety attempt decision	demand desire determination eagerness effort	failure offer plan promise refusal	request scheme willingness wish
Their plan to plant trees was supported. Noun Infinitive		I have no desire to do it. Noun Infinitive	
They made an effort to combat desertification. Noun Infinitive		We made a decision to work together. Noun Infinitive	

20b. Look back at the text "Eco-schools". How many infinitive forms after nouns are there? Circle them.

21. Choose the incorrect words or phrases and correct them.

- Her ability get along with people is her chief asset.
A B C D
- Eco-friendly habits can taught and learnt.
A B C D
- We all want this world be a better place for our children and for generations to come.
A B C D
- Gandhi said: "be the change you want see in the world".
A B C D

22. Project work. What theme would your school/ community want to choose in the international eco-schools programme? Why? How will you implement it?

23. Write about ways to develop environmentally friendly habits in school and at home (50-75 words). For instance: How to save water/ energy

◀ ECO-FRIENDLY BOY ▶

DO YOU KNOW?

Worship of nature is thousands of years old and is reflected in the tales and legends of the Mongolian people.

24a. Look at the pictures and describe them. What kind of pollution do you see in the pictures?

air pollution water pollution soil pollution
 noise pollution radioactive pollution



Example: I see air pollution in picture 1.

24b. Express your opinion.

Example: The main cause of air pollution in Mongolia is car fumes.

1. What is the major cause of air pollution in Mongolia?
2. What is the main factor that causes soil pollution in Mongolia?
3. What is the major cause of water pollution in Mongolia?

25a. Listen to the recording about Eco-boy and complete the table below.

INFORMATION	LISTENING FOR DETAILS
Name, grade, school number:	1) ...
Place where he lives in UB:	2) ...
The Selbe river is important	because it provides a 3) ... for the citizens of Ulaanbaatar.
Main causes that pollute the Selbe river are:	population density, lack of strict laws, 4) ... and 5)
His summer vacation:	He drags his sack of heavy trash, and 6) ...

MODULE 3. MOTHER NATURE AND WELLNESS

He is a good role model for Mongolian children	because he 7) ... into protecting and restoring the Selbe river.
His dream:	was to establish a 8) ... near the Selbe River.
The children's playground has	trees and facilities such as chairs 9) ...
His achievement:	He was chosen as the 10) "... of 2014" for demonstrating a promising future in leadership and organizing a goodwill project.

25b. Listen again and choose the best answers.

- He thinks that
 - Water of the Selbe river is not clear.
 - If the Selbe river is clean, other people might care for it.
 - If the banks of the Selbe river are clean, children will play there.
- Which organization supported him to establish a children's playground near the Selbe River?
 - International organizations
 - Foreign Embassies in Mongolia
 - The Ministry of Environment, Green Development, and Tourism in Mongolia
- Which best describes the author's tone?
 - Informative
 - Critical
 - Concerned
 - Proud



25c. Talk about Eco-boy Buyankhishig using an idea map.

- What's the main idea of this recording?
- Is he an eco-friendly boy? Why?
- Are you proud of this boy?
- Is he a good role model for children? Why?



26a. Read and observe the grammar usage below.

Conjunction: Because

“Because” is a subordinating conjunction. It expresses the reason for something.

- The subordinating conjunction “because” combines two sentences.
- Write “because” at the beginning of a subordinate clause.
- Use subject and verb after the conjunction “because.”
- Subordinate clauses with “because” answer the question “Why?”

My classmates are eco-friendly students [because they don't throw garbage on the street].

Main clause

Subordinate clause

Subordinate clause: [because they don't throw garbage on the street].

Conjunction Subject Verb

Main clause: My classmates are eco-friendly students.

Subject Verb

Function: In this sentence “because” combines two sentences.

My classmates are eco-friendly students. They don't throw garbage on the street.

26b. Join the two sentences with *because* and make the second sentence a subordinate clause.

Example:

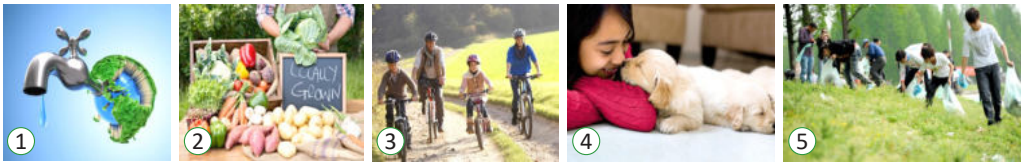
My friend Anar is an eco-friendly boy. He plants trees every spring.

My friend Anar is an eco-friendly boy **because** he plants trees every spring.

1. Drivers should stop honking their horns. It is too noisy to hear and makes people nervous.
2. We should save forests. The leaves of a tree absorb harmful gases from the atmosphere.
3. When the paper waste decomposes it causes illness. It decays and breeds bacteria.
4. Mining companies must restore the land they dig up. Mining and mining exploration destroys pastures and water resources.
5. Mongolians are not allowed to hunt marmots. They are included in the “Red Book of Mongolia.”

27. Look at the pictures and make sentences using the conjunction “because.”

TOPIC: Let’s do simple things to protect the environment



Example: We should use less water **because** water is a treasure.

28. Write an article of 120-150 words on the topic “How to make people environmentally friendly?” Use the plan below.

PLAN

Introduction

Paragraph 1: Write about the problem in a clear way

Main body

Paragraph 2: suggestion 1+ result/example

Paragraph 3: suggestion 2+ result/example

Conclusion

Paragraph 4: Summarise your opinion

Useful expressions

Introduction

take measures, take steps

Main body (Paragraphs 2-3)

First of all, firstly, secondly

Another solution would be to ...

The result would be ...

As a result of, the result would be ...

Conclusion (Last paragraph)

Finally, to conclude, to sum up, in conclusion

29. Complete the sentences with phrasal verbs “Pick.”

1. We will ... you ... from the airport this evening.
2. Her parents ... the trash that has been left by other people.
3. He ... his book and left the room.

pick up: lift something by using your hands

pick somebody up: go somewhere in a vehicle to transport somebody

◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen to the recording and complete the sentences.

- a. Reducing water use ... our drinking water resources.
- b. It ... us ... against future drought.
- c. Saving water ... money.
- d. Reducing water use ... energy, reducing pollution.

1b. Listen again and discuss how you can make a difference in the environment.

- in stores
- at home
- at school today

1c. Listen to the short dialogue between two students and fill in the blanks.

Bolor: Have you ever heard of the boy called Buyankhishig?

Anand: He is a school boy who 1) ... the Selbe River in Ulaanbaatar.

Bolor: Why did he 2) ... to clean the Selbe river?

Anand: The river is very important for ecological balance and to provide a healthy living 3) ... for the citizens of Ulaanbaatar. In the 1950s, people caught taiman from the Selbe and, as recently as 10 years ago, it used to overflow its banks. However, currently, when there is not much rain, some parts of the river actually dry up. Ecologically, the river became polluted due to 4) ... density, rapid climate change, soil pollution, and construction in the area.

Bolor: I never heard that there were taiman in the Selbe River and that it overflowed its banks. Now, water level of the Selbe River is decreased to a greater extent. Buyankhishig is doing a great job to 5) ... this river.

Anand: Yes. He is a good role model for Mongolian children.

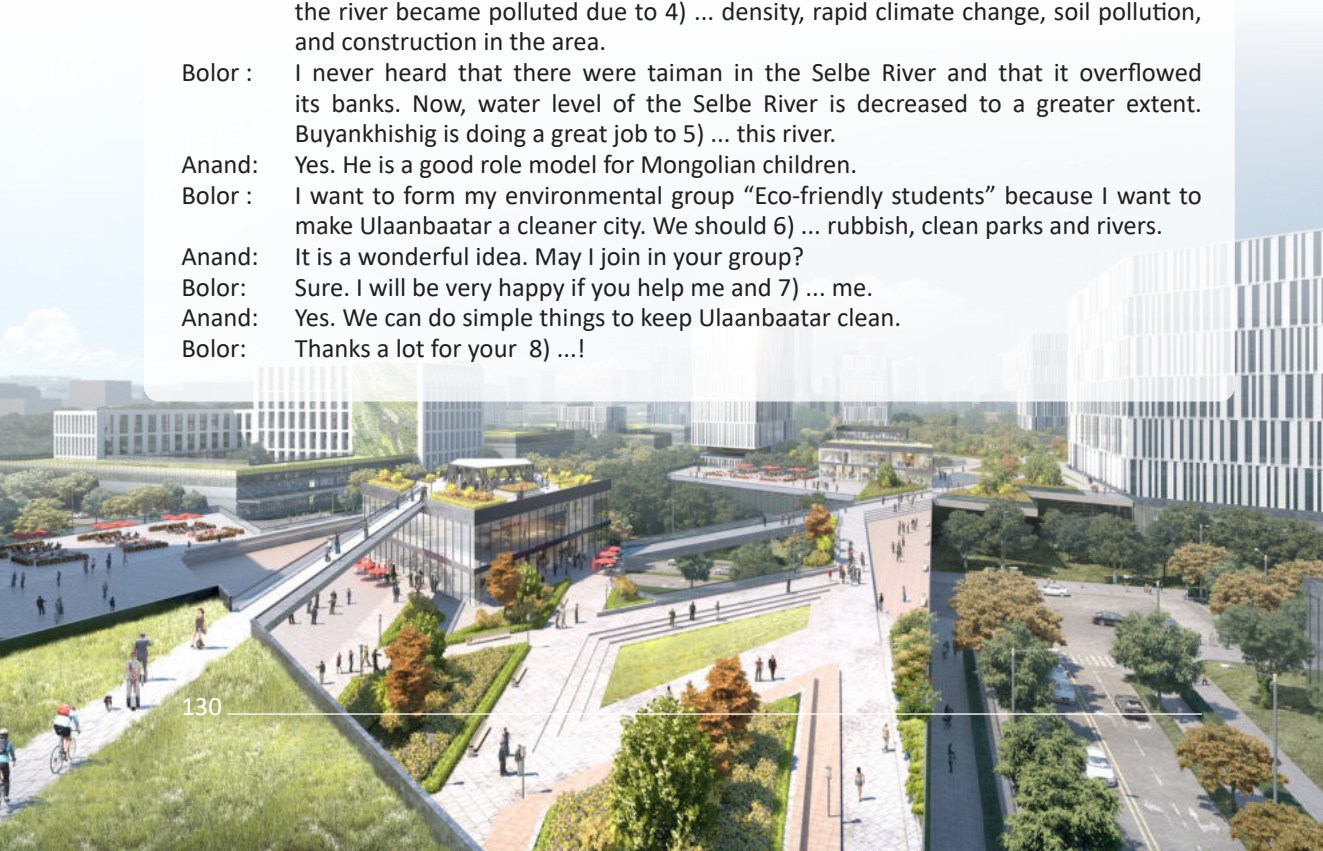
Bolor: I want to form my environmental group "Eco-friendly students" because I want to make Ulaanbaatar a cleaner city. We should 6) ... rubbish, clean parks and rivers.

Anand: It is a wonderful idea. May I join in your group?

Bolor: Sure. I will be very happy if you help me and 7) ... me.

Anand: Yes. We can do simple things to keep Ulaanbaatar clean.

Bolor: Thanks a lot for your 8) ...!



1d. Listen to the dialogue again and answer the questions.

1. Who is Buyankhishig?
2. Why did he decide to clean the Selbe river?
3. What does Bolor want to do?
4. Who wants to join new environmental group? Why?

VOCABULARY**2a. Put the right word(s) in the gaps by placing the correct letter next to the number.**

1. He ... plastic shopping bags as trash bags for the small trash cans in his house. a. reduce
2. Plastic bottles ... into carpets. b. reuses
3. Japan aims to ... waste in preparation for the 2020 Olympics. c. trash
4. We have to stop needless plastic ... for a cleaner and greener world. d. initiative
5. Picking up ... in your community means more than just cleaning a space. It also brings people together and creates awareness about the effects of pollution. e. waste
6. Buyankhishig's ... to clean up the Selbe river is inspiring. f. are recycled

2b. Choose the best answer to complete the sentences.

1. We will ... from the main gate of zoo park at 10 a.m. tomorrow morning.
a. pick b. pick you up c. pick up d. picked you up
2. Japanese students ... the trash on Saturdays to keep their neighbourhood clean.
a. pick up b. pick c. up d. take care of
3. The environmental groups ... the cities where they live.
a. take care of b. took care c. take d. care
4. Park rangers of Khustai National Park ... wild horses "Takhi", all year round.
a. care b. took c. take care of d. look for

READING**3. Read and say whether a statement is true (T) or false (F).****E-WASTE MEDALS IDEA FOR THE 2020 OLYMPICS**

The 2020 Summer Olympics, officially known as the Games of the XXXII Olympiad and commonly known as Tokyo 2020, is a forthcoming international multi-sport event that is scheduled to take place from 24 July to 9 August, 2020. The Olympic Movement has come under fire in recent years for forcing host cities to spend vast amounts of money with little lasting benefit, but Tokyo Governor Yuriko Koike is determined to make the 2020 Games work for Tokyo in the long run.





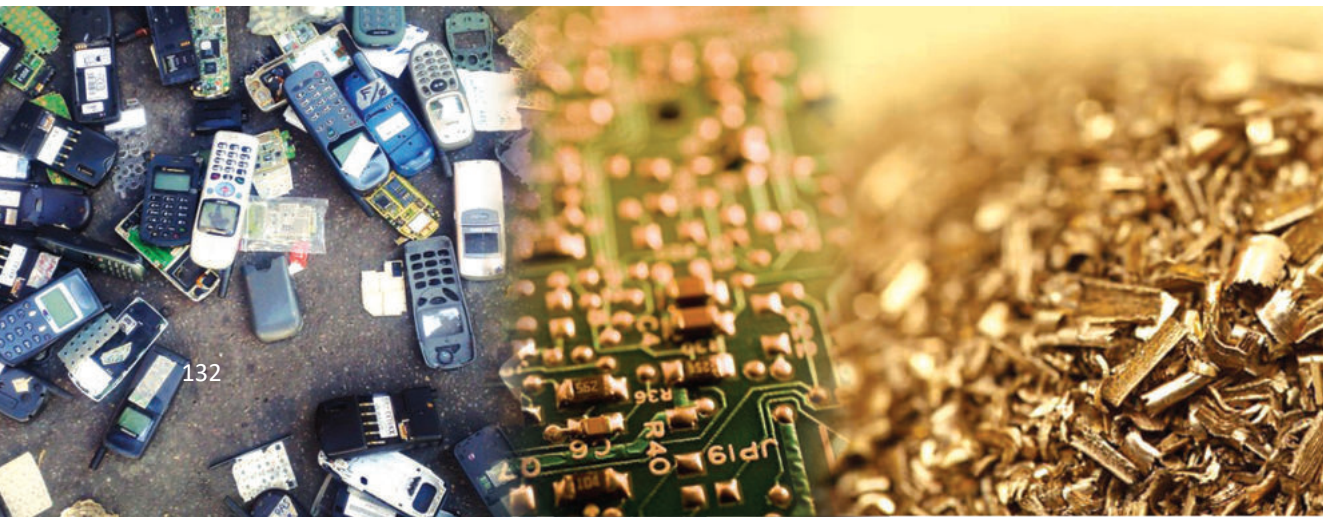
Koike aims to cut waste and recycle wherever possible in preparation for the 2020 Olympics. For example, the organizing committee is focused on promoting the recycling of resources. Venues will be using a lot of wooden materials, using careful procurement procedures to ensure the safety of the natural environment. Ecosystem impacts on the ocean will also be taken into account regarding the fish served. Traditionally, Olympic host cities have obtained the metal for medals from mining firms. But Japan, which lacks its own mineral resources, is keen to take the theme of a sustainable future a step further. It is exploring the ways to use precious metals from electronic waste (e-waste).

A little-known fact is that the gold medals are mostly made out of sterling silver and the bronze medals are mostly made out of copper. The International Olympic Committee (IOC) has developed strict criteria for the world's greatest sporting event, and this extends to how the medals should be produced. The 2012 Olympic medals were made from nearly nine tons of metal-gold, silver and copper from Rio Tinto's Kennecott Utah Copper mine in Salt Lake City and its Oyu Tolgoi mine in Mongolia (CNN, 2012).

If the medals were made of pure gold, the overall cost would run into tens of millions of dollars. Gold is currently about 70 times more expensive than silver. But some market experts think that may change by 2020. The Rio Olympics, for example, used gold that was extracted without the use of mercury and a third of the silver and bronze used came from recycled sources. Discarded consumer electronics such as smartphones and tablets contain small amounts of rare earth metals and precious metals such as platinum, palladium, gold, silver, lithium, cobalt and nickel. Scrap cars and home appliances such as refrigerators and air conditioners also contain these rarer metals, along with base metals such as iron, copper, lead and zinc. Recycling or refining companies either collect or purchase tons of this e-waste and industrial scraps. They then use chemical processes to separate the various metals. Much of this work takes place in developing countries such as China, India and Indonesia.

Japan has one of the highest recycling rates in Asia. However, this mainly applies to plastic, paper and glass. About 650,000 tonnes of small electronics and home appliances are discarded in Japan every year but less than 100,000 tonnes are collected for recycling. So for the 2020 Games, Japan will probably have to ask individual countries or companies to contribute towards the recycled metal collection effort. It may end up being cheaper using recycled metals than buying it on the market.

Sources: BBC and CNN News



	Statements	True	False
1.	An Olympic gold medal is made of gold only.		
2.	Japan is rich in mineral resources.		
3.	Rio Tinto's Oyu Tolgoi mine supplied gold, silver and copper for the London 2012 Olympic medals.		
4.	Japan focuses on the recycling of resources in preparation for the 2020 Olympics.		
5.	Japan has the best recycling rate in the world.		
6.	In Japan, half of the discarded electronics is recycled every year.		
7.	Smartphones, tablets and home appliances are examples of e-waste.		
8.	Platinum, palladium, gold, silver, lithium, cobalt and nickel are precious and rare earth metals.		
9.	Metal extraction processes from e-waste do not take place in developing countries.		

USE OF ENGLISH

4a. Underline the infinitive forms in the text.

4b. Write sentences to say why people go to some of the following places. Begin with *You go...*

- 1. a bookshop – *You go to a bookshop to buy books.*
- 2. a library –
- 3. a cinema –
- 4. a supermarket –
- 5. a bank –
- 6. a river –
- 7. the countryside –

4c. Underline the correct words. Remember the difference between **because and **because of**.**

- 1. People in big cities catch a cold in the winter **because/ because of** air pollution.
- 2. People should stop throwing the garbage away **because/because of** it causes soil pollution.
- 3. We can grow some vegetables at home instead of buying them at the supermarket **because/because of** locally grown vegetables are good for our health.
- 4. We can plant some trees and bushes in our yards **because/because of** they produce more oxygen for us to breathe.
- 5. Animals such as gibbon, snow leopard, Sumatran tiger, and panda became extinct **because/because of** illegal hunting.

WRITING

5. Think and write about how to live trash-free and adopt a zero-waste lifestyle (55-70 words). Sample ideas:

MODULE 3. MOTHER NATURE AND WELLNESS

- Avoid plastic bags. Start using shopping bags made from cloth, canvas, mesh or recycled/recyclable plastic
- Minimize food waste. Don't waste food or repurpose food scraps into jams and sauces.
- Water bottles. Use metal or glass water bottles throughout the day for water or coffee.

SPEAKING

6. FUN ACTIVITY



IDIOMS WITH TREES



It's Earth Day, so let's celebrate with idioms related to trees. Look at the examples and match the idioms (1-3) to their correct meanings (a-c). Which is your favourite?

Example:

I am hoping to get a promotion this month. Knock on wood!

John wanted me to get him a job, but he is barking up the wrong tree. I don't have that kind of power.

Ann is detail-oriented, but she can't see the forest for the trees.

1.	to bark up the wrong tree	a.	when you can't see the whole situation or understand it through a broader perspective
2.	knock on wood	b.	to pursue the wrong person or object
3.	can't see the forest for the trees	c.	said when want to avoid something bad happening

Check yourself and tick	Can do this easily	This is my goal
Unit 7: Nature conservation		
Listening		
I can understand the main point from a monologue		
I can understand specific information from a monologue and dialogue		
I can describe the author's tone		
Speaking		
I can give verbal comments to others		
I can answer questions about the texts		
I can share my opinions with my peers		
Reading		
I can find the main points in the texts		
I can find specific information in the texts		
I can find meanings of new words from context		
Writing		
I can write about personal feelings and opinions about ways to help our environment		
Use of English		
I can use infinitive forms		
I can use passive modals: <i>can be done, must be done, have to be done</i>		
I can use "because" in sentences		

UNIT 8. HEALTHY LIFESTYLE

LEARNING OBJECTIVES

LISTENING

- L1. Understand the main points in extended speech about health-related issues
- L2. Understand most of the specific information and detail in extended speech
- L3. Understand most of the detail of an argument in extended speech
- L5. Recognise the attitude or opinion of the speaker in extended speech

SPEAKING

- S1. Use formal and informal register in their speech on physical exercise
- S3. Give an opinion at discourse level on health-related issues
- S4. Respond at both sentence and text levels on healthy breakfast
- S7. Interact with peers discussing arguments and facts on healthy habits

READING

- R2. Understand specific information on the module topics
- R7. Recognise the attitude or opinion of the writer in texts
- R8. Use familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding on health-related issues
- R9. Understand the detail of an argument on healthy diet and habits

WRITING

- W4. Develop coherent arguments, supported by reasons, examples and evidence on healthy habits
- W6. Use appropriate layout for a range of written genres on healthy diet and healthy habit
- W7. Accurately spell frequently occurring vocabulary on health-related issues

USE OF ENGLISH

- UE1. Use uncountable and plural countable nouns with phrases of quantity
- UE2. Use quantifiers for countable and uncountable nouns and a range of noun structures qualifying uncountable nouns: *a carton of, a slice of, a cup of etc.*
- UE13. Use linking words: *ordering, adding, contrasting, explaining, reinforcing etc.*
- UE14. Use of zero and first conditional clauses

◀ HEALTHY BREAKFAST ▶

DO YOU KNOW?

Eating breakfast as a child is important for establishing healthy habits for later in life.

1. Work in pairs. Look at the pictures and answer the questions.

1. Do you have your breakfast in the morning?
2. What do you usually have for breakfast?
3. What food and drink would be suitable for your breakfast?

GOOD MORNING BREAKFAST

			
carrot juice	apple	fried egg	rye bread
			
raisin juice	cucumber	cream	brown bread
			
pancake			boiled egg
			
oatmeal	water	banana	yoghurt
			
jam	wheat bread	blueberry juice	green tea
			
milk	tomato	oatmeal cookies	
			
sea buckthorn juice	cheese	watermelon	scrambled egg
			
			bun

2. Put the words in the picture into two groups.

- things you can count (countable nouns) things you can't count (uncountable nouns)
- apple
 - carrot juice

3a. Skim the magazine article.**THE IMPORTANCE OF EATING BREAKFAST**

Do you eat breakfast or are you in a rush without having something to eat? Many teenagers underestimate the importance of breakfast. After having not eaten for the last 8 to 12 hours, it is important to refuel your body's energy level so you can do things like catch up with friends about what they are studying and what they are doing at school. This energy comes from a breakfast with essential nutrients such as **calcium, iron, carbohydrates** and **B vitamins** as well as **protein**. Research shows that children who eat breakfast have healthier weights than children who skip breakfast; they also perform better on memory tests. Moreover, other studies have shown that children who eat breakfast are more alert, have a higher level of concentration, have better problem-solving skills, and generally perform better in school.

Similarly, what will happen if you skip your breakfast? Your school performance and enjoyment of school life will decrease. A recent study has shown that breakfast should give you 25% of your daily energy. Also, skipping breakfast is linked to weight gain and can have an effect on brain health. A study from Harvard University found that people who skipped breakfast had a 27% greater risk of heart disease and a 20% increased risk of developing diabetes.

Clearly, we should have breakfast every morning in order to be healthy. But, exactly what kind of food and drinks can be considered a healthy breakfast?

As recommended by the Academy of Nutrition and Dietetics, scrambled eggs, a few slices of cheese or a cup of yogurt contains the protein that you need until lunch. For your energy level, a bowl of cooked grains such as oatmeal, a glass of milk, and two slices of wheat bread can be the right choices. If you can't decide on what to eat to provide your body with vitamins, breakfast is a perfect time to enjoy different fruits and vegetables.

Whatever your morning routine, remember that breakfast is an important meal for you. When you eat well in the morning, you can be one of the better students at school and you will be healthier than those who skipped breakfast.

Skim reading gives you a general idea of the text.

SOURCES OF NUTRITION

Calcium: dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

Carbohydrates: grains, pasta, and bread are sources of healthy carbohydrates.

Protein: meat, fish, poultry, eggs, legumes, and nuts are rich source of protein.

Vitamins: vitamins A, B, C and D come from a variety of foods and they are important for good health.

3b. Scan the magazine article, then answer the questions.

1. Which paragraph tells about the ...
 - a. advantages of having breakfast?
 - b. importance of breakfast?
 - c. options for a nutritious breakfast?
 - d. disadvantages of skipping breakfast?

Scan reading gives you the opportunity to pick up on particular details.

3c. Re-read the magazine article, then choose the correct answers.

1. The word *catch up with* in passage A is closest in meaning to
 - a. to begin to affect someone, usually in a bad way
 - b. to find and arrest someone
 - c. to move fast enough to join
 - d. to meet with someone

2. In paragraph B, the author explains the disadvantages of skipping breakfast by
 - a. stating their own opinion
 - b. referring to data in a study
 - c. comparing facts
 - d. presenting their research
3. What types of food ...
 - a. contain a lot of protein?
 - b. are highly rich in calcium?
 - c. provide the total required amount of daily carbohydrates?
 - d. are rich in vitamins?

4a. Read and observe the grammar usage below.

Uncountable and Countable Nouns

We use quantifiers when we want to give someone information about the number of something:

- We can use both uncountable and plural countable nouns after phrases of quantity such as: **a bar/ carton/slice/cup/bowl/glass/bottle/jar/spoonful/box, etc + of**
I drink **a glass of water** in the morning.
- **A few/Few** are used with plural countable nouns. But **a little/little** are used with uncountable nouns.
We have **a few eggs** to make an omelette.
How much milk do you take in your tea? **'Just a little.'**
- **Some, any** and **no** are used with uncountable and plural countable nouns. We use **some** in affirmative sentences and **any** in questions and negations.
There are **some carrots** in the fridge. But there's **not any carrot juice**.

4b. Sentence analysis: Look back at the article and complete the following tasks.

1. Find sentences with quantifiers.
2. Identify the use of each in the sentence.

5. Underline the odd word out.

1. a bar of chocolate, butter, pasta
2. a carton of carrot juice, pancake, eggs
5. a glass of watermelon, milk, water
6. a jar of honey, jam, cucumber

6. Fill in the blanks with the correct word: *some, any, much, many, a few or a little*.

- A: Have we got what we need for breakfast?
 B: Let me see. Well, there are ... eggs, but there aren't ... green vegetables at all.
 A: How ... vegetables do you need?
 B: Just I need ... and tomatoes too.
 A: How ... bread is there in the fridge?
 B: Not ..., but I only need ... slices of wheat bread.
 A: Is there ... milk left?
 B: Only ..., but we don't need ..., we can have ... raisin juice instead of milk.
 A: I'll buy ..., then.

◀ EXERCISING ▶

DO YOU
KNOW?

Exercising improves brain performance.

7. Look at the picture and answer the questions.

1. Where do you think the children are?
2. What are they doing?
3. How much time do you spend on sports and physical exercise at school?

8. Read and listen to the speech. Put the following arguments in the correct order.

Firstly, research has shown that sports and exercise are very important in keeping children healthy. If children do too little exercise, they are much more likely to sit around watching television, playing on their computer and eating junk food. This can cause them to lack energy and put on weight. If we had one hour of exercise every day instead of once a week, think what a difference this could make!

Good morning, everyone
My name is Maria Anjou, and I am here today to present my argument on whether there should be more time in school spent on sports and physical exercise. Presently, we only have one hour a week. I strongly believe we should have more time, and here are my reasons why.

To conclude, one hour of sport and exercise a week is simply not enough. More time is needed because this will make the children of our school healthier and more effective as learners. Which school would not want that?

Thirdly, exercise and sports help you learn. Scientists say that even 30 minutes of exercise a day is enough to have a positive effect. Exercise pumps more blood to your brain, making it more alert. More oxygen means healthier brain cells. There is no doubt that regular exercise makes you smarter.

Secondly, a regular exercise slot every day at school would help children get into the habit of continuing some form of exercise at home. If this happened, they would be less likely to play on computers and watch television all day eating junk food.

Source: Cambridge text book Stage 6

9. Work in pairs to discuss the questions.

1. What argument is she stating?
2. What is her opinion on the argument?
3. What is the main point in each paragraph?
4. Find two examples of facts to support her argument.
 - a. ...
 - b. ...
5. How is she restating her argument in the final paragraph?
6. What is the most important reason for exercising?

An argument is a statement or set of statements that you use in order to try to convince people that your opinion about something is correct. Good arguments will present reasons based on facts, rather than opinions. The argument is stated at the beginning so that the reader knows what to expect.

10a. Read and observe the grammar usage below.

Linking Words		
Linking words can be used to connect ideas between sentences, or make links between paragraphs. Here are some examples:		
Adding points	Ordering points	Reinforcing points
also	first of all	besides this
furthermore	next	this proves
moreover	finally	obviously
Explaining points	Contrasting points	Summing up points
for example	however	in brief
in other words	on the other hand	to conclude
that means	but	to sum up

10b. Sentence analysis: Look back at the speech and work on the following:

1. Pick out the linking words used in the speech.
2. Explain whether they connect sentences or paragraphs.

11. For each of the sentences below, write whether it is argument (A) or fact (F).

Example: We should have gym class every day. (A)
Everyone can benefit from regular exercise. (F)

You can remove the stress that school gives you.

Everyone can benefit from regular exercise.

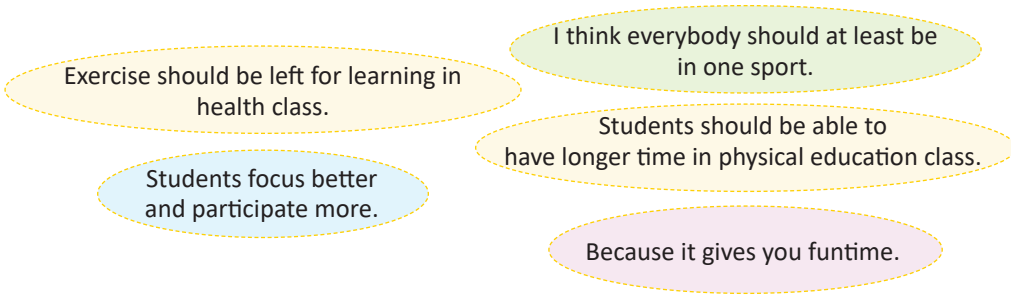
We should have gym class everyday.

Because it prevents health risks.

Many students don't exercise at home.

Also, kids need 60 minutes of play a day.

85% of the students reported enjoying sport.



12a. Prepare a speech arguing for or against one of the following:

- One hour of physical education is enough to be healthier.
- Parents should be included in school sport competitions.
- There is no relationship between school sports and academic performance.

Use the table below to structure your speech.

Paragraph 1	Introduce yourself. State the argument. Give your view.
Paragraph 2	State your first point in favour of your position. Use the rest of the paragraphs to back up your position by using: - examples and facts - assertive opinions. <i>Example: There's no doubt that...</i> - adverbs for emphasis such as <i>absolutely, certainly, clearly, definitely, naturally, obviously, positively, really, simply, and undoubtedly.</i> - use short sentence for emphasis. <i>Example: Exercise is essential.</i>
Paragraph 3	Use the same formula as for paragraph 2, but with another main point.
Paragraph 4	Use the same formula as for paragraph 2, but with another main point.
Paragraph 5	This is the final paragraph. Restate your argument and give the most important reason for it. Finish with a rhetorical question. Rhetorical question means a question, asked in order to make a statement, that does not expect an answer. <i>Example: Which school wouldn't want that?</i>

12b. Present your speech to your classmates, using following expressions.

- To state your point:
 - As far as I know...
 - In my view/opinion ...
 - I don't think/I don't believe that ...
 - I've never come across the idea that ...
- To restate your argument:
 - I totally/fully/partly agree...
 - The way I see it ...
 - It seems to me that...
 - I wouldn't say that...



◀ BRAIN SIDE ▶

DO YOU KNOW?

Long-time use of mobile phones is linked to higher risk of brain tumours.

13. Look at the picture and answer the questions.

1. Which side of your brain is more dominant? The left-hand side or the right-hand side?
2. How do you know?

14a. Read and listen to the part of a lecture from a Biology class. What is the teacher talking about?

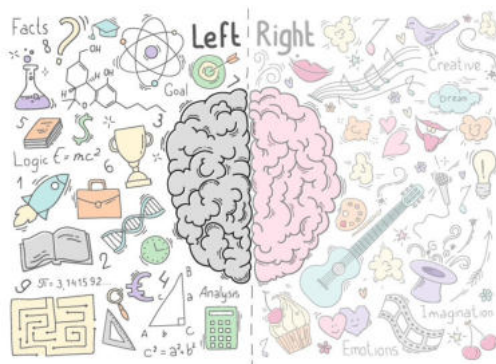
We are a combination of what we eat, do and think. Our brain has two sides: left-hand and right-hand. Both sides of the brain are linked by the corpus callosum. This is a highly complex switching system with 300 million active neurons.

In general, the left-hand side of your brain plays a major part in processing logic, words, mathematics, and sequence – the so-called academic parts of learning. The right-hand side of the brain deals with rhythm, rhyme, music, pictures and day-dreaming – the so-called creative activities.

Like any other complex machinery, your brain needs energy. Well, you might ask where does it get energy? Basically, it gets that from the food you eat. If you're an adult, your brain makes up only about 2% of your total weight. But it uses about 20% of the energy you develop. In other words, if you feed it with a low-energy diet, it won't perform well. But, if you feed it with a high-energy diet, your personal computer will work smoothly and efficiently. So that's what I want to talk about today – the energy of the brain. For energy, the brain needs plenty of glucose. That's why fresh fruit and vegetables are so essential. They're rich in glucose. Knowing the correct "brain food" to fuel your brain is one of the first steps to better learning.

Another source of that brain-electricity is good food combined with oxygen. Obviously, you get oxygen through breathing. That's why deep breathing is highly recommended before and during study to oxygenate your blood. And that's why exercise is not only good for your body, it's good for your brain. It enriches your blood with oxygen.

You are also greatly influenced by your emotions and what you think. Positive and negative thoughts can also cause major changes in the way your brain processes, stores and retrieves information: changes, in fact, to your learning ability.



14b. Read the lecture again and answer the questions.

1. What are the two sides of brain the teacher talks about?
 - a. ...
 - b. ...
2. What are the functional roles of each?
 - a. ...
 - b. ...
3. Explain the sources of brain energy and changes of its function.

15a. Read and observe the grammar usage below.**The Zero Conditional and The First Conditional**

Conditional sentences in English are used to talk about events and their results.

- The zero conditional is the factual conditional. It is used to talk about habits, scientific facts, general truths, instructions.

If I don't eat something in the morning, I don't understand my lesson well. (habit)

Present simple

Present simple

- The first conditional is the possible conditional. It is used to talk about possible future events and their likely results.

If you feed your brain with a low-energy diet, it won't perform well. (will not)

Present simple

Future simple

15b. Sentence analysis: Look back at the lecture and work on the following:

1. Find one sentence written in the zero conditional.
2. Pick out one sentence written in the first conditional.
3. Identify the tense of each verb and usage of each conditional.

16a. Finish these sentences with the zero conditional.

Example: *If I don't sleep well, I drink a glass of hot milk.*

- a. If I don't sleep well, I ...
- b. If I don't have breakfast in the morning, I ...
- c. If I do a lot of exercises, I ...
- d. If you feed your brain with plenty of glucose, ...
- e. If you do sports, ...
- f. If you think positive thoughts, ...

16b. Change the sentences in exercise 16a into the first conditional. Compare those two sentences. What is the difference in meaning between them?

Example: *If I don't sleep well, I drink a glass of hot milk. (zero conditional)*

If I don't sleep well, I'll drink a glass of hot milk. (first conditional)

17. Identify whether the sentences are in the zero conditional or in the first conditional.

1. If you eat too much food, some of the extra will probably be stored as fat.
2. If you eat too little, you will not be able to obtain as much energy as you need.
3. If the left side of your brain is more dominant, you are said to be more logical.
4. If the right side of your brain is more dominant, you tend to be more creative.
5. If your diet doesn't contain all of these nutrients, your body will not be able to work properly.
6. If you do not have enough vitamins, you will get a deficiency disease.
7. If children are put on a high-protein diet, they usually begin to grow normally.
8. If oil, dirt and sweat are left on the skin for long, they provide a breeding ground for bacteria.

18. Put the verbs in brackets into the correct tenses.

1. If he ... (eat) all that, he will be ill.
2. If she ... (read) in bad light, she will ruin her eyes.
3. Ice ... (turn) to water, if you heat it.
4. Oil ... (float) if you put it in water.
5. If you eat plenty of fruits and vegetables, you ... (get) enough vitamins.

19a. Which side of your brain is more dominant? Circle either A or B that most accurately describes you.

1. a. At home, my room has organised drawers and closets. I even try to organise other things.
b. At home, I like the 'lived in' look. I clean as I see a need and when I have the time.
2. a. My desk is usually clean and has everything in place.
b. I leave my work out on my desk so I can work as I am inspired by ideas.
3. a. I like using 'the tried and true' method.
b. I like creating new methods.
4. a. I follow directions carefully when I build a model, make a craft etc.
b. I like to build a model my way, making my own creation.
5. When I am asked to write a report on a subject, I...
a. research information, then outline and organise my writing.
b. I work in my own self-inspired direction.
6. a. I complete one project at a time.
b. I like to start many different projects, but do not like to finish them.
7. Which of these activities would you like to do the most?
a. plan the details for a trip
b. create an original art form
8. I hate it when other people ...
a. are indecisive about what activities to do when I am with them.
b. plan activities in step-by-step detail when I am with them.

19b. Add the number of 'A' responses and 'B' responses:

- a. If you have more 'A' responses than 'B' responses, then you are left-brained dominant.
This means you ...
 - are very rational
 - use logical reasoning
 - like to work with things that can be seen or touched
- b. If you have more 'B' responses than 'A' responses, you are right-brained dominant.
This means you ...
 - are very creative
 - handle situations easily
 - like to think abstractly

◀ SMARTPHONE ADDICTION ▶

DO YOU KNOW?

Our smartphone could be making us more isolated.

20. Answer the questions.

1. How long do you spend on your smartphone?
2. What do you see in the picture?
3. What do you think it is about?

21a. Listen to the radio programme and match the words to their definitions.



Source: Illustrated by Khongorzul Turkhuu, New Beginning School

- | | |
|-----------------------|--|
| 1. compulsively | a. a person who ignores other people due to looking at their phone |
| 2. keep in touch | b. unable to stop doing something as a habit |
| 3. addicted to | c. doing something again and again, without thinking |
| 4. in person | d. stay in contact with someone |
| 5. a phubber | e. seeing someone face to face |
| 6. FOMO | f. to store |
| 7. put something away | g. the state of feeling alone and without friends or help |
| 8. isolation | h. abbreviation of the word Fear of Missing Out |

21b. Listen to the radio programme again and complete the summary below. Write **ONLY ONE WORD**.

SMARTPHONE ADDICTION

Jean Twenge is a 1) ... who has written about how smartphones have probably led to an increase in mental health problems – social 2) ... for teenagers. She thinks that everybody has had that experience of reading their news feed 3) ... while they are on social media using their phones. If you check your phone



compulsively, you can't really control it – it's a feature of being 4)

Because of the smartphone addiction, teenagers tend to spend less time with their friends, date less, and get less sleep compared to earlier generations. Furthermore, it has been considered as a key factor in higher rates of cyber-bullying, depression and feeling left out.

Some technology companies are building a timer 5) ... in their phones. They want us to spend less time on the phone, and to use it for keeping in 6) ... with people. It also encourages us to do that communication in 7) ... If you do something in person, you can see someone yourself instead of doing it online or through your 8) ...

21c. Read the summary, then answer the following questions.

1. What is the main idea of the text?
2. What problems are caused for teenagers because of smartphone addiction?
3. What solutions are being developed by technology companies?
4. What does it imply about using a cellphone wise?

22a. Read and observe the grammar usage below.

More about First Conditional	
The First Conditional is used to express real or very probable situations in the present or future. The following tenses can be used in the First Conditional.	
If-clause (hypothesis)	Main clause (result)
If+ present simple, present continuous, present perfect or present perfect continuous	Future simple/imperative/can/may/might/must/should/could + infinitive
If <u>you are addicted</u> to your smartphone, you <u>will suffer</u> from social isolation.	
Present simple	Future simple
If you <u>have had</u> a timer application in your phone, you <u>can use</u> it wise.	
Present perfect	can + bare infinitive

22b. Sentence analysis: Look back at the summary in exercise 21b. Find two sentences in the first conditional, then identify the structures of each clause.

22c. Look at the pictures and the prompts and make sentences in the First Conditional, as in the example.

Example: If you use cell phone while lying in bed, it can make it difficult for you to fall asleep.



1. while lying in bed/difficult/fall asleep
2. while taking your youngsters/kindergarten/ruin/relationships
3. while crossing the road/traffic light/have/car accident
4. while on-the-go/not know/surroundings
5. while crossing the road/drivers/annoy

22d. Read the following facts about phone addiction. Make up a sentence for a solution to each fact.

Example: Most people can't even survive one day without their phone. (fact)

If people avoid using their phone one day, except for keeping in touch with others, they can prevent themselves from having mental health problems. (solution)

1. Phone addiction makes people live their life through their phones.
2. 80% of teenagers sleep with their phones right next to them.
3. Most phone addicts forget what living in the real world is like.
4. Many car accidents are due to cell phones.
5. Smartphone addiction can result in mental health issues such as isolation and depression.

23a. Read and understand the different possible meanings of the phrasal verb with 'keep'.

keep up with: a. move or progress at the same rate
b. continue to be in contact with somebody

keep off: stay away from, avoid

keep on: to continue or persist in doing something

keep out: not enter (a place); remain outside

23b. Fill in the blanks with the correct particle.

1. If you keep ... working hard, eventually you will succeed.
2. I can't keep ... with all the changes in smartphone apps.
3. The sign said 'Keep ...!'.
4. How many of your old school friends do you keep ... with?
5. 'Keep your hands ... me!' means 'Do not touch me.'

24. Write an argumentative essay on the title, 'Can we use the smartphone smartly?'. Use the table below to structure your essay.

State that you have arguments **for and against** the topic in the first, introductory paragraph.
Example: Can we use the smartphone smartly? My opinion is that there are arguments both for and against, and here are my reasons why.

Balance both the for and against arguments in the next paragraph.

Example: Firstly, there is no doubt ... (arguments for); support your ideas using facts and examples, assertive opinions.

However, ... (arguments against); support your ideas using facts and examples, as well as assertive opinions.

You need to tell the reader which side you come down on. (*that is, decide which particular side of an argument you support*).

Advantages and disadvantages:

- Cellphones are easier for communication.
- Cellphones are not only telephones; they can also include internet, calendars, cameras and alarm.
- If you use it compulsively, cellphones can affect many health problems.
- Separate you from the real world
- Ruin your relationships

◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Before listening to the radio programme, discuss the following questions.

1. What does each picture tell us about?
2. Have you ever been in situations like these?
3. How do you deal with them?



Just gonna check some cool pics



Oh look at that lake--! It looks so nice!



Ahhh! I wanna be there right now!!!



Why can't I be there right now..?



WHY NOT ME??!!

Source: Illustrated by Khongorzul Turkhuu, New Beginning School

1b. Listen to the radio programme, then choose the correct letter A, B, or C.

1. Susan mainly talks about
 - a. a good night's sleep.
 - b. a new phenomenon.
 - c. fear of missing out.
2. Most experts agree that
 - a. the most appropriate amount of time to sleep is eight hours.
 - b. eight hours of sleeping is enough.
 - c. the optimal number of hours is eight.
3. According to the result of a study,
 - a. teenagers are facing a new health problem.
 - b. teenagers are getting up at appropriate times.
 - c. teenagers are waking up in the middle of the night because of fear of missing out.
4. Schoolchildren wake up during the night
 - a. to comment or to take part in a chat.
 - b. to check social media.
 - c. to go online and get involved.
5. The following statistics are true EXCEPT
 - a. 23% of 12 to 15-year-olds wake up every night.
 - b. another 15% wake up once a week.
 - c. one in three students wake up every hour
6. Students who use social media during the night are more likely to suffer from
 - a. stress and anxiety
 - b. depression and isolation
 - c. sleeping disorders
7. Which of the following best describes Tim's attitude?
 - a. He doesn't agree with the study result.
 - b. He doesn't like fear of missing out.
 - c. He doesn't want teenagers to be victims of the new phenomenon.

8. Which of the following phrases makes most senses to you?
- The world won't end without social media!
 - Be brave! Switch off your devices at night.
 - Social media will be waiting to greet you in the morning!

VOCABULARY

2a. Write three suitable adjectives for each noun, as in the example.

Example: hot water, cold water, fizzy water

- | | | |
|--------------|-------------|--------------|
| 1. ... bread | 2. ... eggs | 3. ... juice |
| ... | ... | ... |
| ... | ... | ... |

2b. Fill in the blanks with an appropriate noun + of to indicate quantity.

- | | | |
|---------------------|----------------|--------------------|
| 1. a box of cookies | 4. a ... bread | 7. a ... salt |
| 2. a ... coffee | 5. a ... eggs | 8. a ... chocolate |
| 3. a ... jam | 6. a ... water | |

2c. Match the phrasal verbs with their definitions.

- | | |
|-----------------|--|
| 2. keep out | a. stay away from, avoid |
| 1. keep off | b. to continue or persist in doing something |
| 3. keep up with | c. remain outside |
| 4. keep on | d. move or progress at the same level |

2d. Fill in the missing word from the box below.

in person addicted to a phubber isolation compulsively keep in touch

- I prefer to communicate with others
- Sarah ... checks her smartphone when she is with her friends.
- Let's ... with each other through phone calls or letters.
- According to one recent survey, most teenagers are ... to their mobile phones.
- ... can affect your mental health.
- He might be ... who always ignores others by looking at phone.

2e. Read and understand the different possible meanings of the phrasal verb with 'Put'.

put up with: to tolerate or bear

put off: to postpone

put something on: a. dress oneself in
b. make something begin to function

put out a/the fire: a. to extinguish a fire
b. to deal with an urgent matter rather than an ordinary day-to-day task

2f. Fill the gaps with the correct particle.

1. The technology company has invited some users to collaborate, but it has been put ... for a while.
2. Do you mind if I put some music ...?
3. I spent so much time today putting ... a fire with our supplier that I didn't even have a chance to read my emails.
4. I don't know how she puts ... with him.

READING

3a. Read the following magazine article, then answer the questions.



We are all individuals with unique experiences that affect our health and well-being. The World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being, not simply the absence of disease or infirmity.

Aspects of well-being includes how healthy a diet we have, how regularly we exercise, how much time we spend doing things we enjoy; how good we feel about ourselves, how well we are getting on with our family, how much time we spend with our friends, and whether we have a girlfriend or boyfriend.

If we look deeper into each aspect of well-being, it is obvious that physical health and well-being refers to being well in the body and free from injury and illness. Mental well-being includes feeling good about yourself - having high self-esteem, being able to cope with stress, feeling motivated and being able to control emotion. Therefore, aspects of social well-being contain our essential need for social contact and interaction, especially: our friendships with others: gaining support from and giving support to other people; our confidence to mix with people; and feeling valued within society.

There might be a question about what we should do if we are not healthy in these aspects. We should have goals to keep well and healthy. At least, we can take up new sport, value personal strengths and weaknesses, and focus on the good things in our life.

1. What is the topic of the text?
a. Aspects of Health
b. Health and Well-being
2. What is the main purpose of the text?
a. to inform about the aspects of healthy lifestyle
b. to warn us to keep well and healthy



3b. What are the main ideas of each paragraph? Complete the table.

The first paragraph defines ...	...
The second paragraph tells us ...	...
The third paragraph gives us ...	...
The fourth paragraph calls for ...	...

3c. Answer the following questions about specific information in the text.

1. What are some aspects of well-being?
2. What does physical, mental, social well-being mean?
3. What are some ways of keeping well and healthy?

USE OF ENGLISH**4. Complete the sentences using 'some' or 'any'**

1. It's a good idea to drink ... fruit juice between meals.
2. Water hasn't got ... calories.
3. For a healthy snack, you can eat ... nuts or ... melon.
4. It's healthy to put ... sugar in your tea.
5. Chocolate hasn't got ... vitamins or minerals in it.
6. It's good to eat ... pasta, rice or bread every day.
7. Don't eat ... oil- it's very bad for you.

5. Put the verbs in brackets into the correct tense.

1. If you ... (eat) well and ... (feel) fit, that ... (help) you to feel relaxed and happy.
2. If she ... (do) more exercise, she ... (improve) her overall fitness.
3. If teenagers ... (be) more active, they ... (be) more confident and ... (gain) enjoyment.
4. If children ... (know) any form of exercise, they ... (improve) their health.
5. If he ... (stop) feeling anxious or depressed, he ... (cope) with stress.
6. If you ... (have) a positive attitude towards cooperating with others, you ... (be) a part of a team.
7. If she ... (have) a healthy diet, she can lose her weight.
8. If students ... (spend) their time on outdoor activities, they ... (prevent) themselves from addiction to technology devices.
9. If you ... (go) to bed on time, you ... (get) rest well.
10. If you ... (encourage) your friends and ... (help) them have fun, your friends ... be) happy.

6. Fill in the gaps with 'few, a few, little, a little.'

- A: How do you like your tea?
 B: With no sugar and just ... milk, please.
 A: Why didn't her project succeed?
 B: Unfortunately, she had ... partners to cooperate with her on it.

MODULE 3. MOTHER NATURE AND WELLNESS

A: Are you hungry?

B: Not really. I'll just have 3) ... soup for lunch.

A: Are you ready to take up a new sport?

B: No. I think I need 4) ... more lessons in tennis first.

SPEAKING

7. Work with a partner. Discuss the following questions.

1. How many aspects to health and well-being are there?
2. How is it possible to improve them?



WRITING

8. Write an argumentative essay on the topic 'Why is breakfast important?'

You can get ideas from the following statistics.

1. Eating breakfast can help improve math, reading and standardised test scores.
2. Children who eat breakfast are more likely to behave better in school and get along with their peers better than those who do not.
3. Breakfast helps children pay attention, perform problem solving tasks, and improve their memory.
4. Children who eat school breakfast are likely to have fewer absences than those who do not.
5. Schools that provide breakfast in the classroom to all students have shown improved student behaviour and attentiveness.

Check yourself and tick <input checked="" type="checkbox"/>	Can do this easily	This is one of my goals
Unit 8: Healthy Lifestyle		
Listening		
I can understand main points in a radio programme		
I can understand specific information in a speech and a lecture		
I can find meaning from context in an interview		
Speaking		
I can give comments to others when speaking		
I can answer questions about a text		
Reading		
I can find the main points in an article		
I can find specific information in an article		
I can find the detail of an argument		
Writing		
I can write an argumentative speech and essay		
Use of English		
I can use phrases of quantity and qualifiers, zero and first conditional clauses		

UNIT 9. TECHNOLOGY TODAY

LEARNING OBJECTIVES

LISTENING

- L2 Understand specific information on online learning
- L2 Understand specific information on drones

SPEAKING

- S3 Give an opinion at discourse level on internet users and online learning
- S8 Use subject-specific vocabulary and syntax to talk about internet users and online learning
- S8 Use subject-specific vocabulary and syntax to talk about technological advances

READING

- R9 Understand the detail of an argument of an essay on internet users
- R2 Understand specific information in a text on cyber bullying
- R2 Understand specific information in a text on survey results

WRITING

- W1 Brainstorm, plan and draft a for-and-against essay on internet users
- W1 Brainstorm, plan and draft a paragraph on technological advances
- W5 Use style and register appropriate to a for and against essay on internet users
- W6 Use appropriate layout for a for and against essay on internet users

USE OF ENGLISH

- UE 8 Use a wide range of direct and indirect speech forms for statements
- UE 8 Use a wide range of direct and indirect speech forms for questions
- UE14 Use the second and third conditionals

◀ TECHNOLOGICAL ADVANCES ▶

DO YOU KNOW?

The average person has 5 social media accounts and spends around 1 hour and 40 minutes browsing these networks every day, accounting for 28% of the total time spent on the internet.

Source: BBC 6 minute English, 2016

1. Answer the following.

1. How often do you use the internet?
2. What do you use it for?
3. How many social media accounts do you have?

2a. Label the items with these words.

TECHNOLOGY IN EDUCATION

laptop/notebook computer desktop computer tablet smart board
 USB cable external hard drive headphones projector
 smart phone drone flashdrive/ pen drive/ memory stick



2b. Can you think of other technology devices that would be nice to have at school? Why?

3. Match the words with their definitions.

- | | |
|--|--|
| 1. <input type="checkbox"/> drones | a. in the air; existing above the ground |
| 2. <input type="checkbox"/> aerial | b. a thing that can be dangerous or cause damage |
| 3. <input type="checkbox"/> surveillance | c. pilotless aircrafts/ vehicles/ machines |
| 4. <input type="checkbox"/> unmanned | d. connected with soldiers or the armed forces |
| 5. hazard | e. an unmanned machine or vehicle that does not have or need a person to operate it directly; it is controlled remotely. |
| 6. <input type="checkbox"/> military | f. observation |

4. Listen to the conversation and fill in the blanks.

- Anand: Hi, Tanan. How are you? Good to see you here in the library.
 Tanan: Hi, Anand. I am OK, thanks. Happy to see you here too. Are you going to study?
 Anand: Yes, I am. My computer crashed and I am going to use the 1) ... here. I need to finish my e-project on ICT before the deadline.
 Tanan: Which e-project are you working on?
 Anand: I chose the topic “drones” and I have to find more information on them.
 Tanan: Wow. I have seen a drone in the sky, but I am not sure what it is for or how it is used.
 Anand: Me too. That is why I decided to learn more about drones and their use when our ICT teacher gave us e-projects on technological advances.
 Tanan: Please tell me more about drones.
 Anand: Sure. Drones are pilotless aircrafts. They are also called 2) ... Aerial Vehicle (UAVs). They’ve been used for many things from smuggling drugs, detecting water leaks and 3) They are bringing us benefits ranging from delivering parcels to saving lives. They have the ability to be a game changer in both domestic use and in 4) ... use. For example, drones were used to inspect the inside of the damaged Fukushima nuclear power station in Japan. Also UNICEF and the Malawian government are testing drones for carrying medical supplies. This could help save lives in remote places.
 Tanan: Sounds amazing. But are they safe and are they necessary? I’ve heard about them being a 5) ... to aircraft because they’ve been flown close to airports.
 Anand: You are right. They have other drawbacks too. They invade people’s privacy when they are flown over people’s property to take photos and shoot aerial videos.
 Tanan: Oh, that is worrying.
 Anand: But they’re not all bad. Drones can do many useful things.
 Tanan: That is true. Now I see we could use drones in many dangerous situations if we had them.
 Anand: Absolutely right. If I had a drone, I would film great videos of the Mongolian countryside with them.

Source: BBC 6 minute English “Drones”

5a. Read and observe the grammar usage below.

The Second Conditional

- Remember that although a past verb is used, the opinion is for future time. In order of most possible to least possible, use the following modals: **would, could, might**.
- An If-clause can come at the beginning or end of a sentence. When it comes first, it is often separated by a comma (,).

If we had a smart board, we would / could / might respond to questions on the screen.

Past simple

Modal verb

We would / could / might respond to questions on the screen if we had a smart board.

Modal verb

Past simple

- Remember that the verb BE is always *were* in contrary-to-fact conditionals (impossible results).
 If I were you, I would use the internet for information for schoolwork.

Past simple Modal verb

If the party were on Saturday, we could go.

Past simple

Modal verb

- Negative conditional:

If we didn’t have the internet, then what would happen?

What would the world be like if social media didn’t exist?

5b. Sentence analysis: Find the Second Conditionals in the conversation above. How many second conditionals are there?

6. Write the second conditionals.

1. It ... (be) quicker if you ... (use) a computer.
2. If I ... (have) Google glass, I ... (translate) it into English easily.
3. If I ... (be) a robot, I ... (work) all day.
4. If he ... (have) money, he ... (buy) the latest smartphone.
5. They ... (not do) this if they ... (not have) to.
6. What ... the world (be) like if mobile phones ... (not exist)?
7. What ... you (do) if you ... (have) a drone?

7. Discussion. Do you think that the internet and technological advances have brought more benefits or more problems? Support your opinions with examples.

In my opinion, the internet and technological advances have more benefits than problems. If we didn't have the Internet, we could not keep up with the latest news anytime and anywhere.

8. Write a paragraph about technological advances you know using the second conditional (50-75 words). Include:

- What is it called?
- What will you use it for? - fun? -study? -work?
- Why do you like it?



Example:

If I had a tablet, I would use it for study because I can find lots of information on the internet for school projects. I like it because it is easy to carry. In other words, tablets are thinner, lighter and more portable than laptops. They also work nicely as e-readers.

I would translate languages, if I had Google glass. I would use it for fun and study, since the Google Glass technology will translate the text into the language I have chosen. When I look directly at the text that I want to translate, the results will appear on my mobile device.



E-PROJECT.

Visit the website <http://learnenglishteens.britishcouncil.org/content> to find out your English level. Then read about which skills you need for the 21st century workplace in the age of technology on the website: <http://learnenglishteens.britishcouncil.org>

◀ STAYING SAFE ONLINE ▶

DO YOU KNOW?

The happiest teens are those who are above average in face-to-face social interaction and below average in social media use.

Source: Australian Bureau of Statistics, 2018

9. Answer the following:

1. Which social networking sites, gaming sites, messaging apps and chat rooms such as Facebook, Instagram, YouTube, Snapchat, Xbox Live do you use?
2. Why do you use them?
3. How often do you use them?

10. Read the text and answer true (T) or false (F).

GLOSSARY

cyber-(combining form) (in nouns and adjectives) connected with electronic communication networks, especially the Internet. *Example: cybercafé, cyberbullying*

bully (n, v)- (n) a person who uses their strength or power to frighten or hurt weaker people
(v) (~somebody into something/ into doing something) to frighten or hurt a weaker person; to use your strength or power to make somebody do something

nasty (adj)- unkind, unpleasant, very bad; offensive

confide in somebody (phrasal v)- to tell somebody secrets and personal information because you feel you can trust them

anonymous (adj.) – something written, told, made, etc. by somebody who does not want their name to be known or made public

offensive (adj)- rude in a way that causes you to feel upset, insulted or annoyed

self-esteem (n)- a feeling of being happy with your own character, abilities, and worth

inappropriate (adj)- not suitable or appropriate in a particular situation

HOW TO STAY SAFE ONLINE

The internet is great fun but it does have dangers. Cyber bullying is any form of bullying which takes place online, whether through smartphones or computers, or tablets. In other words, it is very upsetting to get abusive emails or instant messages and to have nasty websites or social network profiles set up to invite people to post offensive remarks about you. This is called cyber bullying. Cyber bullying affects people of any age, including children, teens and adults who all feel very distressed and alone when being bullied online. Many children feel unable to confide in an adult because they feel ashamed and wonder whether they will be judged, told to ignore it or to close their account which they might not want to do. Cyberbullying lowers self-esteem and increases depression as seriously as traditional bullying. Cyberbullies would not have been so nasty if they had not had anonymous social media accounts. But what do you do when things go wrong? If those teenagers had been cyber smart, they would have lessened the likelihood of becoming victims of cyberbullies. Here are some Internet safety tips:



- Never give out your real name, your address or telephone number
- Never tell anyone where you go to school
- Never agree to meet someone from a chat room on your own. Only meet someone from a chat room in a public place with one of your parents or another adult. If they are genuinely who they say they are they will be happy to do this
- Tell an adult if someone makes inappropriate suggestions to you or makes you feel uncomfortable online

Danger Signs:

- If the person tries to insist on having your address or phone number
- If the person emails you pictures which make you feel uncomfortable and which you would not want to show to anyone else
- If the person wants to keep their chats with you secret
- If the person tells you that you will get into trouble if you tell an adult what has been going on
- If the person wants you to email them pictures of yourself or use a webcam in a way which makes you feel uncomfortable
- If the person shares information with you and tells you not to tell anyone else about it
- If the person wants to meet you and tells you not to let anyone know



If you encounter any of these Danger Signs, it is important that you tell your parents or another adult. Moreover, researchers at the University of Warwick questioned 2,700 pupils between the ages of 11 and 16 from secondary schools in Britain, to determine the incidence of new cyberbullying victims. Their findings show that very few new victims are created. They said “The same bullies that confront their victims in school and know them face to face also now use cyber tools to bully their victims and extend their reach to outside of school”. -In this case, look for help with this issue. Remember! There is always someone to help you solve your problems. In Mongolia, call the child helpline by dialing 108.

Sources: Family Lives, BullyingUK and The Telegraph

	Statements	True	False
1.	Cyber bullying takes place online or on smartphones and tablets.		
2.	Cyber bullies do not post offensive remarks about you.		
3.	Cyber bullying affects children only.		
4.	If those teenagers had been cyber smart, they would have lessened the likelihood of becoming victims of cyberbullies.		
5.	Unlike traditional bullying, cyber bullying does not hurt your self-esteem.		
6.	Do not meet someone from a chat room on your own.		
7.	If you find any danger sign, do not tell your parents or other adults.		
8.	It is common for the same bullies you know, to use cyber tools to bully you.		
9.	If you are bullied, call a child helpline on 108.		

11a. Read and observe the grammar usage below.

The Third Conditional

We use the third conditional to talk about *unreal situations* in the past. An If-clause can come at the beginning or end of a sentence. When If-clause comes first, it is often separated by a comma (,).

If cyberbullies had bullied me, I would have called the police.
Past perfect simple Past tense modal

If you had known the name of the cyberbully, you could have told your parents.
Past perfect simple Past tense modal

If cyberbullies had not had anonymous social media accounts, they would not have been so nasty.
Past perfect simple Past tense modal

I would have called the police if cyberbullies had bullied me.
Past tense modal Past perfect simple

11b. Match a, b or c with the explanations.

1.	Conditional 1	a.	usually suggests that the situation is less probable, or less definite, or impossible, or imaginary.
2.	Conditional 2	b.	often expresses regret about something that happened in the past.
3.	Conditional 3	c.	usually talks about future.

To learn more, please visit the following websites

<https://learningenglish.voanews.com/a/everyday-grammar-introducing-conditionals/2778457.html>

<https://learningenglish.voanews.com/a/past-unreal-conditionals/3360422.html>

12. Fill in the blanks using the third conditionals.

- If we ... (have) Global Positioning System (GPS), we ... (not be lost).
- He ... (pass) his exam if he ... (not spend) hours texting his friends and chatting.
- If she ... (not copy) all the files to her external hard drive, she ... (lose) them.
- If you ... (call) me earlier, we ... (do) outdoor weekend activities together.
- I ... (take) good photos if ... (bring) my camera in the party.
- If she ... (not forget) her headphones, she ... (listen) to music on the bus.
- I ... (surf) the internet at the airport if my laptop ... (not crash).

13. Write about your use of the internet and social media (50-75 words). Include:

- Favourite social networking sites
- What you use them for/ what for
- Average time spent a day on social media
- When you usually use them
- Pros and cons of social networking

E-PROJECT.

Visit the website https://www.teachingenglish.org.uk/sites/teacheng/files/worksheet_A_bullying.pdf to know more about bullies.



◀ INTERNET USERS ▶

DO YOU KNOW?

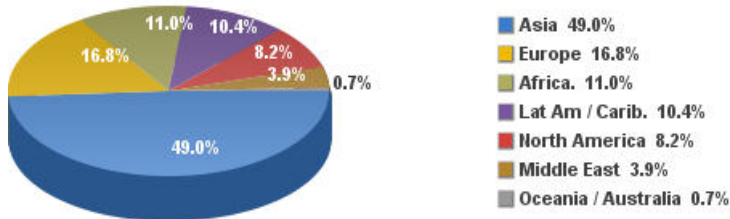
In the world, about 4 billion people are using the internet as of 30 June 2018.

Source: www.internetworldstats.com

14. Look at the pie chart about Internet users in the world. Answer the questions.

1. What region uses the internet with most percent?
2. What region uses the internet with least percent?
3. What region uses the internet with 8.2%?
4. What region is Mongolia located?

INTERNET USERS IN THE WORLD BY REGIONS - JUNE 30, 2018



Source: www.internetworldstats.com/stats.html

15a. Read the for-and-against essay about the Internet and do the matching about the essay organization.

IS THE INTERNET GOOD FOR YOUNG PEOPLE?

In modern times everybody knows that Internet becomes more popular, powerful, stronger and wider. We can use Internet to communicate with people around the world, make new friends, and know different cultures. As well, it is becoming easier to access the Internet when young people are using a computer, phone or tablet. There is no doubt that many young people are spending more time online. Although there are some advantages of the Internet, it contains some disadvantages. The following are the advantages and disadvantages of the Internet.

One advantage of the internet is that young people can find their necessary information through search engines like Google and Yahoo etc. Young people can use this huge amount of information to do research for their schoolwork and homework. This often helps teenagers to widen their knowledge and improve their grades. Another advantage is that young people can practice foreign languages, especially English language by signing up for online English language courses and by chatting to friends in other countries. Also young people can improve reading and writing skills in English by communicating in English through social networking such as Facebook, Twitter, Instagram etc.

On the other hand, there are also disadvantages of the Internet. One disadvantage is that some young people spend too much time through the internet. They spend much time chatting with their friends through social networking as Facebook etc and watching movies. Also they are addicted to online gaming. One of my friends said that this had a negative effect on the schoolwork, not concentrating on the studies. Another disadvantage is that some young people cannot communicate with others



face-to-face because of excessive use of the internet. They hardly talk to their families and friends because they are always on the computer and mobiles phones. Therefore, this can make young people lonely and distressed.

To sum up, the internet has both advantages and disadvantages. Advantages of the internet for young people are to find necessary information to their schoolwork and to improve the knowledge and skills of foreign languages they are studying. Besides these advantages, the internet has some disadvantages, namely spending much time on the internet, becoming addicted to online gaming and lacking face-to-face communication, becoming more distressed. Personally, I think the internet is an useful tool and the benefits of internet access outweigh the dangers. However, we should be careful not to use the internet excessively.

For-and-Against Essay

- 1. Introduction A. This part informs about disadvantages or reasons against.
- 2. 1st paragraph B. This part starts by saying what the current situation is or introducing the debate.
- 3. 2nd paragraph C. This part sums up the advantages and disadvantages giving personal opinions.
- 4. Conclusion D. This part talks about advantages or reasons in favour.

15b. Read the for-and-against essay again and write the appropriate ideas into the appropriate column.

Advantages	Disadvantages
<i>find necessary information</i>	<i>excessive use of the Internet</i>

16a. Read and observe the grammar usage below.

Reported Statements	
Direct speech is the exact words someone used. We use quotation marks ("").	Reported speech is the exact meaning of what someone said. We can use the word "that".
Present simple Young people find necessary information.	Past simple He said (that) young people found necessary information.
Present continuous Young people are using the information.	Past continuous She told me (that) young people were using the information.
Past simple Young people were addicted to online gaming.	Past simple or past perfect They said to me (that) young people were addicted (had been addicted) to online gaming.
Past continuous I was chatting through social networking.	Past continuous or past perfect continuous You told me (that) you were chatting through social networking.
Future Benefits of the internet will outweigh the dangers.	Conditional We said (that) benefits of the internet would outweigh the dangers.

16b. Turn the following sentences into reported speech.

1. Researchers said, 'Around 10-15 million people are suffering from Internet addiction disorder in America.'
2. The author of the text said, 'Advances in technology such as email, cell phones and the Internet destroy any idea of privacy.'
3. My friend told me, 'Most boys weren't patient for blogging, uploading photographs, and creating their own websites.'
4. She said to me, 'She has used the Internet for paying bills, banking and shopping.'
5. 'Video conferencing will allow people to chat in real time' said teachers.

17. Write a for-and-against essay under the topic (120-150 words).

Example:

SHOULD PUPILS USE A CELL PHONE IN THE CLASSROOM?	
<p>Introduction:</p> <ul style="list-style-type: none"> - How many pupils are using a cell phone in the classroom? - Do teachers and pupils like to use cell phones in the classroom? 	<ul style="list-style-type: none"> - This part starts by saying what the current situation is or introducing the debate.
<p>1st Body paragraph</p> <ul style="list-style-type: none"> - What are the advantages of using cell phones in the classroom? - Use the expressions as <i>On the one hand, One advantage is, Another advantage is, Firstly, Also, Then, Secondly, Next, Finally</i> 	<ul style="list-style-type: none"> - This part talks about advantages or reasons in favour.
<p>2nd Body paragraph</p> <ul style="list-style-type: none"> - What are the disadvantages of using cell phones in the classroom? - Use the expressions as <i>On the other hand, First disadvantage is, Next disadvantage is, However, Then, Secondly, Next, Lastly</i> 	<ul style="list-style-type: none"> - This part informs about disadvantages or reasons against.
<p>Conclusion</p> <ul style="list-style-type: none"> - What advantages are there? - What disadvantages are there? - What advice would you like to give to other pupils? - Use the expressions as <i>To sum up, In conclusion, Finally</i> 	<ul style="list-style-type: none"> - This part sums up the advantages and disadvantages giving personal opinions.

18. Read the essay of your partner and report some sentences that states advantages and disadvantages to the class.

- Student 1: *'Cell phones encourage collaborative learning. Pupils can share notes and reminders faster and easier with cell phones.'*
- Student 2: *Tulгаа (Student 1) **said that** cell phones **encouraged** collaborative learning. Pupils **could** share notes and reminders faster and easier with cell phones'*
- Student 1: *'Cell phones can cause distraction. Pupils can easily be distracted when their phones ring or vibrate.'*
- Student 2: *He **said to** me that cell phones **could** cause distraction. Pupils could easily be distracted when their phones ring or vibrate.'*

◀ ONLINE LEARNING ▶

DO YOU KNOW?

Khan Academy is an organization which produces short lessons in the form of YouTube videos. Its website and content are provided mainly in English.

19. Read the survey results about the impact of Khan Academy. Talk about Khan Academy answering the questions.

SURVEY RESULTS

1. Across the 2 years of the study in California schools in USA, 32% of students agreed they liked math more since they started using Khan Academy. Additionally, 45% of students indicated they were able to learn new things about math on their own, without the help of their teacher.
2. Over the 2 years of the study, roughly 85% of teachers reported that they believed Khan Academy had made a positive impact on students' learning and understanding of the material.

QUESTIONS

1. Where was the study conducted?
2. How many years had the study been conducted?
3. How many percent of students liked math more using Khan Academy?
4. Were students able to learn new things about math without the help of teachers?
5. What did roughly 85% of teachers report about the impact of Khan Academy on students?

20a. Listen to the conversation about Khan Academy. Choose the subjects mentioned in the conversation.

Math	Math by grade	Science & Engineering
Early math	Kindergarten	Physics
Arithmetic	Grades 1 st - 8 th	Cosmology & astronomy
Algebra 1	Eureka	Chemistry
Geometry	High school	Biology
Algebra 2		High school biology
Trigonometry		Health & medicine
Statistics		Electrical engineering
Calculus		

20b. Listen again and complete the short summary about Khan Academy Kids. Write ONLY ONE WORD.

KHAN ACADEMY KIDS

- An ... programme for children
- Available in AppStore and ... AppStore
- 100% ... course
- Activities, books, ... and lessons are offered
- Math and reading are combined with drawing and ...



21a. Read and observe the grammar usage below.

Reported Questions	
<ul style="list-style-type: none"> Use the same question word and change the word order when reporting “wh”-questions. Use “if / whether” and change the word order when reporting “yes / no” questions. 	
Direct Question: My friend asked me ‘Why do you study on Khan Academy?’	Reported Question: My friend asked me why I studied on Khan Academy.
Direct Question: She asked him ‘What subject is Khan Academy offering?’	Reported Question: She asked him what subject Khan Academy was offering.
Direct Question: My teacher asked us ‘Have all of you installed Khan Academy app in your cellphone?’	Reported Question: My teacher asked us if/whether all of us had installed Khan Academy app in our cellphone.
Direct Question: The man asked his child ‘Did he like the Khan Academy Kids.’	Reported Question: The man asked his child if/whether he liked the Khan Academy Kids.
Direct Question: The woman asked me ‘Can you hold the door for me, please.’	Reported Question: The woman asked me if/whether I could hold the door for her.

21b. Write the correct verb tenses.

	Verb tenses in direct questions		Verb tenses in reported questions
1	will	a	
2	present simple	b	past simple
3	can	c	
4	present continuous	d	
5	may	e	
6	present perfect	f	
7	shall	g	
8	past simple	h	
9	must	i	
10	past continuous	j	

21c. Turn the following sentences into reported questions. Pay attention to changes of verb tenses and pronouns. Look at page 199 to see the changes of time expressions.

- My teacher asked us ‘Have computers changed our lives?’
- She asked her friend ‘Could you tell me why my keyboard freezes when I try to install XP Pro?’
- The assistant asked me ‘What do you think is the best way to get technical support: by instant message, by-email, by phone, or in person?’
- He asked the flight attendant ‘Is there a place to plug his laptop in?’
- John asked his teacher ‘How will I recover lost files?’
- She asked her brother ‘Did you get rid of a virus and run anti-virus software?’
- I asked them ‘Is it true that Raghav, one of smart teenagers, has developed 10 apps that have had 100, 000 downloads?’
- Parents asked the team ‘Do children’s book authors work with Khan Academy Kids to create learning apps?’

22. Work with your partner. Read the conversation about a computer problem. Report the questions.

Tamir: What are you doing here at this hour?
 Amy: There is a problem with my new laptop.
 Tamir: Well, could I help you with something?
 Amy: When I try to log on to my email, it doesn't work.
 Tamir: Do you use the right password?
 Amy: Absolutely.
 Tamir: You should try rebooting.
 Amy: Do you mean shutting down and restarting?
 Tamir: Right.

Example:

1. Tamir asked Amy what she was doing there at that hour.
2. Tamir asked Amy if he ...
3. He asked her whether ...
4. Amy asked Tamir if ...

23. Read the short text about smartphone apps. Make up questions and then report the questions.

Example:

Student 1: What does the table shows?

Student 2: He (Student 1) asked what the table showed. (in turn)

Student 2: Is Google search one of the most used smartphone apps?

Student 1: She (Student 2) asked me if Google search was one of the most used smartphone apps

MOST USED SMARTPHONE APPS

This table shows a top 10 list of the most used smartphone apps in the U.S. as of August 2017. When it comes to smartphone apps, Facebook and YouTube dominate. Facebook, Inc. is an American online social media and social networking service company based in Menlo Park, California. Its website was launched on February 4, 2004, by Mark Zuckerberg, along with fellow Harvard College students and roommates. YouTube, LLC is an American video-sharing website headquartered in San Bruno, California.

Source: <https://en.wikipedia.org>

Rank	Name	Owner
1	Facebook	Facebook
2	YouTube	Google
3	Facebook Messenger	Facebook
4	Google Search	Google
5	Google Maps	Google
6	Instagram	Facebook
7	Snapchat	Snap Inc.
8	Google Play	Google
9	Gmail	Google
10	Pandora Radio	Pandora

E-PROJECT. Watch videos of how to join Khan academy and have a tutor on YouTube. Join or sign up in Khan Academy and choose courses as Math by 12 grade and Chemistry, Biology and Physics. As well, you can study History, Computer and Economics on Khan Academy website. Help your younger brother or sister to learn from Khan Academy Kids. Once you have experience about learning on the Academy, please share your thoughts and experiences with your teacher, classmates and friends. **Remember it's 100% free course!**



◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen to a presentation made by Tulgaa who studies at 12th grade. Choose the correct answers.

The conversation is mainly about

- a. How the TEDxTeen competition is held.
- b. Natalie Hampton who is founder of Anti-bullying App.

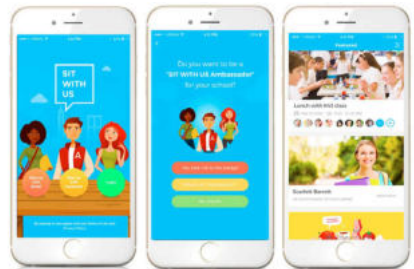


1b. Listen again and answer the questions.

- 1. What is TEDxTeen?
- 2. What is TEDxTeen’s website address?
- 3. What is the name of the mobile app Natalie Hampton created?
- 4. What does the mobile app do?
- 5. What conferences did Natalie Hampton give a speech?
- 6. What school and festival did she become an invited speaker?

1c. Listen again and choose four correct answers.

- 1. What does Natalie Hampton do?
 - a. High school junior
 - b. “Sit With Us” Ambassador
 - c. Anti-bullying activist
 - d. App developer
 - e. A fashion model
 - f. CEO of a non-profit organisation “Sit With Us”



VOCABULARY

2. Match the words to their definitions.

- | | |
|---------------------------|--|
| 1. surf the Internet | a. to be sensitive to human touch |
| 2. join (an online group) | b. to think that something will happen |
| 3. post (a message) | c. have its main office in that place |
| 4. cyber bullying | d. shut down and restart |
| 5. reboot | e. platforms such as Facebook and Twitter that allow people to interact on the Web |
| 6. headquartered | f. become a member of an Internet group to meet friends and share information about your hobbies and interests |
| 7. touch-sensitive | g. additional |
| 8. supplementary | h. online bullying |
| 9. expect | i. add your comments to an online discussion on a message board, a blog, or a social networking site |
| 10. social media | j. visit a lot of different websites on the Internet for information that interests you |

READING

3. Work individually to complete the questionnaire, then do the exercise 5a on page 168.

Information and Communication Technology (ICT) Questionnaire

Answers Questions	Never	Rarely	Sometimes	Often	All the time
1. How often do you use the computer?					
2. How often do you use your smartphone?					
	None	Up to one hour	Between 1 and 2 hours	More than 2 hours	More than 4 hours
3. How much time do you spend per day on the computer?					
4. How much time do you spend per day on your smartphone?					
5. How much time do you spend per day on the web/ internet?					
How often do you do the following at home or any place other than school?					
	Never	Rarely	Sometimes	Often	All the time
6. Do homework on the computer					
7. Search the Internet for information for schoolwork					
8. Collect information online and organise in files					
9. Email other students about schoolwork					
10. Use other online tools (Instant Messenger, Facebook, etc.) to contact teachers about schoolwork					
11. Use an online dictionary or encyclopedia					
12. Learn with educational software, games and quizzes					
13. Participate in online learning programmes					
14. Send and reading emails					
15. Chat online					
16. Make new friends					
17. Search online for practical information (e.g. seats at a concert, shopping times, health)					
18. Browse the Internet for fun					
19. Watch video clips, downloading music, games, software from the Internet					
20. Follow someone					
21. Play one player games online					
22. Play multi-player online games					

Source: Erasmus + Programme: "21st Century European Classroom"

USE OF ENGLISH**4a. Choose the correct verb forms.**

1. If people used drones in mining, they ... (improve) the safety of the underground mine.
2. What ... you (do) if you had those gadgets?
3. You ... (pass) the exam if you had studied harder.
4. If we ... (not have) smart board, we could not wake up students with smart technology.
5. She could have read e-books if she ... (not break) her tablet.

4b. Turn the following sentences into reported speech or reported questions.

1. Claire asked us 'What region uses the internet with most percent?'
2. The researcher said that 'There is no doubt that many young people are spending more time online.'
3. Students told me 'They communicate in English through social networking such as Facebook, Twitter, Instagram etc.'
4. 45% of students said 'They were able to learn new things about math on their own.'
5. The researcher asked the teachers 'Had Khan Academy made a positive impact on students' learning.'
6. My classmate asked me 'Is YouTube, LLC is an American video-sharing website?'
7. The parents asked the teachers 'What subjects do Khan Academy kids combine with creative activities?'
8. The engineers told us 'They hope that people will use drones for many other purposes in the future.'
9. The social worker said to us 'If you are bullied, you can call a child helpline on 108.'
10. Children asked their teacher 'In what situation will not they become victims of cyber bullies.'

SPEAKING**5a. Work in pairs. Based on your answers, summarise the similarities and differences between you and your partner about the ICT questionnaire in 3.****5b. Discuss with the class.**

Do your classmates use ICT in the same way as you? What is the difference between your generation and your parents/ grandparents?

5c. Work with your partner. Make up a conversation asking and answering the questions. Then work with another partner to report statements and questions of each other.

- What is cyber bullying?
- Who does cyber bullying affect?
- Do cyber bullying lower self-esteem and increase depression?
- What are Internet safety tools?
- Have you ever agreed to meet anyone from a chat room on your own?
- What will you do if someone makes you feel uncomfortable online?
- Will you tell your parents or other adults if you find any danger sign?

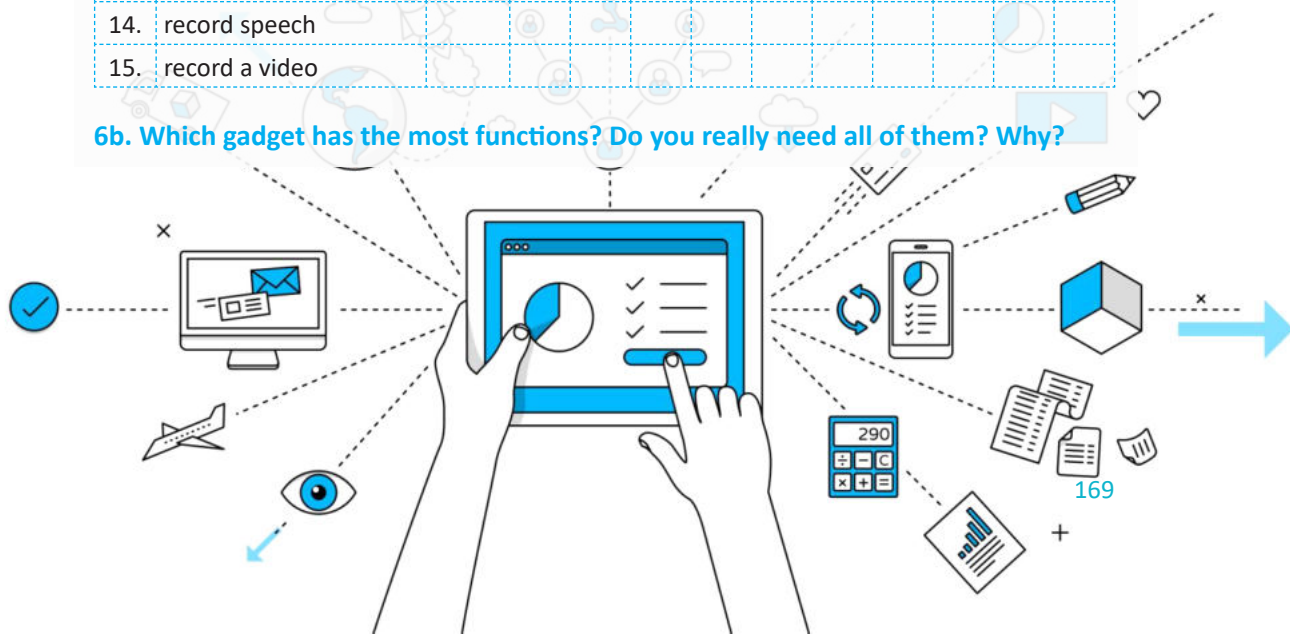
Example: Oyun: Cyber bullying affects people from any age.

Tulgaa: Ouyn said that cyber bullying affected people from any age.

6a. What can you do with these gadgets? Discuss and check (v) your responses.

Gadgets/ Devices	mobile/ cell phone/ smartphone	laptop/ notebook (computer)	tablet computer/ iPad	Kindle e-reader	camera	camcorder	digital pen or smart pen	voice recorder	MP3 Player	MP4 Player	MP5 Player
Functions											
1. send/ receive an email											
2. write a letter											
3. make a phone call											
4. call someone											
5. write a note											
6. surf the internet											
7. send a card											
8. leave a message											
9. check your messages											
10. take a photo											
11. listen to music and songs											
12. read e-books, newspapers or magazines											
13. watch a video											
14. record speech											
15. record a video											

6b. Which gadget has the most functions? Do you really need all of them? Why?



WRITING


7. Write a for-and-against essay under the topic (120-150 words).

Example:

IS IT GOOD OR BAD TO USE FACEBOOK?	
<p>Introduction</p> <ul style="list-style-type: none"> - What is Facebook? - What do people do with Facebook? 	-This part starts by saying what the current situation is or introducing the debate.
<p>1st Body paragraph</p> <ul style="list-style-type: none"> - What are the advantages of using Facebook? - Use the expressions as <i>On the one hand, One advantage is, Another advantage is, Firstly, Also, Then, Secondly, Next, Finally</i> 	- This part talks about advantages or reasons in favour.
<p>2nd Body paragraph</p> <ul style="list-style-type: none"> - What are the disadvantages of using Facebook? - Use the expressions as <i>On the other hand, First disadvantage is, Next disadvantage is, However, Then, Secondly, Next, Lastly</i> 	- This part informs about disadvantages or reasons against.
<p>Conclusion</p> <ul style="list-style-type: none"> - What advantages are there? - What disadvantages are there? - What advice would you like to give when using Facebook? - Use the expressions as <i>To sum up, In conclusion, Finally</i> 	- This part sums up the advantages and disadvantages giving personal opinions.

E-PROJECT. Visit the website to read about how to stop bullying.

https://www.teachingenglish.org.uk/sites/teacheng/files/worksheet_B_bullying.pdf

Check yourself and tick 	Can do this easily	This is my goal
Unit 9 Technology Today		
Listening		
I can understand the main points in a conversation		
I can understand specific information in a conversation		
Speaking		
I can give verbal comments to others		
I can share my opinions with my peers		
Reading		
I can understand the detail of an argument of an essay		
I can find meaning from context in a text		
Writing		
I can write for-and-against essay		
Use of English		
I can use second and third conditionals		
I can use direct and indirect speech forms for statements and questions		

UNIT 10. SPORT AND ENTERTAINMENT

LEARNING OBJECTIVES

LISTENING

- L1 Understand the main points about celebrities from a dialogue and a monologue
- L2 Understand specific information from dialogues and a monologue on celebrities

- L5 Recognise the opinion of the speaker in the dialogue about Paralympic athletes
- L6 Deduce the meaning from context in the dialogue about Paralympic athletes

SPEAKING

- S1 Use formal and informal language while speaking to discuss celebrities and sports events
- S2 Ask questions to clarify meanings about celebrities and sports events
- S3 Give an opinion on sports events and films
- S4 Respond at both sentence and text levels to unexpected comments on celebrities and sports events
- S5 Summarise what others have said about films and celebrities
- S8 Use appropriate vocabulary and syntax to talk about celebrities and sports events

READING

- R2 Understand specific information in texts about sports events and documentary films
- R4 Understand implied meanings on the sports events
- R10 Recognise inconsistencies in argument in texts on documentary films

WRITING

- W1 Brainstorm, discuss, and draft a plan to write about sports events
- W3 Write about personal feelings and opinions on Olympic champions
- W5 Use style and genre to write about Olympic champions and the Paralympics Games
- W6 Use an appropriate layout for written genres on movies, Olympic champions, and the Paralympics

USE OF ENGLISH

- UE 1 Use complex noun phrases to talk about sports events and films
- UE 9 Use comparative degree of the adverbs more quickly and as quickly as to write about celebrities and sports events
- UE 11 Use phrasal verbs in sentences

◀ SPORTS EVENTS ▶

DO YOU KNOW?

French and English are the two official languages of the Olympic Games. The founder of the International Olympic Committee was Pierre de Coubertin, a Frenchman. The third official language of the Olympics is the language of the country in which the Olympic Games are taking place.

1. Circle the correct answer below, after listening to. Listen again to check your answers.

1. Why do the Olympic rings have the colours red, blue, yellow, green and black?
 - a. Because every nation has symbolisms of five colours.
 - b. Because every nation has at least one of the colours on its national flag.
2. Several months before the Olympic Games, the Olympic Flame is lit at Olympia, Greece because ...
 - a. It shows the connection between the ancient games and the modern ones.
 - b. It adds colour to this event.
3. Which one is the Olympic motto which has been official since 1924?
 - a. Faster, Compete, Win
 - b. Faster, Higher, Stronger
4. An Olympic mascot is
 - a. an animal or human figure which represents the cultural heritage of the host country.
 - b. any figure which represents the culture of the host country.
5. An Olympic diploma is given to
 - a. the athletes who took 5th to 8th places in the sporting events.
 - b. the athletes who took the first 8 places.

2a. Read the text and match the sentences (A-B) to the gaps (1-2).

A	There is only one opportunity for athletes to perform a trick.
B	It has developed into an elegant mix of art and sport today.

GLOSSARY


trick (n)- a stunt performed for entertainment
introduce (v)- begin or use for the first time
opportunity (n)- a chance
compete (n)- take part in a competition
value (n)- inherent worth, importance

PARTICIPATING IN SPORTS IS A TEST OF HARD WORK

Olympic Games are world-class international sporting events in which thousands of athletes from around the world participate in a variety of competitions. More than 200 nations take part in Olympic Games every four years. Over 13000 athletes compete in the Summer and Winter Olympics in 33 different sports, across over 400 events. Figure skating, and snowboarding are some of top Winter Olympics events that people like watching.


Figure skating was the first winter sport which was included in





the Olympics in 1908. 1) □ It has developed into an elegant mix of art and sport today. Individuals, duos, or groups perform on figure skates on ice. There are four categories of competition: men's singles; ladies' singles; pair skating; and ice dance. In singles and pairs, skaters perform two programmes - short and long – which must include spins, jumps, moves in the field, lifts, throw jumps, and other elements or moves. During a competition, figure skaters receive scores according to their performance, level of difficulty, and the value of the element. The top skaters from each category perform more skillfully during the exhibition galas of the Olympic Games.

Snowboarding was a well-developed sport in the USA since the 1960s and it became a Winter Olympic Sport in 1998. Slope style snowboarding became an Olympic event at the 2014 Winter Games in Sochi, Russia. During competition, athletes receive scores depending on their performance based on factors such as height of the jumps called “air”, different tricks, degree of difficulty of the tricks, demonstration of brand new tricks, clean grabs, and smooth landings. The best athletes compete more strongly than others.



Big Air became the newest snowboarding event, which was introduced to the Olympic Games in 2018. Snowboarders move down a hill or ramp and perform tricks after achieving great height. 2) □ There is only one opportunity for athletes to perform a trick. They perform complex tricks in the air, based on good height and distance. A clean landing is also very important for their performance. Doing specific tricks is necessary to get high scores during the event. Top snowboarders ski more quickly than other athletes.



2b. Read the text again, then answer the questions.

1. What is this text mainly about?
2. About how many athletes take part in the Olympics every four years?
3. What is the difference between snowboarding and Big Air?

2c. Read the text again and choose the correct answers.

1. Figure skaters get scores depending on all EXCEPT?
 - a. High level of performance
 - b. Selection of music
 - c. A degree of difficulty
 - d. The importance of the element
2. What can be inferred from paragraph 4 about “big air” snowboarding?
 - a. All the top athletes ski more quickly than others.
 - b. It is the newest event in the Winter Olympic Games.
 - c. Snowboarders perform their tricks in the air to get good scores.
 - d. It is a more challenging sport than the others.

3a. Read and observe the grammar usage below.

Comparative adverbs

- Adverbs of manner come after the verb. Example: She skated **beautifully**.
- Use **more** in the comparative form by attaching **-ly** to the adjectives. Examples: **more** quickly, **more** easily, and **more** beautifully. Example: She skated **more beautifully**.
- Use "than" with the comparative form. Example: She skated **more beautifully** than others.

An example taken from the text

Top snowboarders ski **more quickly** than other athletes.

How?

In this sentence, "**more quickly**" is a comparative adverb. It comes after the verb "ski."

3b. Sentence analysis: Look back at the text and find the comparative adverbs.


3c. Find the mistakes below and correct them.

1. The figure skater performed her complex elements much skillfully than before.
 A B C D
2. The snowboarders do one trick more careful while they are in the air.
 A B C D
3. After jump high in the air, the snowboarder landed more cleanly than other athletes.
 A B C D
4. The winner of the snowboarding event show his skills more vividly than others.
 A B C D
5. The athlete compete with each other more bravely in the events of Olympic Games.
 A B C D

4. GROUP WORK: Talk about a sports event that you liked.

PLAN

1. **Choose a topic**
Think about the sports event that you will choose.
2. **Think about these questions.**
 - When and where did the event take place?
 - What was special about the event?
 - Why did you like the event at that time?
3. **Presentation**
 - Make a list of important words and phrases that you want to use in your talk.
 - Collect information and pictures that will help you write about the event.
 - Practice your talk quietly to yourself. Give the talk.



5. Read and complete the sentences with "Take" idioms.

1. The bob sled competition ... during the Winter Games.
2. She ... in the figure skating competition every year.
3. The athletes' meeting will ... next week.
4. He ... in school competitions more actively than others.

take part (in sth): participate
take place: happen

◀ CELEBRITIES ▶

DO YOU KNOW?

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure."
Colin Powell

6. Look at the pictures and answer the questions.

1. Who do you see in each picture?
2. What sports do they play?
3. What do you know about them?
4. Are they popular world athletes? Why?

GLOSSARY

- modest** (n)- not proud, humble
- give birth to** (v)- produce a baby from her body
- join** (v)-become member
- consider** (v)-have a particular opinion about someone
- proclaim** (v)-announce something officially



7a. Listen to the biography about LeBron James and complete the table below. Write ONE to THREE WORDS in the blanks, including the new vocabulary in the Glossary.

The Greatest Basketball Player of All Time

- **Born:** 30 December, 1) ..., USA.
- **His job:** An American 2) ... basketball player. He plays for the Los Angeles Lakers.
- **His nickname:** He is known by the name 3) ... among young sports fans.
- **Early life:** His mother, Gloria James, 4) ... him at the age of 16 and raised him alone. She worked as hard as she could. Frankie Walker is a basketball coach who helped him during his hard life and 5) ... him how to play basketball at the age of 9.
- **His career:** 2003: After completing high school in Akron, James 6) ... the National Basketball Association (NBA). He played for the Cleveland Cavaliers until 7) ... and then for the Miami Heat in Florida from 2010-2014.
 2014: He rejoined the Cleveland Cavaliers.
 2015: LeBron James was elected as the first 8) ... of the National Basketball Players Association.
- **Personal qualities:** Many people 9) ... James to be the face of the NBA.



James always works as hard as he can. He is an influential person who makes decisions as fast as possible. He is confident, 10) ... and hardworking. He is a good team player with excellent leadership skills.

- **His successes:** 2009-2012: He received numerous awards such as two NBA championships, four NBA Most Valuable Player Awards, and two 11) ... gold medals.

2014: Forbes, an American business magazine, named James the 12) ... in the world.

2017: Time, an American news magazine, 13) ... him to be one of the 100 most influential people in the world.

- **Charity work:** James helps single-parent families as much as possible.

2015: He founded the LeBron James Family Foundation in Akron.

Since 2015, James has been working with the University of Akron to provide 14) ... for children from the city's single-parents families.

2018: A public elementary school opened in Akron with the 15) ... of the LeBron James Family Foundation.



7b. Listen to the biography again and choose the correct answers.

1. What can be inferred about LeBron James from paragraph 2?
 - a. He grew up with his parents.
 - b. He grew up in Frankie Walker's family.
 - c. He grew up in a single-parent family.
 - d. He grew up in a school.
2. All of the following are true in the text EXCEPT
 - a. He stayed with the family of Frankie Walker from 4th to 6th grades.
 - b. He is dedicated to single-parent families.
 - c. He received few awards for his success.
 - d. He provides support for the education of children from low-income families.

8a. Read and observe the grammar usage below.

as ... as + possibility

- Adverbs such as *hard, much, easily, quickly, fast, and soon* are used with **as ... as**.
- We often use expressions of possibility after **as ... as**.

Adverbs used with as as

LeBron James works **as hard as he can**.

How?

James wants to help single-parent families **as much as possible**.

How?

In both sentences, "hard" and "much" are adverbs. They are placed after the expressions "as...as."

8b. Sentence analysis: Look at the text and find the sentences with as as.

*Example: The forward runs to the gate of the opposing team **as quickly as possible**.*

*The forward ran to the gate of the opposing team **as quickly as he could**.*

8c. Read and complete the sentences using the expressions in the table. Two answers are possible on some sentences.

as quickly as possible	as loudly as possible
as fast as possible	as soon as possible
as much as possible	as patiently as possible
as easily as possible	as softly as possible

1. Young football fans cheered for the Olympic Champion ... possible.
2. The audience stood up ... when the popular Judo wrestlers came into sports hall.
3. Large companies support athletes to participate in the Olympics
4. The goalkeeper tried to stop the ball from going into his own team's goal
5. Young figure skaters train on the ice rink
6. The basketball player threw the ball in the hoop
7. During the match, the coach solved the problem
8. Members of the audience tried to speak to each other during the match

9. Look at the pictures and write a short dialogue using as ... as he/she can/could.



Snowboarders



Forwards/a Goalkeeper



Figure skaters

Example:

Student A: The footballer is running fast during the match.

Student B: Yes. He is running **as fast as he can** because it is the final round of this match.

Student A: Is he trying to get more points for his team in the last few seconds?

Student B: Yes. He is trying to get **as many points as possible** in the last few seconds.

Student A: He is a strong forward who can lead his team to victory.

10a. A presentation about a popular sportsperson.

Research

With a partner or on your own, find out as much as possible about the person. You can use the internet or magazines for your research.

Questions to think about:

- What do you know about his/her childhood?
- What sports does she/he play?
- What was his/her biggest success?
- What qualities does he/she have?
- What achievements did he/she accomplish?

Idea Generation

Idea Grouping

Idea Review

◀ DOCUMENTARY ▶

DO YOU KNOW?

The first official documentary was Robert Flaherty's 'Nanook of the North' (1922) about the harsh life of Canadian Inuit Eskimos living in the Arctic.

11a. Look at the pictures, then answer the questions.

1. Have you ever seen these pictures before?
2. What is shown in the pictures?
3. Can you name them?



11b. Search for the images on google.com to find the names of the animals in the box, then match each name to its picture.

indri snow leopard buffalo flamingo future cities oryx

12a. Read the text, then come up with a title.

Narrated by David Attenborough, Planet Earth II is an example of a perfect documentary film that you should watch. The documentary received the British Academy Television Award in 2017.

It is full of wonderful facts about 40 different countries, broken into six distinct episodes, which cover a different landscape: *Islands, Mountains, Jungles, Deserts, Grasslands and Cities.*

Islands: You will be surprised when you see 1.5 million **chinstrap penguins** on the extremely remote Zavodovski Island in the Antarctic, fighting for their survival while feeding their family just like humans. On island Komodo in Indonesia – the largest living lizards on the planet you are shown in a terribly frightening situation when their **baby iguanas** are chased by **racer snakes**.

Mountains: Magnificent mountains with **golden eagles**, diving 200 miles an hour in the Alps is astonishing to see. There is also a risky journey of the **ibex wild goats** in the Arabian Peninsula,

grizzly bears in their den while a terrifying **avalanche** hits everything in its path in Alberta, Canada; peculiar dances of beautiful **flamingos** during their breeding season – everything in the episode is amazing.

Jungles: I'm sure that you will feel enchanted when you watch this episode. This tropical paradise is crowded with colourful birds, insects, animals and plants such as the **red-bird-of-paradise**, **Wilson's bird-of-paradise**, **railroad worm**, and the jaguar - the jungle's supreme predator. You can also see the most mysterious fungi, thriving in the darkness; and lighting up to attract insects from far and wide.

Deserts: Reminding us of the real conditions in one-third of the lands of our planet, the narrator begins the episode with a lion's hunting. The most thrilling part of the episode is that the desperate **lions** chase a **giraffe**, but the hunts end in failure. How a **locust swarm** of several billion insects exploits the greening of a desert will leave you with astounded with its devastating speed.

Grasslands: Grasslands in different places of the world are home to some of the most impressive creatures – **saigas**, **buffalos**, **African bull lions**, **harvest mice**, **ostriches** and **bison**.

Cities: In the final episode, you will see troops of **langur monkeys**, living off of all the food they can eat; extremely dangerous **leopard** hunting in Mumbai; unbelievable numbers of **starlings**, performing marvelous aerobatics over the city of Rome; daylight robbery – the **rhesus macaque** in Jaipur, India; and the most spectacular example of greening a city built to create space for animals.

Planet Earth II is spellbinding wonder and the stunning visual accomplishment that I would like you to recommend that you must watch all episodes of this fascinating documentary film.

13b. Browse the internet and search for the pictures of the animals, written in bold in the text.

13c. Reread the text and summarise each paragraph of the text in a sentence.

14a. Read and observe the grammar usage below.

Adjectives ending in '-ed' and '-ing'

- We use some past participle ending in **-ed** and some present participles ending in **-ing** as adjectives.
Example: interested/interesting, bored/boring
- We often use **-ed** ending adjectives to describe emotions – they tell us how people feel about something.
I was very **bored** when I watched the film yesterday. I almost fell asleep.
- We can use **-ing** ending adjectives to describe things and events that cause emotion.
The **boring** film makes me feel bored.

14b. Sentence analysis: Look at the text about the documentary film and complete the following:

1. Find the sentences with **-ing** and **-ed** ending adjectives.
2. Identify the use of each adjectives.

15. Choose the correct adjectives with -ed or -ing.

1. I don't like films with sad endings. They are **depressed/depressing**.
2. He felt **amused/amusing** because I watched an Oscar - winning movie last night.
3. I thought the programme was **fascinated/fascinating**. I'm **amazed/amazing** that you didn't like it.
4. I'm not **interested/interesting** in documentary. I think it is a **bored/boring** film genre.
5. I think the movie review is well written, but it is not very excited.
6. These are a lot of unusual animals in the documentary! It's **shocked/shocking**!

16. Read the poem and fill the gaps below with the right form of each word.

The effects are ... (amaze). The jokes are ... (amuse).
 The hero is ... (impress). The heroine is so ... (charm).
 We were ... (surprise) by the plot but ... (satisfy) by the ending.
 It is the best action movie in the world.

17. Match the movie genres with their definitions.

- | | |
|----------------|--|
| 1. action | a. an exciting story, often about solving a crime |
| 2. animation | b. a story about an imagined future, space or other planets |
| 3. documentary | c. a film that gives facts and information about a subject |
| 4. thriller | d. a film, there's usually a lot of violence, many exciting things |
| 5. sci-fiction | e. a movie, is made from drawings done by a hand or a computer |

18. Look at the photos advertising for films, then answer the questions.



1. Which films have you seen?
2. What genre of film do you think each one represent?

19. Choose one of the films to watch online from the list in exercise 18a. While you are watching, take notes in English on the following:

- background to the story; where and when it is set
- main events in the plot
- actors and the characters they play

After you have watched:

- write a brief comment about it and think about who you would recommend to watch it.

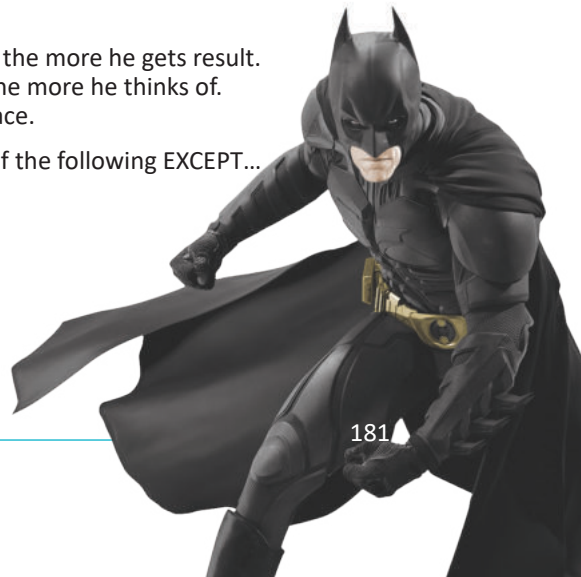
◀ FAMOUS FILM DIRECTOR ▶

DO YOU KNOW?

All the films in exercise 8a, were written by an English film director, screenwriter, and producer Christopher Nolan. Surprisingly, they all could captivate audiences and made him one of the most influential filmmakers of the 21st century.

20. Listen to the interview with Christopher Nolan. Complete the sentences with the correct option (a, b or c).

- The film director says that ...
 - he started his career when he was a kid.
 - he started making films when he was seven years old.
 - he started making films when he began using his Dad's camera.
- He says that his first film was ...
 - an action movie.
 - an animated movie.
 - a movie that combined animation with action.
- There was never a period in his life ...
 - when he bragged about what he achieved.
 - when he completely stopped what he did.
 - when he carried on what he wanted.
- He thinks that each of his films got ...
 - better than the others he wrote.
 - bigger than his previous movies.
 - bigger, better and more elaborate.
- Christopher Nolan thinks that ...
 - he is a self-taught film maker.
 - he is a big dreamer.
 - he found himself.
- The reporter asks whether ...
 - it is difficult to come up with ideas.
 - he is afraid of not being able to finish.
 - it is really challenging to be a film writer.
- He replies to the question that ...
 - the more he focuses on the project he is writing, the more he gets result.
 - the more he tries to write something different, the more he thinks of.
 - it is most important to put things in the right place.
- This famous film director wants to write about all of the following EXCEPT...
 - the most exciting thing.
 - the most important thing.
 - the most unexpected thing.
- What inspires him more and more ...
 - are huge films.
 - are good directors.
 - is real life.



21a. Read and observe the grammar usage below.

Comparative adjectives

- We use **less + adjective + than** for two people or things. It is the opposite of **more ... than**.
His first film was **less exciting than the other one** we saw. (= The other film we saw was more exciting than the first one.)
- We use **the least + adjective + of/in** for more than two people or things. It is the opposite of **the most ... of/in**.
The film we watched yesterday was **the least interesting of all** we've watched so far.
- We use **comparative + and + comparative** to show that something increases or decreases.
As time went by, his films got **more and more elaborate**.
- We use **the + comparative .., the + comparative** to show that **two things change together** or that one thing depends on another thing.
The more he wants to write something unexpected, **the more** he creates great films.

21b. Sentence analysis: Look back 21a and find example sentences with comparative adjectives.

22. Read the facts about Christopher Nolan and his films, then find and rewrite sentences which contain the adjectives below, by using these adjectives:

unusual expensive many few rich cheap talented

Fact 1: The Dark Knight trilogy was Nolan's most financially successful film with a worldwide gross income of 1.08 billion dollars.

Example: The Dark Knight trilogy was the most expensive of all films he has written.

1. His production company in London has only four employees, including Nolan and his wife.
2. He has neither a personal cellphone nor an email address.
3. In his World War II dramatic-thriller 'Dunkirk', 400,000 people were involved.
4. His brother Jonathan Nolan has worked on a number of high-profile shows and films, including several he co-wrote with Christopher. He helped his brother write 'The Prestige', 'The Dark Knight', 'The Dark Knight', and 'Interstellar'.
5. Christopher Nolan is the sixth highest-grossing director worldwide.

23. Complete the sentences using the + comparative, as in the example.

Example: He worked hard. He earned lots of money.

The harder he worked, **the more** he earned.

1. If a film is new, it is captivating for an audience.
... a film is, ... it is for an audience.

2. It grew dark. I became scared.
... it grew, ... I became.
3. If you watch a lot of masterpieces, you will get inspired by many great ideas.
... masterpieces you watch, ... great ideas you will get.
4. Her mother pushes the swing high. The little girl laughs a lot.
... her mother pushes the swing, ... the little girl laughs.

24. Complete the sentences, using one of the adjectives from the box and comparative + and + comparative.

hard a lot bad cold tall dark

Example: As they entered the forest, it got darker and darker.

1. As they are in the forest, it gets
2. Over the years, the boy grew
3. While the family was living in the house, they got ..., so they decided to go back.
4. When winter comes, it gets
5. He runs as fast as he can, but it gets ... difficult to walk.
6. For his living, he works

25. Work in pairs to tell about a story about a movie you've recently seen.

- a. At the beginning:
 - It's set in... (New York / in the 1950's).
 - The main characters are ... and they're played by...
 - It's a mystery / thriller / love-story/romantic/horror/epic/drama/ comedy
 - It is based on a book by ...
 - The film was directed by ...
- b. In the middle: You can tell the story of the film in the present simple tense.
 - The main character decides to... (rob a bank)
 - But when he drives there...
- c. At the end:
 - I felt/thought it was ...
 - I was impressed by ...
 - What I liked most/didn't like was ...
 - What I didn't understand was how ...
 - I would have no hesitation in recommending ...
- d. Positive, negative, neutral and general adjectives that can be used to tell a story.
 - charming, enjoyable, surprising, imaginative, insightful, dazzling, thought provoking
 - second rate, boring, disgusting, violent, dreadful, incredibly tiresome, brutal, predictable
 - suspenseful, high-charged, sentimental, dramatic, thrilling, fascinating, frightening
 - true-to-life, the real story of, remarkable, masterpiece, Oscar-winning

◀ CHECK YOUR PROGRESS ▶

LISTENING

1a. Listen to a TV programme “Sports Fans” and complete the table below.

- Paralympics Games:** The Paralympic Games are a major 1) ... sports event for people with physical disabilities. Winter and Summer Paralympic Games **take place** shortly after the Olympic Games. The goals of the Paralympics Games are to help 2) ... with disabilities achieve success and increase the world’s respect and admiration for them. Mongolian Paralympic Committee sends its athletes to the Paralympic Games every four years and 3) ... them as much as possible.
- Paralympic Athletes:** Professional archer Baatarjav received the first-ever gold medal at the 2008 Paralympic Games, held in Beijing. At the 2016 Paralympic Games held in Rio de Janeiro, the 4) ... Sodnompiljee won a bronze medal for powerlifting and horizontal pressing, and the athlete Uugankhuu won a bronze medal for judo wrestling. State Honoured athlete Sodnompiljee also 5) ... in the 2018 World Paralympic Powerlifting Asia-Oceania Open Championships and became the Asian Champion in the men’s 107 kg weight class by lifting 239 kg. He set a new record with his 6) ... This exemplifies that Paralympic athletes work as hard as they can.
- Special Olympics:** Special Olympics are for children and adults who have 7) ... disabilities. The Special Olympics World Games takes place every two years. The Mongolian Special Olympics Committee also provides 8) ... and guidance for its athletes as much as it can.
- Special Olympics Athletes:** 14 Mongolian athletes competed in three categories: floor ball; cross country skiing; and snowshoeing. The Mongolian team 9) ... 2 gold, 4 silver, and 2 bronze medals from the 2017 Special Olympics Winter Games held in Austria.
- Achievements:** As a result of hard work, 10) ... training, and endurance, they achieved success.



1b. Listen to the TV programme again and answer the questions.

- Why are sports competitions important to athletes with disabilities?
- What is the difference between Paralympic Games and Special Olympics Games?

1c. Listen again and choose the correct answers.

- The word “provide” in number 8 of the paragraph on Special Olympics means
 - achieve
 - exemplify
 - compete
 - give something to somebody
- Which adjective best describes the attitude of the two speakers?
 - regretful
 - proud
 - excited
 - worried

VOCABULARY

2a. Describe parts of speech of the words below and write their synonyms.

Example: award noun (n) prize

- | | | |
|----------------|------------|----------------|
| a. numerous | b. receive | c. outstanding |
| d. achievement | e. elect | f. complete |

2b. Choose the best answer to complete the sentences.

- The Olympics Games are an international sports event which every four years.
 - takes part
 - takes place
 - takes off
 - takes
- Mongolian athletes in Special Olympics World Games every two years.
 - take off
 - takes part
 - take part
 - take place
- The airplane of Mongolian Airlines going to Tokyo willin 5 minutes.
 - take off
 - take place
 - take part
 - take after
- The athletes and coaches their coats before they entered the sports hall.
 - took place
 - passed by
 - passed down
 - took off

3. Match the movie genres with their definitions.

- | | |
|---------------------|---|
| 1. musical | a. fighting, chases, explosions, and fast scenes |
| 2. sci-fiction | b. computer-animated or hand drawn characters |
| 3. romance | c. story told with song and dance |
| 4. action/adventure | d. not a true story, but based on make-believe, full of imaginative ideas |
| 5. animation | e. a love story |
| 6. drama | f. story about someone or something that actually took place in history |
| 7. thriller/mystery | g. emotionally charged personal challenges |
| 8. documentary | h. intentionally funny either in its characters or its action |
| 9. comedy | i. dark, scary and bloody scenes |

READING

4a. Skim the text and choose a title.

a. What film gives us

b. Film therapy

Among the many developers of psychotherapy, film has been considered to have a healing power. Generally, therapy based on TV series and movies is called 'film therapy'. It was created and popularised by Dr.Gary Solomon, the first to write about using movies as therapy. Movies are also used as a means of self-help.

The film therapy has many benefits. Depending on what kind of movies we are watching, film provokes our emotions. It makes us cry, laugh, suffer and sometimes we can even find the strength we need to overcome our problems.



In other words, film creates laughter and happiness whereas some sad and distressing movies can also help our emotions surface from deep inside us. Movies have immense influence over both mental and physical health.

Movies also help with relaxation and drive our motivation. When you watch a movie, you can find characters who help you find energy in your life. You can also find new perspectives that will help you reflect on and change your attitude.

Movies encourage your creativity. There is no doubt that the different perspectives you see in movies can change your mental framework and push you to be more creative, flexible, and innovative.

In addition, movies can help improve personal relationships. Watching and commenting on a movie with friends and family has huge social and emotional value.

Moreover, it is reflective art; movies make us reflect on existential, spiritual and other lofty questions.

Film elevates, moves up, inspires and amazes us. The qualities of different characters can inspire you to improve your strength.

Finally, movies can be used as an educational tool because it involves active engagement. We can get intellectual, spiritual and cultural understanding of people and places from movies by viewing, exploring, making and understanding them. But what we have to do is make the correct decision on what kind of movies can help us in our self-development.

4b. Without looking at the passage again, answer the following general questions. Compare your answers with your partner's.

1. What is film therapy?
2. How many benefits of film therapy are there?
3. What are they?

4c. Now scan the passage and find the single idea in each paragraph about the benefits of film therapy.

4d. Summarise the benefits in a paragraph, using your own words.

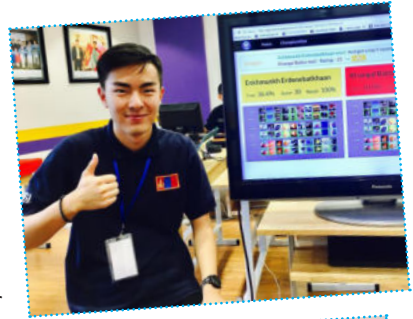
USE OF ENGLISH

5. Read and complete the sentences below, using the expressions in the table.

more easily	as loudly as possible
more skillfully	as patiently as possible
more cleanly	as fast as possible
more clearly	as much as they can
more quickly and skillfully	as hard as she could

1. After performing his complex tricks in the air, the snowboarder landed ... than the other athletes.
2. Before the figure skating competition, the young female athlete worked ...
3. The experienced coach gave his young athletes their instructions ... than the other coaches.

4. Competitors of the World Memory Championships compete in 10 different disciplines and have to memorize ... in a period of time.
5. The national team of Mongolia won the World Memory Championship by demonstrating their hard work and talents ... than other teams.
6. Enkhmunkh, an athlete of the Mongolian Intellectual Academy, memorized different digits shown on a 15x15 table with 225 squares on a big screen ... than the competitors of other countries during the “Super Brain” Memory Show held in China in 2017 and became the youngest international grandmaster.
7. The young memory athlete multiplied eight-digit numbers without a calculator ...
8. Mongolian athletes Munkhshur and Enkhshur memorized the digits, cards, names and names of people ... than athletes of other countries during the World Memory Championship.
9. The audience waited for the results of the World Memory Championship ...
10. Young fans of memory sports cheered for the new World Champion



6. Circle an adjective to complete the sentences.

1. Music can make us feel **relaxed/relaxing**.
2. Watching to the movies people feel less **depressed/depressing**.
3. Psychotherapists find some types of movie to be very **soothed/soothing**.
4. The benefits of film can be **surprised/surprising**.
5. Studies show that a student’s ability to learn is **stimulated/stimulating** by music.
6. For people with emotional problems, film can be very **comforted/comforting**.
7. Many psychotherapists report they are **pleased/pleasing** by the effect movie has on their patients.
8. People say that music therapy is **entertained/entertaining**.

SPEAKING AND WRITING

7. Discuss the benefits of watching movies.

What benefits do movies bring to people’s lives? With a partner, make a list and discuss. Use participial adjectives.

Benefits: Movies can be soothing.

Examples: Watching movies on weekends can relax people so they’re more productive.

8. Write a magazine article about a Wheelchair Fashion Show or Wheelchair Dance Show. Choose one of these two shows for people with disabilities. Use the information and plan to write your article (100-150 words).

With a partner or on your own, find out as much as possible about the Wheelchair Fashion Show or Wheelchair Dance Show. You can use www.BidChadna.mn portal site for people with disabilities for your article.

Include information such as:

- When does the Wheelchair Fashion Show/Wheelchair Dance Show take place?
- What is the name of the organization that hosts these shows?
- What is the goal of the Wheelchair Fashion Show/Wheelchair Dance Show?
- Which organizations in Mongolia work together with people with disabilities?
- Are the events important to people with disabilities? Why?



PLAN

Introduction

Paragraph 1: when/where/which organization/who/ the goal/

Main Body

Paragraphs 2-3: detailed description of the event

Conclusion

Paragraph 4: your feelings and recommendation



Check yourself and tick ☺	Can do this easily	This is one of my goals
Unit 10: Sports and Entertainment		
I can understand main points in an interview and monologue		
I can understand specific information in an interview and monologue		
I can recognise the speaker's opinion from context in the listening task.		
Speaking		
I can give comments to others when speaking		
I can answer questions about a text		
I can summarise what others have said about movies and celebrities		
Reading		
I can find specific information in the text about documentary and sport events		
I can understand implied meaning about the sport events		
Writing		
I can write about personal feelings and opinions on Olympic Champions		
I can write a brief comment about a film I have watched		
I can identify main points and summarise the target idea in a paragraph		
Use of English		
I can use a growing range of participial and comparative adjectives		
I can use the comparative degree of adverbs in sentences		
I can use a growing range of phrasal verbs in sentences		

GRAMMAR REFERENCE

MODULE 1. STUDY AND WORK
UNIT 1. TEENS TODAY

PRESENT SIMPLE ACTIVE

- We form the present simple active with **the subject + verb**.
- We use the Present simple for:
 - habits or things we do regularly. *I usually walk before breakfast.*
 - things that are generally or always true. *They live in a town.*

Positive	Negative	Question	Short answers
<i>I / You / We / They know</i>	<i>I / You / We / They don't (do not) know</i>	<i>Do I / you / we / they know?</i>	<i>Yes, I / you / we / they do. No, I / you / we / they don't.</i>
<i>He / She / It knows.</i>	<i>He / She / It doesn't (does not) know</i>	<i>Does he / she / it know?</i>	<i>Yes, he / she / it does. No, he / she / it doesn't.</i>

THE PASSIVE

- We use the passive when the person who does the action is:
 - not important or unknown.
The cashmere coat is made in Mongolia. (it's not important who make it)
 - unknown.
A number of bicycles are stolen every year. (we do not know who steals them)
- If we want to say who or what is the 'doer' of the action, we use **'by'**.
The cashmere coat is designed by Khulan.
- In formal writing, especially in reports and newspapers.
The new shopping centre will be opened tomorrow.
- When we want to emphasize the importance of the person doing the action, e.g. if someone has done a special or well-know job. In this case we use **by + person**.
Romeo and Juliet was written by Shakespeare.
- Some verbs only have a passive form: *Bart Simpson was born in Springfield.*
- Regular past participles end in **-ed**. Many verbs have an **irregular** past participle. See the pages 200-203 for a list of **irregular past participles**.

PRESENT SIMPLE PASSIVE

- We form the present simple passive with **the subject + be + past participle**.

Positive form	Negative form	Question form	Short answers
<i>The bag is made of leather.</i>	<i>The bag isn't (is not) made of leather.</i>	<i>Is the bag made of leather?</i>	<i>Yes, it is. No, it isn't.</i>
<i>Bees are fed with sugar.</i>	<i>Bees aren't (are not) fed with sugar.</i>	<i>Are bees fed with sugar?</i>	<i>Yes, they are. No, they aren't.</i>

PRESENT CONTINUOUS ACTIVE

- We form the present continuous active with **the subject + be + verb + ing**.
- We use the Present continuous for something happening at this moment or something

GRAMMAR REFERENCE

happening in the present period.

*I **am washing** the cups.*

*The cost of living **is rising** every year.*

3. When we add '**ing**' to verbs, there are some exceptions.

*make - **making**, leave - **leaving**, stop - **stopping**, get - **getting**, lie - **lying**,
begin - **beginning**, forget - **forgetting**, travel - **travelling***

Positive form	Negative form	Question form	Short answers
<i>I'm (am) walking</i>	<i>I'm not (am not) walking</i>	<i>Am I walking?</i>	Yes, I am . No, I'm not .
<i>You / We / They're (are) walking.</i>	<i>You / We / They aren't (are not) walking.</i>	<i>Are you / we / they walking?</i>	Yes, you / we / they are . No, you / we / they aren't .
<i>He / She / It's (is) walking.</i>	<i>he / she / it isn't (is not) walking.</i>	<i>Is he / she / it walking?</i>	Yes, he / she / it is . No, he / she / it isn't .

PRESENT CONTINUOUS PASSIVE

1. We form the present continuous passive with *the subject + be + being + past participle*.

Positive form	Negative form	Question form	Short answers
<i>The designs are being developed.</i>	<i>The designs aren't being developed.</i>	<i>Are the designs being developed?</i>	Yes, they are . No, they aren't .
<i>The research is being done in the laboratory.</i>	<i>The research isn't being done in the laboratory.</i>	<i>Is the research being done in the laboratory.</i>	Yes, it is . No, it isn't .

PREPOSITIONAL PHRASES

"noun + prepositions"

an increase	a decrease	a rise	a fall	a difficulty	in	
a need	a demand	a reason			for	
a cause	an advantage	a disadvantage	a photo		of	
an invitation	a solution	a key	an answer	a reaction	an attitude	to
a relationship	a connection	contact				with
a difference	a relationship					between

"adjective + prepositions"

nice	kind	polite	nervous	of
excited	worried	happy		about
pleased	happy	disappointed		with
surprised	shocked	amazed		at

"verb + prepositions"

talk	speak	listen	aim	to
look	laugh	get	angry	at
talk	read	know		about
consist	think			of
rely	depend	concentrate		on

UNIT 2. LEARNING FOR THE FUTURE

PRESENT PERFECT SIMPLE ACTIVE

1. We form the present perfect simple active with *the subject + have / has + past participle*.
2. We use the Present perfect for action which has recently finished and has a result now.
*Example: The students **have conducted** the survey.*

3. We use the Present perfect for action which continues from the past until now.

Example: The students **have done** many assignments for this semester.

Positive form	Negative form	Question form	Short answers
I / you / we / they've arrived	I / you / we / they haven't arrived	Have I / you / we / they arrived?	Yes, I / you / we / they have . No, I / you / we / they haven't .
He / She / It's arrived	He / She / It hasn't arrived	Has he / she / it arrived?	Yes, he / she / it has . No, he / she / it hasn't .

PRESENT PERFECT SIMPLE PASSIVE

1. We form the present perfect simple passive with **the subject + have / has + been + past participle**.

Positive form	Negative form	Question form	Short answers
The game has been tasted .	The game hasn't been tasted .	Has the game been tasted?	Yes, it has . No, it hasn't .
The reports have been read .	The reports haven't been read .	Have the reports been read?	Yes, they have . No, they haven't .

UNIT 3. JOBS AND SOCIETY

FUTURE SIMPLE ACTIVE

1. We form the future simple active with **the subject + will + verb**.
2. We use the Future simple for predictions, promises, hopes and warnings.

Example: Future jobs **will change**. Automation **will impact** future jobs.

Positive form	Negative form	Question form	Short answers
I / you / we / they'll work .	I / you / we / they won't work .	Will I / you / we / they work?	Yes, I / you / we / they will . No, I / you / we / they won't .
He / She / It'll come .	He / She / It won't come .	Will he / she / it come?	Yes, he / she / it will . No, he / she / it won't .

FUTURE SIMPLE PASSIVE

1. We form the future simple passive with **the subject + will + be + past participle**.

Positive form	Negative form	Question form	Short answers
Robot receptionists will be used in hotels?	Robot receptionists won't be used in hotels?	Will robot receptionists be used in hotels?	Yes, they will . No, they won't .
This soft skill will be acquired by people.	This soft skill won't be acquired by people.	Will this soft skill be acquired by people?	Yes, it will . No, it won't .

FUTURE PERFECT SIMPLE ACTIVE

1. We form the Future perfect simple active with **the subject + will + have + past participle**.
2. We use the Future perfect simple for an action which will be finished before a stated future time. Example: They **will have come** before we reach the place.

GRAMMAR REFERENCE

Positive form	Negative form	Question form	Short answers
I / you / we / they 'll have worked.	I / you / we / they won't have work.	Will I / you / we / they have worked?	Yes, I / you / we / they will. No, I / you / we / they won't.
He / She / It 'll have come.	He / She / It won't have come.	Will he / she / it have come?	Yes, he / she / it will. No, he / she / it won't.

FUTURE PERFECT SIMPLE PASSIVE

3. We form the future perfect simple passive with **the subject + will + have + been + past participle.**

Positive form	Negative form	Question form	Short answers
The message will have been received.	The message won't have been received.	Will the message have been received?	Yes, it will. No, it won't.
The jobs will have been changed.	The jobs won't have been changed.	Will the jobs have been changed?	Yes, they will. No, they won't.

MODULE 2. CULTURES AND TRADITIONS

UNIT 4. ROOTS OF MONGOLIAN IDENTITY

RELATIVE CLAUSE

- Relative clause with who/which/that/where/when
- We use relative pronoun **who** to talk about people.
 - I met a woman **who** was a teacher.*
 - A doctor is a person **who** treats a sick person.*
 - We use relative pronoun **which/that** to talk about things.
 - This is the pen **which** I found yesterday.*
 - This is the magazine **that** I bought yesterday.*
 - The country **which** I like most is Austria.*
 - We use the relative adverb **where** to talk about places.
 - I went to London **where** my friends live.*
 - His office is in the street **where** Mary lives.*
 - We use **when** to talk about a time.
 - I remember the day **when** we first met.*
 - That was the year **when** we graduated from the university.*

UNIT 5. CULTURES FROM AROUND THE WORLD

INFINITIVES AND GERUNDS

- You can use infinitives (to go, to have etc)
 - After adjectives: happy, easy, difficult, free, hard, ready, sorry etc.
 - I am **happy to say** you have passed the exam.*
 - Are you **ready to go**?*
 - After some verbs: agree, appear, ask, aim, begin, decide, explain, hope, learn, need, offer, refuse, want, plan, promise, try (attempt), would like, would love, would prefer etc.
 - I want to pass my driving test.*

We have **decided to move** house.
 Police **asked to see** my passport.
 I **would love to go out** this evening.
 We **would like to speak** in English.
 I would **prefer to stay** at home tonight.
 They **plan to buy** a new car.
 I **promised to be** on time.

- c. Use “be allowed to” to ask for, give or refuse permission.
 Tourists **are allowed to take** pictures outside the museum.
 You **are not allowed to keep** a pet in my room.

2. You can use gerunds (going, having etc)

- a. As the subject of the sentence

Spending time with my friends is very important to me.
Smoking is very bad for your health.

- b. After prepositions

We can start **by doing** some light exercises.
 You can learn a lot **from visiting** other countries.
 You can memorize the words **by repeating** them.
 He is **crazy about playing** chess.
 He is **keen on travelling**.
 Have you ever thought **about learning** another language?
 There is no point in talking to the director about it.

- c. After some verbs: appreciate, avoid, deny, delay, dislike, finish, enjoy, resist, imagine, mind, prevent, hate, like, love, miss, practice, suggest, can't stand etc.

I **practised playing** the piano every day when I was a kid.
 Have you **finished painting** the wall yet?
 I can't **stand driving** to work when there is a lot of traffic.
 Do you **mind opening** the window?
 Can you **imagine winning** the lottery?
 I **enjoy going** to sports events.
 I **love dancing**.

INFINITIVE AND GERUND CONSTRUCTIONS

1. Verbs which may take either infinitive or gerund

<i>advise</i>	<i>need</i>
<i>agree</i>	<i>permit</i>
<i>allow</i>	<i>prefer</i>
<i>begin</i>	<i>propose</i>
<i>can/could bear</i>	<i>recommend</i>
<i>cease</i>	<i>regret</i>
<i>continue</i>	<i>remember</i>
<i>forget</i>	<i>require</i>
<i>hate</i>	<i>start</i>
<i>intend</i>	<i>stop</i>
<i>like</i>	<i>try</i>
<i>love</i>	<i>used to</i>
<i>mean</i>	<i>want</i>

2. Verbs taking infinitive or gerund without change of meaning

- A. *intend*
- B. *advise, allow, permit, recommend*
- C. *it needs/requires/wants*

A. After **intend**, an infinitive is more usual than a gerund:

- I intend **to sell** it.*
- I intend **selling** it.*

B. With **advise, allow, permit, recommend**

If the person concerned is mentioned we use the infinitive:

- He advised me **to apply** at once.*
Infinitive
- She recommends housewives **to buy** the big tins.*
- They don't allow us **to park** here.*

But if this person is not mentioned, the gerund is used:

- He advised **applying** at once.
Gerund
- She recommends **buying** the big tins.*
- They don't allow **parking**.*

The gerund after **allow** and **permit** cannot have an object, so if we want an **allow/permit** + verb + object construction, we must use the infinitive and mention the person concerned:

- They allowed **their tenants to use** the garage.*
Object Infinitive

C. **it needs/requires/wants** can be followed either by the gerund or by the passive infinitive, the gerund being the more usual:

- The grass wants **cutting** or The grass needs **to be cut**.

3. regret, remember, forget

A. **regret, remember, forget** are used with a gerund when the action expressed by the gerund is the earlier action:

- I regret **spending** so much money.*
- I'm sorry I **spent** so much money.* (spending is the first action, regret is the second.)
- I remember **reading** about the earthquake in the papers.*
(reading is the first action, remember is the second.)

remember can be followed by possessive adjective/object + gerund:

- I remember **his/him telling** me about it.*
- I remember **my father's telling** me about it.*

forget + gerund is possible only when **forget** is in the negative. It is often used after **will never forget**:

- I'll never forget **waiting** for bombs to fall.*
- I'll always remember **waiting** for bombs to fall.*

B. When **regret**, **remember**, **forget** themselves express the earlier action they are followed by an infinitive:

*I regret **to say** that you have failed your exam.
(regret is the first action, to say is the second.)*

regret here is normally followed by a verb such as **say**, **inform**, **tell**. It is normally used only in the present tense.

remember can be used in any tense:

*I'll remember **to ring** Bill. (remember is the earlier action.)*

forget is used similarly:

*I often forget **to sign** my cheques
I remembered to lock/I didn't forget **to lock** the door. (I locked it.)*

4. mean, propose

A. **mean** meaning 'intend' takes the infinitive:

*I mean **to get** to the mountain top by sunrise.*

mean meaning 'involve' (used only with an impersonal subject) takes the gerund:

*He is determined **to get** a seat even if it means standing in a queue all night.*

B. **propose** meaning 'intend' usually takes the infinitive:

*I propose **to start** tomorrow.*

propose meaning 'suggest' takes the gerund:

*I proposed **waiting** till the police get here.*

5. stop, try, used (to)

A. **stop** (= cease) is followed by the gerund: *Stop **talking**.*

It can be followed by object + gerund:

*I can't stop him **talking** to the press.*

stop (= halt) can be followed by an infinitive of purpose:

*I stopped **to ask** the way. (I stopped in order to ask the way.)*

B. **try** usually means 'attempt' and is followed by the infinitive:

*They tried **to put** wire netting all round the garden. (They attempted to do this.)
The sentence doesn't tell us whether they succeeded or not.*

try can also mean 'make the experiment' and is then followed by the gerund:

*They tried **putting** wire netting all round the garden.*

This means that they put wire netting round the garden to see if it would solve their problem (presumably they were trying to keep out rabbits and foxes). We know that they succeeded in performing the main action.

GRAMMAR REFERENCE

C. Subject + **used** + infinitive expresses a past habit or routine:

*I **used to swim** all the year round. (At one time I swam all the year round.)*

But subject + **be/become/get** + **used** + **to** (preposition) is followed by noun or pronoun or gerund and means 'be/become/get accustomed (to)':

*I am **used to heat/to living** in a hot climate. (I have lived in a hot climate for some time so I don't mind it.)*

UNIT 6. LANGUAGE IN MIND

TIME CLAUSES

1. Time clauses are introduced with the following time conjunctions:

*when – as – no sooner ...than – while – before – the moment that – since – after – till/
until – by the time – whenever – as long as – as soon as, etc.*

2. We never use future tenses after time conjunctions; we use the **present simple** or **present perfect** instead when we are talking about the future.

*We will stay in the house until it **stops** snowing. (NOT: ...will stop)*

3. Sequence of Tenses

Time clauses follow the rule of the sequence of tenses.

Main clause		Time clause
present/future/imperative	⇒	present simple or present perfect
<i>Lock the door when you leave.</i>		
past simple/past perfect	⇒	past simple or past perfect
<i>She had a nap after she had tidied up.</i>		

MODULE 3. MOTHER NATURE AND WELLNESS

UNIT 7. ECO-FRIENDLY BOY

INFINITIVE FORMS

Present infinitive	<i>to work, to do</i>
Present continuous infinitive	<i>to be working, to be doing</i>
Perfect infinitive	<i>to have worked, to have done</i>
Perfect continuous infinitive	<i>to have been working, to have been doing</i>
Present infinitive passive	<i>to be done</i>
Perfect infinitive passive	<i>to have been done</i>

The *full* infinitive consists of two words, to + verb, as shown above. But after certain verbs and expressions we use the *bare* infinitive, the form without to.

Example: You had better say nothing.

We use **because** to express the reason for something.

*He took a taxi **because** it was raining.*

*Traffic is getting worse **because** more people are buying cars.*

Linkers

Linking words show the logical relationship between sentences or parts of sentences.

Cause/ Reason

because, because of, since, for this reason, due to, so, as a result (of), etc. Because is a conjunction (used before a clause, with a subject and verb); Because of is a preposition (used before a noun or pronoun).

*I was worried **because** Ann was late.*

*She was late **because** of the traffic.*

UNIT 8. HEALTHY LIFESTYLE

QUANTITY

Quantity: few/a few/little/a little

1. Few and a few are used with plural countable nouns.

Few is negative, suggesting 'hardly any at all'.

*Mona has had **very few** opportunities to practise her English.*

A few is positive, suggesting, 'some, a (small) number'.

*The police would like to ask him **a few** questions.*

2. **Little** and **a little** are used with (singular) uncountable noun.

***Little** is negative, suggesting 'hardly any at all.'*

*He has very **little** hope of winning this race.*

A little is positive, suggesting 'some, a (small) quantity.'

*I would like **a little** time to think about it please.*

COMPARATIVE ADJECTIVES

1. Some irregular comparative and superlative forms adjective

adjective	comparative	superlative
<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>old</i>	<i>older/elder</i>	<i>oldest/eldest</i>

2. Some irregular comparative and superlative forms of quantifier

quantifier	comparative	superlative
<i>much</i>	<i>more</i>	<i>most</i>
<i>many</i>	<i>less</i>	<i>least</i>
<i>little</i>		

MODULE 4. GATEWAY TO SUCCESS

UNIT 9. TECHNOLOGY TODAY

CONDITIONALS: TYPES 2 AND 3

1. An If-clause can come at the beginning or end of a sentence. When it comes first, it is often separated by a comma (,).

GRAMMAR REFERENCE

- Conditionals Type 2 are used to express an imaginary situation in the present/ future or an unreal situation in the past. We often use the structure *If I were you, ...* to give advice.
- Conditionals Type 3 are used to express imaginary situations which are contrary to facts in the past. They also express regrets or criticism.

Conditionals	If-clause	Main clause
Type 1	<i>If I connect to the Wi-Fi,</i>	<i>I will email you from my mobile phone today.</i>
Type 2	<i>If I connected to the Wi-Fi, If I were you, If he were rich,</i>	<i>I would email from my mobile phone. I would not play computer games. he would spend all his time travelling.</i>
Type 3	<i>If I had connected to the Wi-Fi,</i>	<i>I would have emailed you from my mobile phone yesterday. I could have emailed you from my mobile phone yesterday. I might have emailed you from my mobile phone yesterday.</i>

REPORTED STATEMENT

- If we report what another person has said, we usually use reported (indirect) speech.
- The structure is a little different depending on whether you want to transform a statement, question or request.
- In reported speech we change the verb tense and time expressions.

Present simple <i>He said 'He works.'</i>	Past simple <i>He said he worked.</i>
Present continuous <i>She said 'They are working.'</i>	Past continuous <i>She said they were working.</i>
Present perfect simple <i>They said, 'We've seen Tom.'</i>	Past perfect simple <i>They said (that) they had seen Tom.</i>
Present perfect continuous <i>Katie said, 'I've been working.'</i>	Past perfect continuous <i>Katie said (that) she had been working.</i>
Past perfect simple <i>Berth said 'I had already seen the movie.'</i>	No change: Past perfect simple <i>Berth said that he had already seen the movie.</i>
Past perfect continuous <i>Jenny said 'I had been working all day.'</i>	No change: Past perfect continuous <i>Jenny said that she had been working all day.</i>
am/is going to <i>Tony said, 'I'm going to work harder.'</i>	was/were going to <i>Tony said (that) he was going to work harder.</i>
will <i>Tara said, 'I will do the washing-up.'</i>	would <i>Tara said (that) she would do the washing-up.</i>
can/could <i>Sarah said, 'I can do it.'</i>	could <i>Sarah said (that) she could do it.</i>
may <i>Tim said 'I may come to the cinema with you.'</i>	might <i>Tim said he might come to the cinema with us.</i>
must/have to <i>He said, 'I must train every day.'</i>	had to <i>He said (that) he had to train every day.</i>

should/could/might/ought to/would
Edward said, 'I should eat more fruit.'

no change
Edward said (that) he should eat more fruit.

REPORTED QUESTIONS

1. We change tenses and expressions of time and place in reported questions in the same way as reported statements. When we report direct questions, we change the word order and use **if / whether**.

'Can I have a drink?' she asked
She asked **if / whether she could have a drink.**
'Has he gone out?' asked Peter.
Brown asked **if / whether he had gone out.**

2. When we report wh-questions, we use the same question word and change the word order.

'Where does Scott live?' asked Michael.
Tim asked **where Sally lived.**
'When did he live?' asked Jack.
Simon asked **when he left.**

3. We also change some expressions of time and place in Reported speech.

Direct speech	Reported speech
now	then, at that time, immediately
today, night	that day, that night
tomorrow	the next day/ the following day
yesterday	the day before/ the previous day
tonight	that night
next week/month/year	the following week/ month/ year
last week/month/year	the previous week/ month/ year
a month/week ago	the previous month/ week
here	there
this	that
these	those

UNIT 10. SPORTS AND ENTERTAINMENT

COMPARATIVE ADVERBS

- a. Two- syllable adverbs take more. For example: **quickly - more quickly**
- b. With comparative form of adverb, we use "than":
He ran **more quickly** than before.
She skated **more beautifully** than others.
- c. Use **as as possible** to express the possibility.
The forward runs to the gate of the opposing team **as quickly as possible.**
The basketball player threw the ball in the hoop **as fast as possible.**

IRREGULAR VERBS

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt

feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt	leapt
lean	leaned/leant	leaned/leant
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read/red	read/red
ride	rode	ridden

IRREGULAR VERBS

ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

DICTIONARY

A

- abbreviation (n) – товчилсон үг
 ability (n) – чадвар
 aboriginal (adj) - уугуул
 absent (adj) – эзгүй байх
 absolutely (adv) – туйлын, яг, үнэхээр
 abstract (adj) - хийсвэр
 abuse (n) - хүчирхийлэл
 academic (adj) – академик, гүнзгий түвшний
 academics (n) - академич
 accelerate (v)- хурдасгах
 accept (v) – хүлээн зөвшөөрөх
 access (n) – орох, нэвтрэх
 accomplishment (n) – гүйцэтгэл
 according to (prep) –аар4
 accountant (n) – нягтлан бодогч
 accurate (adj)- үнэн зөв, нямбай, алдаагүй
 achieve (v) – хүрэх
 achievement (n) – амжилт; гүйцэтгэл
 acquire (v) - эзэмших
 act out (v) - үйлдэх
 action (n) – адал явдалтай кино
 actively (adj)-идэвхтэйгээр
 activist (n) – идэвхтэн, зүтгэлтэн
 addiction (n)- донтолт
 additional (adj) - нэмэлт
 administer (v) – удирдан явуулах
 admire (v) – гайхах, бишрэх, бахдах
 admit (v) – хүлээн зөвшөөрөх
 adopt (v) – баримталж эхлэх
 advanced (adj) – гүнзгий түвшний, дээд түвшний
 advertiser (n) – зар сурталчилгааны ажилтан
 advising (adj) - зөвлөх
 advocate (v) - дэмжих
 aerial (adj)- агаарын
 affect (v) - нөлөөлөх
 affection (n) – хайр, дасал болсон
 aggressive (adj) – хурц, догшин
 agree (v) - зөвшөөрөх
 aim (v) – зорилготой байх
 allow (v) – боломж олгох; зөвшөөрөх, аливаа зүйлийг хийж болох
 allowance (n) – зөвшөөрөл
 altar (n) – бурхан шүтээн
 although (conj) - вч, хэдий ч
 Alzheimer (n) – мартаж өвчин
 amazed (adj) – гайхах, гайхашруулах
 ambition (n) – хүсэл зорилго
 ambulance (n) – түргэн тусламж
 analyse (v) – дүн шинжилгээ хийх, задлан шинжлэх
 analysis (n) – дүн шинжилгээ, задлан шинжилгээ
 animal husbandry (n) – мал аж ахуй
 animation (n) – зурмал кино; animate (v) - дүрсийг хөдөлгөөнд оруулах
 anime (n) - анимэ
 anniversary (n) – жилийн ой
 annoyed (adj) – уцаарлах, сэтгэл дундуур
 anonymous (adj) - нэр нь үл мэдэгдэх
 anxious (adj) – санаа зовсон, сэтгэл түгшсэн
 appear (v) – үзэгдэх, харагдах
 appliance (n) - багаж хэрэгсэл, тоног төхөөрөмж
 application (n) - хэрэглээ
 apply for (v) - хандах
 appointment (n) - уулзалт
 appreciate (v) – талархах; үнэлэх
 approach (v) – ойртож ирэх
 appropriate (adj) – зохистой, appropriately; (adv) - тохиромжтой
 approximately (adv) – ойролцоогоор
 arcade (n) - арк
 argument (n) – дэвшүүлж буй санаа
 arrange (v) - зохицуулах
 arrive (v) – хүрэлцэн ирэх
 artificial (adj) - хиймэл, хуурамч
 aspect (n) – байдал, тал
 assemble (v) - цугларах
 assembly (n) – хурал, чуулган
 assess (v) - үнэлэх
 assignment (n) - даалгавар
 associated (adj) – холбоотой

assurance (n) – итгэмжлэл, баталгаа
astonishing (adj) – гайхалтай бахдам
astronomer (n) – одон орон судлаач
athlete (n) – тамирчин
athletic (adj) – эрүүл саруул
attack (v) - дайрах
attempt (v) - оролдох
attend (v) – суух, оролцох
attitude (n) - хандлага
attraction (n) – үзүүштэй газар
authenticity (n) – жинхэнэ эх хувь; authentic
(adj) – жинхэнэ, бодит
autograph (n) – гар бичмэл
automation (n) - автомат
auxiliary (adj) – туслах, дэд
avalanche (n) – цасны нуранги
avoid (v) – зайлсхийх, сэргийлэх
award (n) – шагнал
aware of (adj) – мэдэх, ухамсарлах
awareness (n) - мэдэх

B

background (n) – байдал; үндэс, суурь
backpack (n) - үүргэвч
balance(n) – тэнцвэр
balloon (n) - бөмбөлөг
ban (v) - хориглох
banner (n) – туг, далбаа
bareback (adj) – зайдан, эмээлгүй
barefoot (adj) –хөл нүцгэн
basin (n)- сав газар; сав; угаалтуур
beaded (adj) - хэлхсэн
bear (v) – тэсвэрлэх
beefy (adj) – тарган
beehive (n) – зөгийн үүр
beekeeping (n) – зөгий үржүүлэх
behave (v) – ааш зан гаргах, авирлах
behaviour (n) – ааш авир
belief (n) – итгэл үнэмшил
beloved (adj) – хайрт, хайртай
benefit (n) – ач тус, үр ашиг
best-behaved (adj) – биеэ зөв авч явах
biodegradable (adj) – хөрсөнд задардаг
biodiversity (n) – биологийн төрөл зүйл
bison (n) – бүх гөрөөс
blessed (adj) – азтай, баяр хөөртэй

block (v) - хаах
blood drive (n) – цусаа өгөх
blueberry (n) – нэрс жимс
booby price – баян ходоодны шагнал
boom & doom – өсөх, буурах
boost (v) - өсөх
botanist (n) – ургамал судлаач
bran (n) – хивэг
brand (n) – морины тамга
branding irons (n) – морь тамгалдаг тамга
break (n) - завсарлага
break dancing (n) – брейк бүжиг
breathable (adj) – агаар нэвтэрдэг
breathing (n) – амьсгал; (adj) – амьсгалын
breeding (n) – үржүүлэг
brutal (adj) – зэрлэг балмад
buffalo (n) – одос үхэр
bully (n) - дээрэлхүү хүүхэд; дээрэнгүй хүн;
(v) дээрэлхэх; дарамтлах
bullying (n) – дээрэлхэх, дарамтлах; bullying
(adj) дээрэлхүү; дарамтлах, сүрдүүлэх
bundle (n) – багц;
bundle of arrows – багц сүм
buy in bulk - бөөнөөр нь худалдаж авах

C

calcium (n) – кальци
calm down (v) – тайвшрах, тайвшруулах
camp (n) – зуслан; winter camp – өвөлжөө;
summer camp - зуслан
campaign (n) – компанит ажил
campus (n) - хотхон
canoe (n) –каноэ завь
caption (n) – гарчиг
captivate (v) – сэтгэл татах, нүд булаах
captivating (adj) – сэтгэл татам, нүд булаам
capture (v) – баривчлах, олзлох, барих
carbohydrate (n) – нүүрс ус
care about (v) – хайрлах
care for (v) – харж асрах
career (n) – ажил, мэргэжил
caribou (n) –хойд Америкийн цаа буга
carnival (n) – багт наадам, олон нийтийн
баяр
carry on (v) – үргэлжлүүлэх
carry out (v) – хэрэгжүүлэх, гүйцэтгэх

cartographer (n) – зураг зүйч
 carton (n) – хатуу цаасан хайрцаг
 carved (adj) – сийлбэртэй
 catch up with (v) – гүйцэх
 cause (n) -шалтгаан
 cause (v) – хүргэх, учруулах
 cautiously (adv) – хянуур, болгоомжтой
 cave (n) - аргуй
 celebrity (n)–алдартай хүн
 cell phone (n) – гар утас
 ceremony (n) – ёслол
 certain (adj) – тодорхой, гарцаагүй
 certificate (n) - гэрчилгээ
 challenge (n) – асуудал, бэрхшээл;
 challenging (adj) -хүч сорьсон
 championship (n) – аварга шалгаруулах
 тэмцээн
 change (n) – өөрчлөлт
 characteristic (n) – онцлог шинж, шинж
 чанар
 characters (n) – дүр
 charity (n) – хандив, буюн, халамжийн төв
 charming (n) – сэтгэл татам
 chart (n) – график, газрын зураг, хүснэгт
 chase (v) – хөөх, анчлах, гөрөөлөх
 cheat (v) – хуурах, мэхлэх
 check in (v) – бүртгүүлэх
 cheer (v) – уухайлах
 chew (v) – зажлах
 chorus (n) – найрал дуу
 circumstance (n) – нөхцөл байдал
 citizen (n) – иргэн, хотын оршин суугч
 citizenship (n) – иргэншил
 city planner (n) – хот төлөвлөгч
 clean-up (n) - цэвэрлэгээ
 clenched (adj) – зуух, зуусан
 clothing drive (n) – хувцас хандивлах
 club leader (n) – клубын удирдагч
 coach (n) – жууз тэрэг, сүйх тэрэг
 co-author (n) – хамран зохиогч
 code (n)- хууль; журам; мөрдөх ёс журам;
 тогтсон дэг жаяг
 cognition (n) – танин мэдэхүй
 cognitive (adj) – танин мэдэхүйн
 collection (n) - цуглуулга
 college (n) - коллеж

combination (n) – хослол, нэгдэл
 combine (v) – холбох, хослох
 come true (v) – биелэх
 come up with (v) – санаа гаргах, бодож олох
 comfortable (adj) – тухтай, тохьтой
 comic strips (n) – шог зохиол
 comment (n) – тайлбар, санал; (v)- өөрийн
 саналаа илэрхийлэх
 community (n) – олон нийт, хамт олон
 compare (v) – харьцуулах
 compassion (n) – өрөвч энэрэнгүй сэтгэл
 compatible (adj) – таарах, нийцэх
 compete with (v) – өрсөлдөх
 competent (adj) - өрсөлдөхүйц
 competition (n)-тэмцээн
 complete (v) – дүүргэх, төгсөх; (adj) - бүрэн,
 гүйцэд
 completely (adv)- бүрэн төгс
 complex (adj) – хүнд, төвөгтэй
 composer (n) – хөгжмийн зохиолч
 comprehend (v) – ойлгох
 compulsively (adv) – өөрийн мэдэлгүй
 concentrate on (v) - төвлөрөх
 concentration (n) – төвлөрөл
 concept (n) - ухагдахуун
 concern (v) – санаа зовох
 concerned (adj) – харилцаа холбоотой
 conclude (v) - дүгнэх
 conclusion (n) – дүгнэлт
 concrete (adj) - бодит
 conduct (v) – хөтлөх, удирдах, чиглүүлэх
 conductor (n) - удирдаач
 confide in sb (v)- ...-д итгэх, наминчлах
 confident (adj) – итгэлтэй
 conflict (n) - зөрчилдөөн
 confront (v)- тулгарах; нүүрэлдэх
 confused (adj) - эргэлзээтэй
 connect (v) – холбох
 conquest (n) – ялалт
 consequence (n) – үр дагавар
 conservation (n) – байгаль хамгаалал
 conserve (v) - хамгаалах
 consider (v) – хэлэлцэх, харгалзах
 consist (v) – бүрдэх
 constantly (adv) – байнга, тогтмол
 constitution (n) – үндсэн хууль

construction (n) - барилга
 consult (v) – зөвлөх, зөвлөлдөх
 consultant (n) – зөвлөх, зөвлөгч
 consume (v) – хэрэглэх
 consumption (n) – хэрэглэх
 contain (v) – багтаах
 contemporary (adj) – орчин үеийн
 content (n) - агуулга
 contortion (n) – уран нугаралт
 contortionist (n) – уран нугараач
 contribute (v) – хувь нэмэр оруулах
 contribution (n) – хувь нэмэр
 cooperation (n) – хамтын ажиллагаа
 cooperative (adj) – хамтач, хамтын,
 хамтарсан
 coordinate (v) – зохицуулах, нийцүүлэх,
 уялдуулах
 cope with (v) - шийдэх
 corpus callosum (n) – тархины нугалаас
 cosmology (n) – сансар судлал
 counter-clockwise (adj) - нар буруу
 courage (n) – эр зориг
 craft (n) – урлаг, урлал, уран чадвар
 crane (v) – хүзүү сунгах
 create(v) – үүсч бий болох
 creative (adj) - бүтээлч
 creative writing – уран зохиол бичих
 creatively (adv) - бүтээлчээр
 creator (n) – бүтээгч
 critic (n) - шүүмжлэгч
 critical (adj) – шүүмжлэлтэй, асуудал
 хөндсөн
 criticize (v) - шүүмжлэх
 crowded (adj) – хөл ихтэй, дүүрэн
 crucially (adj) - туйлын
 crutch (n) - таяг
 cuisine (n) – хоол
 cultural heritage – соёлын өв
 culture (n) - соёл
 curb (n) – замын хашлага
 curd (n) – ааруул
 curious (adj) – сонирч, сонирхолтой
 current (adj) – одоогийн
 curve (n) – тахиралдсан зам
 customary (adj) – тогтсон, хэвшсэн;
 уламжлал болсон

customer (n) - үйлчлүүлэгч
 customs (n) – ёс заншил
 cut in a line (v) – очерь дундуур орох
 cut out (v) – тайрах, устгах, унтраах
 cyberbully (n) - цахимаар заналхийлэгч
 cyberbullying (n) - цахим заналхийлэл

D

dairy products (n) – цагаан идээ
 dazzling (adj) – нүд гялбам
 deadline (n) – дуусах хугацаа, эцсийн
 хугацаа
 deal with (v) – авч үзэх
 debate club – мэтгэлцээний клуб
 decide (v) – шийдэх
 decision (n) - шийдвэр
 declare (v) - тунхаглах
 decline (n) – уналт, доройтол
 decorate (v) – чимэглэх
 decrease (v) - буурах
 dedicate (v) - зориулах
 dedicated (adj) – зориулсан, бусдын төлөө
 deed (n) – үйл хэрэг, үйл
 defeat (v) – цохилт өгөх, дарах; (n) –
 ялагдал
 defend (v) - хамгаалах
 deficiency (n) – хүнс тэжээлийн дутагдал
 define (v) - тодорхойлох
 definitely (adv) – тодорхой, гарцаагүй
 definition (n) - тодорхойлолт
 degradation (n)- ялзрал, доройтол
 degree (n) - зэрэг
 delay (v) – хойшлуулах, хойшлох
 demand (n) – хэрэгцээ шаардлага
 demanding (adj) - шаардлагатай
 demonstrate (n) – үзүүлэх, харуулах
 den (n) – ичээ
 dense (adj) – өтгөн шигүү
 density (n) - нягтшил
 deny (v) – үгүйсгэх, няцаах
 depend on (v) – хамаарах, шалтгаалах
 depressed (adj) – сэтгэлээр унасан
 descendent (n) – удам угсаа
 desertification (n)- цөлжилт
 design a curriculum – хөтөлбөр
 боловсруулах

designate (v) – тодорхойлох, нэрлэх
 desperate (adj) – цөхөрсөн
 destroy (v) – сүйрэх, устах
 detail (n) – нарийн ширийн зүйл,
 дэлгэрэнгүй мэдээлэл
 detergent (n) - цэвэрлэгээний/ угаалгын
 бодис
 determine (v) – шийдэх, тодорхойлох
 device (n) - тоног төхөөрөмж, багаж
 хэрэгсэл; арга зам механизм
 devote (v) - зориулах
 diabetes (n) – чихрийн шижин
 diagnose (v) - оношлох
 dialect (n) – нутгийн аялга
 dietetics (n) – хоол судлал
 difficulty (n) - бэрхшээл
 dignitary (n) – түшмэл, ноён
 diploma (n) - диплом
 direct (v) – чиглүүлэх, удирдах
 direction (n) – заавар, чиглэл
 dirt (n) – хир буртаг
 disappointed (adj) – сэтгэлээр унах
 disastrous (adj) – гамшигт, хөнөөлтэй
 discrimination (n) – ялгаварлал, гадуурхал
 discuss (v) - хэлэлцэх
 disgusting (adj) – жигшүүртэй муухай
 disorder (n) – эмгэг, өвчин
 disposable (adj) - нэг удаагийн
 disrespectful (adj) – бүдүүлэг
 disrupt (v) – саад болох
 distinctive (adj) – өвөрмөц онцлог
 distinguish (v) – ялгарах, ялгах
 distract (v) – саад болох
 distressing (adj) – түгшүүртэй
 dive (v) – шумбах
 diversity (n) – төрөл зүйл
 do experiments – туршилт хийх
 documentary (adj) - баримтат;
 (n) – баримтат кино
 dominant (adj) – давамгайл
 dominate (v) - ноёрхох
 donate (v) - хандивлах, өглөг өгөх
 dowry (n) – инж
 dreadful (adj) – айдас хүрэм
 drill (n) – өрөм
 drones (n) - дрон

drop (n) – өндөр газар
 drought (n) – ган гачиг
 duality (n) – хоёр тал, хос чанар
 duct tape (n) - скотч
 due dates – тогтоосон хугацаа
 dull (adj) – бүрхэг
 dung (n) – аргал
 duo (n) - хос
 dwelling (n) – сууц

E

earlobe (n) – чихний омог
 earn (v) – авах, хүртэх, мөнгө олох
 economist (n) – эдийн засагч
 editor (n) – хянан тохиолдуулагч
 educate (v) – сурах, хүмүүжүүлэх
 effect (n) – нөлөө
 effective (adj) – үр ашигтай, үр нөлөөтэй
 efficient (adj) – бүтээмжтэй
 efficiently (adv) – үр ашигтайгаар
 elaborate (adj) – нарийн, нягт нямбай
 elders (n) – ахмад настан
 elect (v) – сонгогдох
 elegant (adj) - сонирхол татсан, гоё ганган
 element (n) - махбод, хэсэг
 elementary school (n) – бага сургууль
 elevate (v) – сэргээх, дээшлүүлэх
 elm (n) - хайлаас
 embarrassed (adj) – сандруу, тэвдүү
 embroidery (n) – хатгамал, чимэглэл
 emotion (n) – сэтгэл хөдлөл
 emotional (adj) – сэтгэл хөдлөлийн
 emphasize (v) - онцлох
 employment (n) – ажил эрхлэлт
 empower (v) – эрх олгох, эрх өгөх, дэмжих
 enable (v) – боломж олгох, чадвартай байх
 enchant (v) - сэтгэл татах
 encounter (v) – тулгарах, уулзах, нүүр тулах
 encourage (v) - урам зориг өгөх
 endurance (n) - тэсвэр, тэвчээр
 enemy (n) – дайсан
 engage in (v) - оролцох
 engraving (n) – бичээс, сийлбэр
 enhance (v) - өргөжүүлэх
 enrich (v) – баяжуулах, гүнзгийрүүлэх
 enter (v) – орох, элсэн орох

entertain (v) - хөгжөөх, баясгах
 enthusiasm (n) – урам зориг, идэвх
 entire (adj) – бүтэн, бүрэн
 entry (n) – оролт, элсэлт
 environmentalist (n) - байгаль орчин судлаач
 epic (n) – баатарлаг туульс, түүхэн сэдэвт кино
 episode (n) – хэсэг
 equip (v) – тоноглох, тохижуулах
 erect (v)- босгох
 error (n) - алдаа
 Eskimos (n) – Эскимос хүн
 essence (n) - мөн чанар
 essential (adj) – нэн чухал, шаардлагатай
 establish (v) - байгуулах
 eternal (adj) – үүрд мөнхийн, мөнх
 ethnic group – үндэстэн ястан
 ethnology (n) – угсаатан судлал
 evaluate (v) – үнэлэх, дүгнэх
 event (n) – арга хэмжээ; үйл явдал
 eventually (adv) – эцэст нь
 evidence (n) – нотолгоо, баталгаа
 evil (adj) – хорон санаат
 exactly (adv) – яг, гарцаагүй
 excellent (adj) – тун сайн
 excessive (adj) – хэтэрхий, хэт
 excited (adj) – баяртай, хөөртэй, сэтгэл хөдлөх
 exclude (v) – хасах, үгүйсгэх, гадуурхах
 exemplify (v) - харуулах
 exhibit (v) - үзүүлэх
 exhibition galas (n) - гала тоглолт
 exist (v) – орших, оршин тогтнох
 existence (n) – оршин тогтнол
 existential (adj) – бодитой оршин буй
 expand (v) – өргөжүүлэх, өргөсгөх
 expansion (n) – өргөжин тэлэх
 expect (v) – итгэх, хүлээх
 experience (n) – туршлага; (v) - туршлагатай болох
 experienced (adj) - туршлагатай
 explain (v) – тайлбарлах
 explanation (n) - тайлбар
 exploit (v) – сүйтгэх, ашиглах
 explore (v) – судлан шинжлэх

exposure (n) – ил гаргах, илрүүлэлт
 express (v) – илэрхийлэх
 expression (n) - илэрхийлэл
 extend (v) – өргөжин тэлэх
 extensive (adj) – өргөн уудам, дэлгэрэнгүй
 external (adj) - гадаад
 extinction (n) – мөхөл
 extra (adj) - нэмэлт
 extraordinary (adj) – ер бусын
 extreme (adj) - туйлын
 extremely (adv) – маш их, туйлын
 extremist (adj) – хэт даврагчид

F

facility (n) - тоног төхөөрөмж, хэрэгсэл
 factor (n) – хүчин зүйл
 failure (n) – азгүйтэл, бүтэлгүйтэл
 fantasy (n) – уран зөгнөл
 fascinating (adj) – сонирхолтой
 fathom (n) – алд
 fauna (n) – амьтны аймаг
 feature (n) – онцлог шинж
 feature (v) – дүрслэх, үзүүлэх
 featured (adj) – онцлог шинжтэй, сурталчилж буй
 feed (v) - тэжээх
 feedback (n) - хариу, үнэлгээ дүгнэлт
 feeling (n) – мэдрэмж
 fermented mare's milk – айраг
 fictional (adj) – зохиомол, уран зөгнөлт
 field (n) – салбар
 field trips – тойрон аялал, суралцагчдын аялал
 figure skater (n) – уран гулгагч
 finance (n) - санхүү
 find out (v) – мэдэж авах
 fine art club – уран зургийн клуб
 first-year-student (n) – 1-р курсын оюутан
 fitness (n) - фитнес
 fizzy (adj) – хийжүүлсэн
 flamingo (n) – фламинго
 flexibility (n) – уян хатан шинж
 flexible (adj) – уян хатан
 float (v) – хөвөх
 flora (n) - ургамлын аймаг
 flute (n) – лимбэ

flutter (v) – дэвэх
 focus on (v) – анхаарч үзэх
 fold (v) - нугалах
 folklore (adj) – ардын, язгуур урлагийн
 food scraps- хоолны шавхруу, үлдэгдэл
 food-insecure – хүнсний аюултай байдал
 forbid (v) - хориглох
 force (n) – хүч; force (v) - хүчлэх
 found (v) – үүсгэн байгуулах
 foundation (n) – үндэс суурь; Сан
 freeze (v) – хөдөлгөөнгүй болох
 frequent (adj) – байнга
 freshness (n) - сэргэх
 frozen (adj) – хөлдсөн, хөлдүү
 function (n) – үйл ажиллагаа
 fundraising (n) – мөнгө цуглуулах
 funeral ritual (n) – гашуудлын ёслол
 fungi (n) – мөөг
 furthermore (adv) – түүнчлэн, цаашилбал

G

gait (n) – алхаа гишгээ
 gallop (v) - давхих
 garden plot – цэцэрлэгийн талбай
 gather (v) – цугларах
 gatherings (n) - цугларалт
 generally (adv) - ерөнхийдөө
 generation (n) - үе
 generation ancestor (n) – үеийн угсаа
 залгамжлагч
 gesture (n) - дохио
 get along (v) – таарах, нийцэх
 get back (v) – буцах
 get off (v) – унаа тэрэгнээс буух
 get over (v) – даван туулах
 gifted (adj) – авьяаслаг, гоц ухаантай
 give birth to (v) – хүүхэд төрүүлэх
 global (adj) – дэлхийн, нийт
 glory (n) – сүр хүч
 glucose (n) – глюкоз, саахар
 goodwill (n) - сайн үйлс
 gossip (v) – хов жив ярих
 graffiti (n) – хадны бичээс
 grain (n) – үр будаа
 grandee (n) – язгууртан
 grant (n) - тусламж

graphic design – график дизайн
 graphic designer - график дизайнерч
 grassland (n) – бэлчээр
 gravity (v) – хүндийн хүч
 grazing (n) – бэлчээр
 gripping (adj) – анхаарал татахуйц
 grizzly bear (n) – гризли баавгай
 gross (n) – нийт
 grow up (v)– өсөх торинох
 growth (n) – өсөх үржих
 guarantee (v) – баталгаа өгөх
 guided (adj) – хөтөчтэй

H

habit (n) – дадал зуршил
 habitat (n) – нутаг, идээшсэн газар, орчин
 handful (adj) – хэдхэн, цөөн
 handicraft (n) – гар урлал
 handrail (n) – шатны хашлага
 hang out (v) – сэлгүүцэх
 hard ship (n) – бэрхшээл, хүнд хэцүү зүйл
 hardly (adv) – бараг л
 hardworking (adj) – хөдөлмөрч
 harmony (n) – нийцэл; in harmony with –
 нийцтэй
 harsh (adj) – хүнд хэцүү
 hazard (n) - аюул, эрсдэл
 hazardous (adj) - аюултай, осолтой,
 эрсдэлтэй
 headed (adj) - ахлуулсан, тэргүүтэй
 heading (n) – гарчиг
 headphones (n) - чихэвч
 headquartered (adj) – төв байртай
 headstand (v) – толгой дээрээ зогсох
 healing (adj) – анагаах, эмчлэх
 healthcare (n) – эрүүл мэндийн арчилгаа
 heart disease (n) – зүрхний өвчин
 heat (n) – халуун
 heaven (n) – бурхан тэнгэр
 heels (n) – өсгий; high heels – өндөр өсгийт
 height (n) – өндөр
 helpful (adj) – тустай, дэмтэй
 helpline (n) - утсаар зөвлөгөө өгөх үйлчилгээ
 herd (v) – хариулах
 herds of sheep – хонин сүрэг
 heritage (n) – үнэт өв

heroine (n) – баатарлаг эмэгтэй
 hesitation (n) – эргэлзээ
 highland (n) – уулархаг газар
 highlight (v) – тодруулж өгөх
 highlighter (n) – тодруулагч
 hippopotamus (n) - армаана
 hold (v) – болох
 holiday entitlement – баярын амралт
 holistic (adj) - цогц, бүхэл
 homebound (adj) – гэртээ, гэрлүү
 honesty (n) – шударга ёс
 honour (n) – алдар нэр, in honour of –
 дурсгалд зориулан
 hoops (n) – цагираг
 horse comb (n) – морины хусуур
 horse head fiddle (n) – морин хуур
 horse trainer (n) – уяач
 hospitality (n) – зочломтгой зан
 housing (n) – сууц
 hula hooping (n) - цагираг
 hum (v) – үглэх, бувтнах
 human rights – хүний эрх
 humanity (n) – хүн төрөлхтөн
 humor (n) – шог, хошин шог

I

iconic (adj) – царайтай
 ideally (adj) – тохирохуйц
 identify (v) – тодорхойлох, ялгах, таних
 illegible (adj) - гаргацгүй
 illustrated (adj) – зурагт, зурагтай
 imagination (n) – уран дүрслэл, уран
 сэтгэмж
 imagine (v) – төсөөлөх
 imitate (v) – дуурайх, дуурайлгах
 immense (adj) – асар том
 immigrant (n) – цагаачлагч
 immortalize (v) – мөнхрөх
 impact (n) - нөлөө
 impart (v) – түгээх
 impatient (adj) - тэвчээргүй
 implement (v) - хэрэгжүүлэх
 imply (v) – далд утга агуулах
 impolite (adj) – эелдэг бус
 importance (n) – чухал байдал, ач
 холбогдол

impress (v) – сэтгэл хөдлөх
 impression (n) – сэтгэгдэл
 impressive (adj) – сэтгэл хөдөлгөм
 improve (v) – сайжруулах
 in a flash (adv) – нүд ирмэх зуур, асар
 хурдан
 in addition (phrase) – дахин, нэмж
 in advance (phrase) – урьдчилан
 in person (adv) – биечлэн, өөрөө
 in terms of (prep) – тухайд, талаар
 inappropriate (adj) – тохиромжгүй; зохисгүй,
 эвгүй; оновчгүй
 incinerator (n) - хогны зуух; шарил хайлах
 зуух
 include (v) – хамрах, багтах
 incredible (adj) – гайхамшигтай
 independent (adj) – бие даасан
 indicate (v) – нотлох, илтгэх, тэмдэглэх
 indigenous (adj) – уугуул, нутгийн
 indigestion (n) – хоол шингэхгүй байх
 individual (n) -хувь хүн; (adj) – саланги, ганц
 indri (n) - мадакаскарын лемур (мич)
 indulged (adj) – баярласан, зугаацсан
 infer (v) – далд утгатай байх
 inference (n) – далд утга
 infirmity (n) – сул дорой байдал
 influence (v) – нөлөөлөх, нөлөө үзүүлэх
 influential (adj) – нөлөө бүхий
 inform (v) – мэдээлэл өгөх, хэлэх
 information (n) - мэдээлэл
 informative (adj) - мэдээллийн шинжтэй
 ingredient (n) - найрлага
 inhabit (v) – амьдрах
 initiative (n) - санаачлагатай
 innovative (adj) - шинэлэг
 inscribed (adj) – бичээстэй
 insect (n) – шавьж хорхой
 insecure (adj) – аюултай, осолтой
 inseparable (adj) – салшгүй
 insightful (adj) – гүн ойлголт бүхий
 inspire (v) – урам зориг оруулах
 install (v) - суурилуулах
 instruct (v) - хэлж зааварлах
 instruction (n) – заавар, зөвлөмж
 intact (adj) - бүрэн бүтэн
 intangible (adj) – биет бус

integral (adj) – уялдаа холбоотой
 integrated (adj) - нэгдсэн; холимог
 intelligence (n) – ухаан, оюун ухаан
 intensive (adj) - эрчимтэй
 interact (v) – харилцан нөлөөлөх
 interaction (n) – харилцан нөлөөлөл
 interior designer – дотоод заслын
 дизайнерч
 intermediate (adj) – дунд түвшний
 interpersonal skill – харилцах чадвар
 interpretation (n) – тайлбар
 interpreter (n) – аман орчуулагч
 introduce (v) - танилцуулах; нэвтрэх,
 шинээр орж ирэх
 introductory (adj) - танилцуулга
 invert (v) – солих, сэлгэх
 investment broker - хөрөнгө оруулалтын
 брокер
 invincible (adj) – ялагдашгүй, дийлдэшгүй
 iron (n) – төмөр
 isolated (adj) – салангид, тусгаарлагдсан
 item (n) – зүйл, юм

J

jaguar (n) – шар цоохор ирвэс
 jar (n) – варианы шил
 jealous (adj) – атаархуу
 jockey (n) – унаач хүүхэд
 join (v) - гишүүн болох
 jungles (n) – ширэнгэн ой
 just relation – шударга харилцаа

K

keen on (v) - хийх дуртай
 keep off (v) – холдох, зай барих
 keep on (v) – цааш явуулах, үргэлжлүүлэх
 keep out (v) – орохыг хориглох
 keep touch (v) – холбоо барих
 keep up with (v) – хоцрохгүй байх
 knot (n) – хээ угалз
 knowledge (n) – мэдлэг
 knowledgeable (adj) - мэдлэгтэй

L

labour (n) - хөдөлмөр
 landfill (n) - хог хаягдлын цэг
 landscape (n) – газар нутаг
 last (v) – үргэлжлэх
 launch (v) - эхлүүлэх
 layer (v) – давхарлан орох
 leadership (n) – манлайлал
 leafy (adj) – навчит
 legume (n) – шош
 leopard (n) - цоохор ирвэс
 lifelong learner – насан туршдаа суралцагч
 lifelong learning – насан туршдаа
 суралцахуй
 lift (n) - өргөлт, өргөх
 lighting (n) – гэрэл, гэрэлтүүлэг
 lilac brown (n) - голт борын цэцэг
 line (n) – шугам, зураас /start line – гараа,
 finish line – бариа
 lingual (adj) – хэлний
 linguist (n) – хэл шинжлэлч
 link (v) – холбох, уялдах
 literary club – утга зохиолын клуб
 literature (n) – уран зохиол
 live in harmony – эв найртай амьдрах
 livelihood (n) – амьжиргаа
 living expenses – амьжиргааны зардал
 locust (adj) – царцаа
 logical (adj) – логиктой, уялдаа холбоотой
 loneliness (n) - ганцаардал
 look forward to (v) – тэсэн ядан хүлээх
 lowercase (n) – жижиг үсэг

M

macaque (n) – нохой сармагчин
 magical (adj) - шидэт
 magnificent (adj) – сүр жавхлантай,
 гайхамшигт
 maintain (v) – барих, тогтоох, хадгалах
 make a decision – шийдвэр гаргах
 make a presentation – илтгэл тавих
 make progress – ахих, урагшлах
 make up (v) – бүрдүүлэх
 manage (v) – удирдах, хянах
 manual (adj) – гарын, гараар

manufacturing (n) – үйлдвэрлэл
 manuscript (n) – гар бичмэл
 maple (n) - агч мод
 master (v) - эзэмших
 masterpiece (n) – шилдэг бүтээл
 matter (n) – асуудал
 mature (adj) – насанд хүрсэн
 measure (v) - хэмжих
 mechanic (adj) - механик
 meditate (v) - бясалгах
 melodic (adj) – уянгалаг, эгшиглэнт
 memoir (n) – дурсамж, дурдатгал
 memorize (v) - санах
 mental (adj) - мэдрэлийн
 mentally (adv) - мэдрэлийн
 mention (v) – дурдах, тэмдэглэх
 metabolism (n) – бодисын солилцоо
 meteorologist (n) – цаг агаар судлаач
 method (n) – арга, арга зүй
 migration (n) – отор нүүдэл
 milestone(n) – тулгын чулуу
 military service – цэргийн алба
 milk (v) - саах
 millennia (n) – мянган жил
 mind (n) – оюун санаа
 miraculous (adj) – гайхалтай, ид шидийн
 modest (adj) – даруухан
 modify (v) – өөрчлөх
 monologue (n) – нэг хүний яриа
 monument (n) – хөшөө
 mood (n) – зан ааш, төлөв байдал
 mosque (n) – лалын сүм
 motivation (n) – сэдэл
 move up (v) – урагшлах
 movement (n) – шилжилт хөдөлгөөн
 muffin (n) – жижиг талх
 multiplication (n) – өсч үржих
 mundane (adj) – энгийн, иргэний
 mutton (n) – хонины мах
 mysterious (adj) – ер бусын, нууцлаг

N

nasty (adj) - хорлонтой; хүний мөсгүй
 natural disasters (n) –байгалийн гамшиг
 naturalist (n) – байгаль судлаач
 nature studies – байгалийн ухаан

necessary (adj) – шаардлагатай
 need (n) – хэрэгцээ
 neigh (v) - унгалдах
 nervous (adj) – бүхимдүү
 newcomer (n) – шинээр ирсэн хүн
 nobel laureate – нобелийн шагналт
 non-profit (adj) – ашгийн бус
 nonsense (n) – утгагүй зүйл, дэмий юм
 notable (n) – нэрд гарсан хүн
 note taking – тэмдэглэл хөтлөх
 notice (v) – ажиглах
 novel (n) – роман
 numeracy (n) – тоо бодох чадвар
 nursing home – асрамжийн газар
 nutrient (n) – шим тэжээл
 nutritional (adj) - уургийн

O

oatmeal (n) – овъёосны гурил, овъёосны
 каш
 obey (v) – дагаж мөрдөх
 oblong (adj) – урт гонзгой
 observe (v) – ажиглах
 obstacle (n) – саад бэрхшээл
 obtain (v) – хүлээн авах, олж авах
 occasion (n) – тохиолдол; on occasion of -
 тохиолдуулан
 occur (v) - болох
 offence (n) – гэмт хэрэг, хэрэг, зөрчил
 offensive (adj, n) - доромжилсон, ихэрхүү;
 бүдүүлэг, дээрэнгүй; түрэмгий;
 (n) түрэмгий байдал
 offer (v) – санал болгох
 offer “khadag” – хадаг барих
 offer tea – цай өгөх
 official (adj) – албан ёсны
 online course – зайны сургалт
 open-air vehicle (n) – дээгүүрээ онгорхой
 машин
 operation (n) – үйл ажиллагаа
 opponent (n)- өрсөлдөгч
 opportunity (n) – давуу тал
 opportunity (n) - боломж
 opposing (adj) - эсрэг
 opposing (adj) – өрсөлдөгч
 optimal (adj) – оновчтой

optimistic (adj) – өөдрөг
 option (n) – сонголт
 orchestra (n) – найрал хөгжим
 order (v) - захиалах
 ordinary (adj) - энгийн
 organised (adj) – зохион байгуулттай
 oriented (adj) – чиглэсэн, чиглэлийн
 origami (n) – оригами, цаасаар дүрс хийх
 урлаг
 origin (n) – гарал үүсэл
 originate (v) - үүсэх
 ornament (n) – чимэглэл
 огух (n) – орикс, зээрийн эрэгчин
 ostrich (n) – тэмээн хяруул
 outer (adj) – гадаад
 outer space – сансар огторгуй
 outlook (n) – үзэх үзэл, хэтийн төлөв
 outstanding (adj) – алдартай
 overcome (v) – даван туулах
 overflow (v) - халих
 overly (adj) – хэт, хэтэрхий
 overwhelming (adj) – асар их, тоо томшгүй
 oxygen (n) – хүчилтөрөгч
 oxygenate (v) – хүчилтөрөгчөөр хангах

P

pace (n) – хурд, алхаа
 pack (v) – баглах
 paddle down (v) - сэлүүрдэх
 pancake (n) – шарвин, бин
 parade (n) - жагсаал
 paradise (n) – диваажин, жаргалын орон
 paragraph (n) – цогцолбор
 paraphrase (v) – өөрийн үгээр илэрхийлэх,
 найруулан бичих
 participate (v) – оролцох
 particular (adj) – тухайлсан, онцгой
 partly (adv) – зарим талаар
 pass along (v) – дамжуулах
 pass by (v) – хажуугаар өнгөрөх
 pass down (v) – уламжлагдах, өвлөгдөх
 pass on (v) – дамжуулах
 pastoral (adj) – бэлчээрийн
 pasturage (n) – бэлчээр, бэлчээрийн өвс
 pastureland (n) – бэлчээрийн газар
 peace (n) – энх тайван, тайван амгалан

байдал

peaceful (adj) – амгалан, тайван
 peculiar (adj) – онцгой, өвөрмөц
 peer pressure – үе тэнгийхний дарамт
 peer-graded (adj) – үе тэнгийхний үнэлсэн
 performance (n) -тоглолт
 permanent (adj) – байнгын
 person (n) – хувь хүн
 perspective (n) – төлөв байдал; different
 perspectives - өөр өөр тал
 persuade (v) - ятгах
 pharmacist (n) – эм зүйч
 phenomena (n) – үйл явц; үзэгдэл
 philosophical (adj) - философийн
 physical (adj) – биеийн, бие бялдрын
 pick out (v) – сонгох
 pierce (v) – цоолох
 pipe-shaped (adj) – гаанс хэлбэртэй
 place (v) – тавих
 plagiarism (n) – зохиолын хулгай
 plain (n) – тал хээр
 plastic (adj) – хуванцар
 playwright (n) – жүжгийн зохиолч
 point of view – үзэл бодол
 pole of the ger – гэрийн унь
 popularize (v) – дэлгэрүүлэх
 portfolio (n) – бүтээлийн сан
 position (n) – байр, байр суурь; байрлал
 positive (adj) - эерэг
 possess (v) – байх, -тай байх
 possibility (n) - боломж
 pottery (n) – ваар, сав
 poultry (n) – тахианы мах
 power (n) – хүч, эрх мэдэл
 powerless (adj) – хүчгүй, сүл
 practice (n) – ёс, дэг жаяг, зан заншил
 practise (v) – амьдралд хэрэглэх,
 дадлагажих
 praise (n) - магтаал
 predator (n) – махчин амьтан, араатан
 predict (v) – урьдчилан хэлэх
 prefer (v) – илүүд үзэх
 preferable (adj) – тохиромжтой
 prepare (v) - бэлтгэх
 preserve (v) – хадгалах
 pretend (v) – дүр үзүүлэх

prevent (v) – урьдчилан сэргийлэх
 previous (adj) - өмнөх
 print out (v) - хэвлэх
 prioritize (v) – эн тэргүүнд тавих
 privacy (n) – хувийн нууц
 private (adj) - хувийн
 proclaim (v) – зарлан тунхаглах
 produce (v) – үйлдвэрлэх, үзүүлэх,
 илэрхийлэх; бий болгох
 produce notes – хөг эгшиг гаргах
 producer (n) – найруулагч
 proficient (adj) - чадвартай
 progress (n) – ахиц дэвшил
 prohibit (v) – хориглох, цээрлэх
 project (n) - төсөл
 promise (v) – амлах
 promote (v) – дэмжих, сайшаах
 properly (adj) – зөв зохистой
 proposition (n) – төлөвлөгөө, санал
 prosperity (n) – хөгжил дэвшил
 protect (v) – хамгаалах
 protein (n) – уураг
 protest (v) - эсэргүүцэх
 provide (v) – хангах, өгөх
 provoke (v) – өдөөх
 provoking (adj) – харамсалтай
 psychologist (n) – сэтгэл судлаач
 psychology (n) – сэтгэл судлал
 psychotherapy (n) – мэдрэлийн эмчилгээ
 publication (n) – хэвлэл, зохиол бүтээл
 pull (v) – татах чирэх
 punctuation (n) – цэг тэмдэглэл
 puppetry (n) – хүүхэлдэй, дүр эсгэх
 pure (adj) – цэвэр ариун, ариун нандин
 purity (n) – ариун нандин байдал
 purpose (n) - зорилго
 pursue (v) – дагах, мөрдөх
 push-up (n) - түлхэлт
 put on (v) – өмсөх; түрхэх
 python (n) – аварга могой

Q

quality (n) - чанар
 quarrel (v) – хэрэлдэх, ам мурийх
 quotation (n) – ишлэл, иш

R

radio (v) – нэвтрүүлэх
 radioactive (adj) - радио идэвхт
 raft (n) – сал
 raise (v) – өсгөх, үржүүлэх
 raisin (n) – үзэм
 ramp (n) - налуу зам
 ramp up (v) - өсгөх
 rate (n) – үзүүлэлт
 reach (v) – хүрэх
 reaction (n) – хариу, хариу үйлдэл
 realize (v) - ойлгох
 reboot (v) – унтрааж дахин асаах
 receive (v) – авах, хүлээн авах
 recent (adj) – саяхан, саяхны
 recently (adv) - саяхан
 recognition (n) – хүлээн зөвшөөрөх
 recognise (v) - таних
 recommend (v) – санал болгох
 recording technician – бичлэгийн техникч
 recordkeeper (n) – бичгийн хүн
 recovery (n) – сэргэлт, засвар
 recycle rubbish – хог дахин боловсруулах
 reduce (v) - бууруулах
 refer (v) – дурдах
 reflect (v) – тусгах
 reflect on (v) – тусгах
 refuel (v) – цэнэглэх
 refugee (n) - дүрвэгчид
 refuse (v) - татгалзах
 register(v) - бүртгүүлэх
 registered users – бүртгэлтэй хэрэглэгч
 regretful (adj) - харамсмаар
 regularly (adv) – байнга, тогтмол
 rehabilitation (n) – нөхөн сэргээх
 reinforce (v) – батлах, бататгах
 related to (adj) - холбоотой
 relative clause (n) – тодотгол гишүүн
 өгүүлбэр
 relative pronoun (n) – хамаатуулах
 төлөөний үг
 relaxation (n) – амралт, зугаа цэнгэл
 relaxed (adj) – тайван, чөлөөтэй
 release (v) – чөлөөлөх, гаргах, суллах
 relevant (adj) – холбоотой, хамааралтай
 religious (adj) - шашин

religious figure – шашны зүтгэлтэн
 remain (v) – үлдэх, хадгалагдах
 remark (n) - хэлсэн үг, үг; (v) анзаарснаа хэлэх; анзаарах; ажиглах
 remind (v) - сануулах
 remote (adj) – алслагдмал, алс холын
 renewal (n) - сэргэх
 report (n) – илтгэл, тайлан
 report (v) – илтгэх, тайлагнах
 represent (v) – төлөөлөх
 request (v) - хүсэх
 require (adj) - шаардах
 require (v) - шаардах
 researcher (n) - судлаач
 resemble (v) – адилхан байх
 resident (n) – оршин суугч
 resist (v) - эсэргүүцэх
 resort (n) – амралтын газар
 respect (v) - хүндлэх
 respectful (adj) - хүндэтгэлтэй
 respectfully (adj) –хүндэтгэн, хүндэтгэлтэйгээр
 respond (v) - хариулах
 responsibility (n) – үүрэг, хариуцлага
 responsible (adj) – хариуцлагатай
 restate (v) – дахин илэрхийлэх
 restore (v) - сэргээх
 result (n) – үр дүн; as a result of – үр дүнд
 retire (v) – тэтгэвэрт гарах
 retrieve (v) – мэдээллийг хайж олох
 reveal (v) – илрүүлэх, гаргах
 revere(v) - бахархах
 rhyme (n) – шүлгийн холбоц
 rhythm (n) – хэмнэл
 ride (n) – явах, машинд суух;
 ride on a roller coaster – галзуу хулганаар явах
 right(n) – эрх
 rink (n) – мөсөн талбай
 risk (n) – эрсдэл
 roam (v) – хэрэн хэсүүчлэх
 roller coasters (n) – галзуу хулгана
 roommate (n) – нэг өрөөнийн хүн
 royal (adj) – хааны удмын, сүрлэг, агуу
 rye (n) – хөх тариа, хошуу будаа

S

sack (n) - шуудай
 safety (n) – аюулгүй байдал
 saiga (n) – бөхөн
 sample (v) - амсах
 savvy (adj) – ойлгох, сэтгэх чадвар
 scale (n) – цар хүрээ
 scarce (adj) – ховор, тачир
 scared (adj) - айсан
 scattered (adj) – тархай бутархай
 scene (n) - тайз
 schedule (n) - хуваарь
 schema (n) – хэв маяг
 scholarship (n) - тэтгэлэг
 schoolwork (n) - ангийн ажил; сургуулийн ажил
 science (n) – шинжлэх ухаан
 scientific (adj) – шинжлэх ухааны
 sci-fiction – шинжлэх ухааны уран зөгнөлт кино
 scrambled (adj) – шарсан
 scrape (v) - хусах
 scratch (v) - үрэх
 scream (v) – орилох, хашгирах
 screenwriter (n) – кино зохиолч
 scribe (n) – бичээч
 script (n) – бичиг, бичиг үсэг
 sculptor (n) - уран барималч
 sculpture (n) – уран баримал
 sea buckthorn (n) – чацаргана
 seal (n) – тамга
 search (n) – эрэл хайгуул; (v) – эрэх, хайх
 search of water – ус хайх
 second rate (adj) – дунд зэргийн
 second-hand (adj) – хуучин, ашигласан
 sector (n) - салбар
 security (n) – аюулгүй байдал
 sedentary (adj) - суурьшмал
 seed (n) - үр
 self-esteem (n) - өөрийгөө хүндэтгэх, өөрийгөө үнэлэх
 senior (n) - ахмад хүн
 sense (n) - мэдрэмж; (v) – мэдрэх, таних
 sense (n) - мэдрэхүй
 sentimental (adj) – мэдрэмжтэй
 separable (adj) – тусдаа, салангад

- separate (v) – салгах, тусгаарлах
 sequence (n) – дараалал
 serve (v) – үйлчлэх;
 serve in the military – цэргийн алба хаах
 service (n) - үйлчилгээ
 set a goal – зорилго тавих
 settle down (v) – суурьших
 settlement (n) – суурин, гацаа; суурьшил
 settler (n) – байнгын оршин суугч,
 нутагшсан хүн
 sew (v) - оёх
 sharpen (v) – хурцлах, үзүүрлэх
 shear (v) – хяргэх
 shed (n) – малын хашаа
 shelter (n) – сууц
 shift (v) - ээлжлэх
 short-listed (adj) – шалгарсан, шигшигдсэн
 shudder (v) – дотор зарсхийх
 siblings (n) – эгч дүүс
 sign up (v) - бүртгэх
 significance (n) – ач холбогдол
 significant (adj) - ач холбогдолтой, чухал
 signify (v) – бэлэгдэх
 sign-up-form (n) – бүртгэх хуудас
 silently (adv) – сэмхэн, чимээгүйхэн
 single parent family (n) – өрх толгойлсон
 sketch (v) – зураглах, загвар гаргах
 skilled (adj) - чадвартай
 skillfully (adj) - чадварлагаар
 skip (v) – алгасах
 slavery (n) - боолчлол
 sled (n) - чарга
 sleeping disorder (n) - нойргүйдэх эмгэг
 slice (n) – хэрчим, зүсэм
 slide (n) - слайд
 slightly (adv) – бага зэрэг, үл ялиг
 slope (n) – бэл, уулын өвөр газар
 smooth (adj) - зөөлөн;
 smooth landing (n) - зөөлөн буух
 smoothly (adv) – түвэггүй
 snow leopard (n) – ирвэс
 snowstorm (n) – цасан шуурга
 social justice – нийгмийн шударга ёс
 social media – олон нийтийн мэдээллийн
 хэрэгсэл
 social networking – нийгмийн сүлжээ
 social skill – нийгмийн чадвар
 society (n) – нийгэм
 sole (n) – хөлийн үл
 solidarity (n) – эв нэгдэл
 soothing (adj) – тайтгаруулсан
 space (n) – орон зай
 spatial (adj) – орон зайн
 speak out (v) – ил тод ярих, саналаа хэлэх
 species (n) – төрөл зүйл
 specific (adj) – тусгай
 spectacular (adj) – гайхамшигт
 speed (n) - хурд
 spellbinding (adj) – сэтгэл татам
 spin (n) - эргэлт, (v) эргэх
 spirit (n) – хийморь сүлд
 spiritual (adj) – оюуны; шашинлаг
 spit (v) – шүлсээ хаях
 splendid (adj) – сүрлэг
 spot (v) - харах, үзэх
 spotted (adj) – цоохор
 spread (v) – түгээх, дэлгэрүүлэх
 spring camp (n) - хаваржих
 spy (v) – гэтэх, сэмээрхэн мөрдөх
 stability (n) – тогтвортой байдал
 stand by (v) – дэмжих
 stand for (v) – төлөөлөх
 standardized (adj) - хэмжээтэй
 starling (n) - хар тодол
 starting line (n) – гараа
 start-up (adj) - эхлэл
 state (v) – өгүүлэх
 steep (adj) – эгц
 sticky (adj) - наалдамхай
 stimulating (adj) – идэвхижүүлэгч,
 урамшуулагч
 stone inscription (n) – чулууны бичээс
 store (v) – хадгалах
 straight (adj) - шулуун
 strange (adj) – хачин
 strategically (adj) – стратегийн
 straw (n) - соруул
 strength (n) – бат бэх, хүч, хүч чадал
 stressful (adj) - стресстэй, бүхмидсан
 stretch (v) – үргэлжлэх, сунах
 stripe (n) – судал
 strive (v) – хичээх, зорих

struggle (n) - тэмцэл
 studious (adj) – мэрийлттэй
 study (n) – судалгаа
 study skills – сурах чадвар
 stunning (adj) – цочирдуулан гайхуулсан
 stunt (n) - үзүүлбэр
 submit (v) – өгөх, мэдүүлэх
 subordinating conjunction (n) - захируулах
 холбоос
 subtitle (n) – тайлбар бичиг, дэд гарчиг
 sum up (v) – дүгнэх
 summary (n) - дүгнэлт
 supplementary (adj) - нэмэлт
 support (v) – дэмжих
 supposition (n) – таамаглал
 supreme (adj) - эрхэм дээд
 surf (v) - интернетэд орох
 surround (v) - хүрээлэгдэх
 surveillance (n)- ажиглах; ажиглалт
 survey (n) - судалгаа
 survey report – судалгааны тайлан
 survival (n) – амьд мэнд гарах
 survive (v) – даван гарах, тэсвэрлэх
 suspenseful (adj) - сонирхолтой
 swarm (n) – сүрэг
 sway (v) – хөдөлгөх, ганхах
 sweat (n) – хөлс
 swing (n)- савлуур
 switch (v) – солих, өөрчлөх
 symbolism (n) – билэгдэл
 sympathy (n) – хайр энэрэл, өрөвдөл

T

tailoring (adj) – үйлний, оёдлын
 take a nap (v) – дуг хийх
 take care of (v) – асрах, халамжлах
 take control of (v) - хянах
 take down (v) – буулгах, дарах
 take off (v) – газраас хөөрөх, тайлах
 take over (v) - эзлэх
 take place (v) – болох
 take turn (v) - ээлжлэх
 target (n) – бай, шав
 task (n) - даалгавар
 tawny (adj) – бор шаргал
 teaching (n) - сургаал

technological revolution – технологийн
 хувьсгал
 temporary (adj) – түр, түр зуур
 tepee (n) - урц
 test soil – хөрсийг шалгах
 tether (n) - уяа, аграмжаа
 theme (n) – үзвэр үйлчилгээ
 therapist (n) - эмч
 therapy (n)- эмчилгээ, засал
 thesis (n) – судалгааны ажил
 thought (n) – бодол санаа
 thought provoking (adj)- түлхэц өгөхүйц
 санаа
 threat (n) - заналхийлэл
 threatening (adj) - заналхийлсэн
 threshold (n) – гэрийн босго
 thriller (n) – аймшгийн кино
 thrive (v)- ургах, өсөх
 throat singing (n)- хөөмий
 time management skill – цаг ашиглах чадвар
 tireless (adj) - уйгагүй
 tiresome (adj)- ядаргаатай, залхуу хүрмээр
 token (n) – билэг тэмдэг, билэгдэл
 tolerance (n) - тэвчээр
 tolerant (adj) - тэвчээртэй
 tools (n) – багаж хэрэгсэл
 touch-sensitive (adj) - мэдрэмтгий
 toy drives – тоглоом хандивлах
 track (n) - зам
 tradition (n) - уламжлал
 traditional (adj) – уламжлалт
 train (v) – сургах, бэлтгэх
 transplant (v) - шилжүүлэх
 transport (v) - тээвэрлэх
 transportation (n) - тээвэр
 trap (v) – хавх тавих
 travel agent – аялал жуулчлалын товчооны
 ажилтан
 treacherous (adj) – зальтай
 treasure (n) – эд баялаг, сан хөмрөг
 treat (v) – хандах
 treatment (n) – хандлага, эмчилгээ
 tremendous (adj) – аугаа том
 trick (n) - үзүүлбэр
 troop (n)- хэсэг, бүлэг, сүрэг
 trot (v) – шогших

trouble (n) – зовлон
 trove (n) – цуглуулга
 truth (n) – үнэн
 tuition fee – сургалтын төлбөр
 tutor (n) – багш, сургагч
 twist (v) – тахиралдах
 twisted (adj) – эргэлдсэн, мушгиралдсан

U

ultimately (adv) – эцэст нь, эцэстэй
 uncertainty (n) – тодорхойгүй байдал
 underestimate (v) – дутуу үнэлэх
 undergraduate (adj) – бакалаврын түвшний
 underline (v) – доогуур нь зурах
 underrate (v) – доогуур үнэлэх
 undertake (v) – хийх, оролдох
 unexpected (adj) – санаанд оромгүй
 unicycling (n) – нэг дугуйтай дугуй
 unique (adj) – өвөрмөц, онцлог, нандин
 unity (n) – нэгдэл
 universe (n) – орчлон ертөнц
 unmanned (adj) – нисгэгчгүй, хүнгүй;
 автомат удирдлагатай
 unusual (adj) – ер бусын, содон, өвөрмөц
 updated (adj) – шинэчлэгдсэн
 upset (adj) – гонсойх, сэтгэлээр унах
 urge (v) – ятгах
 username (n) – хэрэглэгчийн нэр

V

valuable (adj) – үнэтэй, үнэ цэнэтэй
 value (n) – ач холбогдол, чанар, үнэ цэнэ;
 (v) – чухалд үзэх
 valued (adj) – үнэ цэнэтэй
 vary (v) – янз бүр байх
 vast (adj) – өргөн уудам
 vehicle (n) – тээврийн хэрэгсэл, машин тэрэг,
 унаа; дамжуулах/ түгээх хэрэгсэл
 version (n) – хувилбар
 vertical (adj) – босоо, дээш чиглэсэн
 veterinarian (n) – малын эмч
 vibrate (v) – чичрэх
 victim (n) – хохирогч; золиос
 victory (n) – ялалт
 video conferencing – видео хурал хийх
 view (v) – ... гэж үзэх
 vision (n) – алсын хараа

visual (adj) – харах, харааны
 visually impaired – хараа муутай
 vividly (adj) – тод томруун
 voluntarily (adv) – сайн дураараа
 volunteer work – сайн дурын ажил

W

warmth (n) – урин дулаан цаг
 warm-up (adj) – сэргээх, хөгжөөх
 warning (n) – сэрэмжлүүлэг
 water (v) – услах
 wax (n) – лав
 way of life (n) – амьдралын хэв маяг
 weaken (v) – доройтуулах, сулруулах
 weave (v) – нэхэх, сүлжих
 weekly (adj) – долоо хоног бүр
 wellbeing (n) – сайн сайхан амьдрал
 well-educated (adj) – боловсролтой
 well-informed (adj) – мэдээлэл сайтай
 well-organised (adj) – зохион байгуулалттай
 wheat (n) – үр тариа, улаан буудай
 wheelchair (n) – тэргэнцэр
 whisper (n) – шивнээ яриа
 whisper (v) – шивнэх
 whopping (adj) – аварга том
 wild goat (n) – янгир, зэрлэг ямаа
 wildlife (n) – онгон байгаль
 willow (n) – бургас
 wind instrument (n) – үлээвэр хөгжим
 wipe (v) – арчих, арилгах
 wisdom (n) – оюун ухаан
 wise (adj) – цэцэн мэргэн
 womb (n) – эхийн умай
 workforce (n) – ажиллах хүчин
 workplace (n) – ажлын байр
 worried (adj) – санаа зовсон, түгшсэн
 worsen (v) – доройтох
 worship (v) – шүтэх
 worth (adj) – тэгүүштэй, ингүүштэй
 wrap (v) – ороох
 wrestle (v) – барилдах
 wring (v) – зовох, зовлон шаналалд оруулах
 yell (v) – орилох, чарлах
 yoga asanas – йогийн байрлал

TAPESCRIPTS

MODULE 1. STUDY AND WORK

UNIT 1. TEENS TODAY

6a. Listen to the dialogue about school clubs. Find the school clubs to which they refer.

Podcast interviewer: Hello. Today we are inviting a social worker of our school. He will talk about school clubs. Could you tell us what clubs there are at our school?

A social worker: Good afternoon! We offer many clubs to our students. Running school clubs is one of extracurricular activities. Now we run a photography club, an Anime club and an English movie club.

Podcast interviewer: Tell us more about the photography club. What are done in the club?

A social worker: Well, there are many interesting things to do in this photography club. It is good to take photos in the city. But trips are arranged to take photos of nature setting. Also, photography exhibits are organised in our club. Photos are uploaded to some public album or another public display.

Podcast interviewer: Do you have an Anime club?

A social worker: Yes, we have. In this club, Anime videos are voted each week and shown each week. Anime club members learn about the characters and stories in Anime videos. As well as, the Anime club activities include art lessons and drawing contests.

Podcast interviewer: Well, what clubs can improve English language skills?

A social worker: We have an English movie club. The club offers an opportunity to improve English listening and speaking skills.

Podcast interviewer: I hope that there are many schools that are interested in running an English movie club. Could you give them advice?

A social worker: First, determine how often the club members meet. It is best to set a specific, regular time so students can plan ahead. Next, English movies are chosen. The movies should be suitable for the students' language levels. If necessary, use subtitles. Talk about drinks and snacks to be served during the film.

Podcast interviewer: Thanks for the advice. Who runs the school clubs?

A social worker: Teachers organise some of the clubs at the school. Some clubs get help from parents of children at the school. All of them are free. Students can develop their own interests and hobbies in the clubs.

Podcast interviewer: Thanks for your information.

11a. Listen to the interview with a researcher of child development, then answer the question.

Podcast interviewer: Hello. Today we are pleased to invite a researcher of child development. Welcome to the "Teens Podcast".

TAPESCRIPTS

- Researcher: Thank you. I'm happy too to talk about today's teenagers.
- Podcast interviewer: Could you talk about the period in which today's teenagers are living?
- Researcher: Today's teens are the first generation whose lives are influenced by digital and mobile technology and social media. They are growing up with cell phones, and have an Instagram page. Actually, they spend hours a day, texting, chatting, gaming, web surfing and sharing videos.
- Podcast interviewer: Compared with earlier generations how would you describe the behaviours of today's teens?
- Researcher: We have done a large survey among teenagers, which shows that today's teens are among the best-behaved generation of teens we know. They are more knowledgeable about issues such as child abuse, bullying and peer pressure. Most teens already know about cyber addiction. Also, they have better social skills.
- Podcast interviewer: Well, that's good news. Could you talk about the social skills of today's teens?
- Researcher: Making a lot of friends online is improving the social skills of today's teens. They are becoming more concerned about social justice and human rights. Importantly, the world is becoming more diverse, expecting people to be more tolerant. In this case, today's teens are becoming more respectful of diversity and more cooperative.
- Podcast interviewer: As you said, today's teens are becoming better-behaved. However, we can see that they still face some problems. Could you talk about these problems?
- Researcher: Teens are spending less time with friends in person. The new media is making teens lonely, anxious and depressed. This is getting them to have less self-confidence.
- Podcast interviewer: If so, what can we do to deal with these teen problems?
- Researcher: Adults should learn to give positive feedback to teenagers, and be careful about criticizing their teens. Adults can be a model for how teens should behave, by sharing activities, hobbies and interests that can help teens improve their confidence. In addition, teens should engage in physical activities such as camping and sport as well as creative activities like writing, drawing, painting and even photography can improve their behaviour.
- Podcast interviewer: Well, thank you for coming and giving our listeners useful information and tips for helping today's teens.

UNIT 1. CHECK YOUR PROGRESS

1a. Listen to the dialogue. Choose the correct answers about the topic and main idea.

- Bolor: Ben, has your school got an English Club? If so, please give us advice on how to start an English Club?
- Ben: Yes, we've got one. An English Club is an appropriate place for language learners to use English. First, ask your English teachers to help. Then, sign-up-forms are put up in your school lobby. Your email address is written at the top.
- Bolor: Is an introductory meeting held after you have enough members to sign up?
- Ben: Of course. At the first meeting, a Club leader is appointed to organise the Club. The Club activities are organised around either themes like music, food or skills like reading, listening, writing.
- Bolor: Are there any rules or routines followed in the Club?
- Ben: Yes, there are. The "English only" rule is followed in the Club. Club members are allowed to drink and eat during the meeting. A pot of coffee or a bowl of popcorn can also make the meeting feel more like a Club than a class.
- Bolor: What activities are done in the Club?
- Ben: Fun warm-up activities are run to make people laugh and bring positive energy into the room. Debates and discussions are held to improve speaking skills. Members talk and discuss their favourite English books and characters.
- Bolor: Oh, do you keep a suggestion box in the Club room?
- Ben: Yes, we do. The Club members are encouraged to write a comment or suggestion for the group.
- Bolor: Thank you Ben for your useful suggestions.

UNIT 2. LEARNING FOR THE FUTURE

1b. Listen to the lecture and complete the summary below. Write *ONLY ONE WORD* in each blank.

Tumee:

Thanks for coming everyone. My name is Tumee, and I'm a tutor for the Study Skills Programme. This meeting is for new students who haven't been involved with our Study Skills Programme. Good study skills don't always come easily. Most teens need to be taught how to develop them. By attending this programme, you will learn about what study skills are and tips for improving your study skills.

The first skill is to set a goal. Setting a goal is a life skill that can take you far. Talk with your parents and teachers openly about goal setting. Begin by answering the questions such as What gives me joy? What do I value? and What am I good at? It is preferable to set small goals first, in order to meet larger goals later on. First, define your goals, identify the steps needed to achieve these goals, then set deadlines.

Next, you need to acquire time management skills. In order to do this, you should use a

calendar and create weekly plans. To do so, you should make lists of daily assignments and due dates. Ask for help from your parents to know how to use a large wall calendar. You could use coloured markers to note each assignment, to keep track of completed tasks. You can assign each class a different coloured marker and write down all of your assignments, activities and appointments on the calendar. Or you can use an online calendar in your smartphone. Next, learn to transfer your duties from the calendar to a weekly plan. Include time to work on each assignment. You might want to print out a weekly plan from your online calendar.

Third, organizational skills are important for you to maintain. To be organised, you ought to create a favorable environment for self-study. This means that you should have your own study area. A study area is crucial for effective self-study. This might mean a home office, or a desk in your bedroom. No matter where it is, it should include a tidy work space – free of clutter and distractions-with good lighting. You should have all materials on hand. It can be very distracting to have to look for a pencil or a calculator in the middle of studying. You need to easily find a place where you can store all your school materials so you're ready to go before you start studying.

Fourth, you should learn note taking skills. Keeping notes while learning will enable you to retain the information longer. Highlighters, coloured pens and sticky notes are all note-taking tools. Why not use them?

9a. Listen to an interview with three people, Dawaa, John and Daria. Find them from the pictures, then answer the questions.

First conversation

Interviewer: Dawaa, you're twenty ...

Dawaa: Right.

Interviewer: and you're a student?

Dawaa: Yeah. I'm doing a master degree. I've just finished my bachelor degree. Also, I'm working as an engineer.

Interviewer: All right. How many years have you studied for?

Dawaa: I've studied for 4 years for my bachelor course. I've got just one more year to go to finish a master degree.

Interviewer: And will you finish your studies by then?

Dawaa: Formally, yes. However, I think people should be lifelong learners whether they continue doing advanced degree or not.

Second conversation

Interviewer: John, you were interested in art when you were at school?

John: Yes, I've always enjoyed art.

Interviewer: When you left high school, what did you do?

John: I got a job. Then about 5 years later, I decided I wanted to do a degree in art. So I applied to some colleges and I got into the College of Art.

- Interviewer: Oh and how is it?
- John: I'm studying what I wanted and want. I like it. And I'm a bit older and more confident, so it's easier to ask questions, talk to the teachers, like that.

Third conversation

- Interviewer: Could you introduce yourself?
- Daria: My name's Daria. I was a pharmacist.
- Interviewer: What do you do now?
- Daria: Now I have a lot of free time, nothing to do. So I decided to take short-term courses.
- Interviewer: What kind of courses have you taken?
- Daria: I've taken a short course on English language and an IT skills courses.
- Interviewer: And what's next?
- Daria: There are some interesting courses I plan to take such as courses in music theory, local history, astronomy, and spoken Chinese.
- Interviewer: Well, keep on learning. Good luck!

UNIT 2. CHECK YOUR PROGRESS

1a. Listen to the conversation. Find the topic.

- Bayaraa: I read a lot about the online course provider, *Coursera* from the Internet. *Coursera* is an online learning provider that offers more than 2,400 courses and degrees in a variety of subjects.
- Alimaa: And, as of June 2018, *Coursera* has had more than 33 million registered users. Top universities and colleges have designed its courses. The total number of its partners has reached 190 across 29 countries.
- Bayaraa: *Coursera* courses last approximately four to ten weeks, with one to two hours of video lecturers each week. These courses provide quizzes, weekly exercises, peer-graded assignments, and sometimes a final project or exam.
- Shinee: I've just taken several *Coursera* courses. It has been a wonderful experience.
- Bayaraa: What courses have you taken?
- Shinee: *Coursera* offers many English language courses as "Improve Your English Communication Skills," "Grammar and Punctuation", "Learn English: Intermediate Grammar", "Perfect Tenses and Modals" and "Verb Tenses and Passives". I've already finished two of them and I've improved my speaking skills a lot. I've also learned a lot about how to use grammar and punctuation.
- Alimaa: That sounds cool. Could you talk about your experience using the sites?

- Shinee: I began signing up for multiple courses at the same time. But, I soon realized that I had difficulty in keeping up with all the lectures, assignments, coursework and quizzes. You have to be fully committed to the lectures, review all of materials provided, and take the quizzes. I also had to spend time reviewing the transcripts to understand the video lectures.
- Bayaraa: Good experience though. Did you receive a certificate after completing the online course?
- Shinee: Yes, I did. I've earned two certificates by gaining "good" marks for the courses I've taken. I had to pay for the certificates though. But most *Coursera* courses are free. You can sign up using the website www.coursera.org/courses.
- Alimaa: Thanks for a first-hand account of your experience using *Coursera*. I will enroll tomorrow.
- Shinee: Good luck!

UNIT 3. JOBS AND SOCIETY

6a. Listen to the dialogue, then fill in the blanks in the table below.

- Claire: Soyol, you are going to finish high school soon. What do you want to do in the future? Have you thought about a job or a career yet?
- Soyoloo: Well, I haven't decided yet. I'm talking about it with my parents.
- Claire: You are good at drawing: I think you have good visual intelligence. You can be a graphic designer or an interior designer.
- Soyoloo: Good advice. My teacher also suggested this. That's right, I like to work with pictures and colours, while visualizing and imagining. I am thinking I can be a cartographer.
- Claire: Wow, a cartographer. I haven't known a cartographer before. Smart choice!
- Soyoloo: What about you? I know you are good at understanding people and giving advice. You are really good at organizing activities. You have organised the high school English club very well this year.
- Claire: Thank you. That's what my mom and dad told me. They say I can be a good teacher or maybe a child care worker.
- Soyoloo: You mean you have high interpersonal intelligence. If so, then you can work in the field of public relations. Or, you could be the favourite teacher of children.
- Claire: Thanks. Maybe in 4 years time I will have got a diploma and worked in a kindergarten.
- Soyoloo: That sounds cool. Me too. I will have finished college and started working as a cartographer by then.

14a. Listen to the news report. Write **ONLY ONE WORD** in the table.

Reporter:

Good afternoon! This week, *TeenLine* reported on how teens had the idea of starting up

community service activities, carrying them out successfully. In recent years, teens have been helpful to their community. They have had unique ideas for community service projects. Some of them have even started their own organizations, which have gone on to be successful. For example, there is Jonathan Woods, who established the 'Under the Tree Foundation' at age 12. He realized that holiday toy drives are often aimed at younger children and excluded teens who are also in need. Second, there is Neha Gupta from India, who was inspired by family visits to her grandparents. Then she started up the organization "Empower Orphans" at the age of 9. The organization tends to the needs of orphaned children worldwide, with a particular focus on access to healthcare and education. Third, there is community service helper Craig Kielburger. He was reading a story about child slavery in the *Toronto Star* when he thought up the idea of beginning "Free the Children." The organization aims to fight child labour on a global scale and has now reached well over 2 million children. Fourth, there is Certner, who started SNAP when he was just 10 years old. This is an athletic programme for children with special needs. Now he's 22, and the programme is still going strong. Next, there is Shannon McNamara who started SHARE when she was 15. This is a nonprofit organization providing thousands of girls in Africa with books and school supplies. Kalin Konrad is a community service helper who started an annual backyard carnival. This carnival aims to raise money for Alzheimer's research. She got this idea when she was in fifth grade, after her grandmother was diagnosed with the disease. Eating disorders are one of the biggest problems faced by teens today. To bring awareness to this, community service organiser Liana Rosenman started Project HEAL to raise money for teens who need treatment for eating disorders. Finally, Katie's Krops is an organization of Katie Stagliano. She started planting fruits and vegetables in her garden to feed the hungry. Through her organization, she has helped feed thousands of people. And she has trained other teen gardeners to do the same.

UNIT 3. CHECK YOUR PROGRESS

1a. UN News interviewed Malala, an activist for girls' rights to education. Listen to the interview, then complete the summary with *ONLY ONE WORD*.

UN News: Tell us more about the new initiative the Malala Fund is carrying out to help girls' education in a number of countries.

Malala Yousafzai: The Malala Fund started the Gulmakai Network, and the goal of this mission is to empower local leaders and some local activists. So we support them and we are already working in Pakistan, Afghanistan, Nigeria, and also the Syrian refugee areas. So we want to increase that investment and also support local advocates, as well as local girl advocates. So for that we have \$3 million and we want to expand that group, redouble our efforts, and make sure we can give to as many local activists as we can because they are the real change-makers in their community, and when we empower them, through them, we can bring change.

UN News: You're getting ready to go to Oxford University. Tell us about that.

Malala Yousafzai: So I always wanted to get a quality education, to go to a good university. It was my dream, and now that dream has come true and I am going to Oxford. I really worked hard for it ... And I was so happy when I received the offer. I'm excited to meet new people, to make friends, to learn. It is a great

place of learning. I also want to enjoy myself a bit as well, to have some time with friends, and just to live like a normal student.

UN News: What are you hoping to be 5, 10 years from now, after Oxford?

Malala Yousafzai: It's hard to say what I want to be in the coming 5, 10 years because my mission and my goal is very clear, and that is to continue fighting for girls' education, their empowerment, their rights. In that I will continue my journey. But in the coming years, I want to complete my education. I want to continue working in the field of education. I want to empower more young girls like me so that it's not just about one girl speaking out but we have hundreds and thousands of girls speaking out. We give them a voice. We give them a platform. Once you encourage them, once you tell them that your voice can change the world, then they can do it, they can come forward and speak out for themselves.

UN News: You have shown tremendous courage and resilience. What within you gives you that power?

Malala Yousafzai: I have seen a lot in my life from terrorism, extremism, to then being attacked. And I was at the point where I had to make a decision [about] whether I wanted to continue my campaign for girls' education or not. And I've been away from my home in Pakistan for a long time. So going through all these situations in my life, I've learnt that, now surviving that attack, this life is for a purpose and that is for the education of children. It's only 70, 80 years that we live, and why not live it for a good purpose? Why not live it for service that can help humanity, that can help the world? So I want to help as many girls as I can, to make sure they get a quality education and achieve their dreams.

Source: <https://news.un.org/en/story/>

MODULE 2. CULTURES AND TRADITIONS

UNIT 4. ROOTS OF MONGOLIAN IDENTITY

9a. Listen to the monologue and complete the summary below. Write *ONLY ONE WORD* in each blank.

Symbolism of Colours in Mongolia

Colours can be viewed from different perspectives such as: cognition, cosmology, culture, and psychology. The symbolism of colours is an integral part of Mongolian culture and each colour is associated with a specific element in nature. For example: blue (cosmos), white (air), red (fire), black (water) and yellow (earth). The significance of these colours is associated with points of view, nature worship, and nomadic life of the Mongols.

Blue symbolizes peace and growth. The Mongols, who have worshipped the blue sky for many centuries, view themselves as originating from heaven. According to folklore, the spiritual ancestors of the Mongols had heavenly connections with the sky that they honour with the saying "Let the Mongol nation exist forever as the eternal blue sky."

White exemplifies purity, happiness, and a good start. Gers, which are the traditional nomadic dwellings of the Mongols, are as white as the dairy products they consume. The people

are said to be pure of heart and mind. They compare good deeds to white milk. It is customary to set a table with dairy products during the Lunar New Year.

Red is the colour of fire that is the symbol of progress, prosperity, and achievement. The national flag of Mongolia is red with a vertical blue stripe down the middle. The top of the traditional hat of the Mongols is decorated with a red knot which signifies power and growth.

Green is the colour of the earth, which includes grassland, pastureland, and forests. It is a sign of growth, freshness, and progress. Green is also the colour of hope and is associated with springtime as it **stands for** the rebirth of animals and the renewal of plants and flowers after the long Mongolian winter. The combination of blue and green symbolizes harmony and balance.

Yellow is the colour of the sun that gives us warmth and energy. It is the colour of autumn when the leaves of the trees turn yellow. As the colour of light, yellow is associated with knowledge and wisdom. Mongols show respect to religious people as well as teachers by offering a yellow “khadag”.

15a. Listen to a TV programme on “Wonders of Mongolian Music and Art” and fill in the blanks.

TV commentator: Welcome to our programme on “Wonders of Mongolian Music and Art.” Today’s guest is Elizabeth, a tourist from the Unites States of America. Good evening Elizabeth! Thanks for coming to our programme! Please tell us your impression of the folk songs and music performances you have seen here.

Elizabeth: Thanks for inviting me to participate in your show! I saw an hour and a half performance of traditional Mongolian music and songs on July 11th during the “Naadam” festival. July 11th is the day when Mongolians celebrate Victory Day of the People’s Revolution. The performance was held in a drama theatre where Mongolians and tourists quite often visit.

TV commentator: Mongolians have beautiful songs and music. What amazed you during the performance?

Elizabeth: I remember the moment when I was impressed by listening to Mongolian melodies. The horse head fiddle is unique because it can imitate galloping, trotting and neighing sounds of a horse. It has only two strings made from horse hair, but many musical sounds can be played.

TV commentator: What have you learned about throat singing “Khoomii”?

Elizabeth: Throat singing “Khoomii” originated in western Mongolia where many ethnic groups live. Throat singing “Khoomii” imitates the sounds of nature such as that of a bird singing or a river flowing. A throat singer can produce several tones at the same time.

TV commentator: That’s great! What else really impressed you during the performance?

Elizabeth: I was amazed by the young contortionist. She performed on the centre stage where she did a headstand on a pole clenched between her teeth. She also did push-ups without her feet touching the ground. It also demonstrated her flexibility and strength during the performance. She was wonderful to watch.

- TV commentator: In summary, what would you like to say about your experience with Mongolia and its culture?
- Elizabeth: Mongolia is a beautiful country with its own unique songs and music. I hope the Mongolian youth appreciate what a wonderful heritage they have and that they strive to keep this musical treasure alive for future generations.
- TV commentator: Thanks a lot for participating in today's programme. We wish you safe travels and hope that you will return to Mongolia soon.
- Elizabeth: Thank you very much!

UNIT 4. CHECK YOUR PROGRESS

1a. Listen and complete the sentences using the words from the box. Then memorize it.

Nine principles that are followed by Mongolian children

- I am a good-hearted Mongolian child 1) *who* loves my country
I am a Mongolian child who cares for my parents and has compassion for others
I am a Mongolian child who is healthy and 2) *strong*
I am a studious Mongolian child who has the goal to study and succeed
I am an optimistic Mongolian child who is able to overcome 3) *difficulties*
I am a responsible Mongolian child who prefers honesty
I am a 4) *creative* Mongolian child who is able to work hard
I am an intelligent Mongolian child who respects my siblings and relatives
I am of a child of Mongolian origin who respects our 5) *culture* and tradition

1b. Listen to the legend about the horse head fiddle and answer the questions.

Legend of the Horse Head Fiddle- Morin Khuur

Once upon a time Namjil, a horseman from Eastern Mongolia went into the military service to defend the western part of the country. He is known by the name "Khukhuu Namjil" among the locals, since he sang beautifully.

While serving in the military, he met a beautiful princess and they fell in love. When he returned home from the army, she gave him her horse named "Jonon Khar" as a token of remembrance. It was a very special horse with secret wings; he was the only one who rode this horse and the locals wondered why. In the evenings, he flew to see his beloved princess, but he returned to his home at dawn. Three years passed this way and nobody knew what he was doing.

Khukhuu Namjil had an evil woman neighbour who was very jealous of him, since she knew that he had a very special horse that nobody else had. One time, Khukhuu Namjil went to see his beloved princess and came back home as usual and sent the horse out to pasture, but he fell asleep before he took off the horse's secret wings.

As soon as the treacherous woman heard the sound of the horse's hooves, she spied upon them. After Khukhuu Namjil went into his home, she went to where his horse was tied. Unfortunately, the horse didn't sense that she was an enemy. The horse looked so splendid and showed its strong chest and moved its magical wings. She hurried to her home and brought back her tailoring scissors. The horse, which was commonly known by the name "Jonon Khar" died as the evil woman cut its beautiful magic wings.

Khukhuu Namjil woke up at dawn and found his beloved horse dead. He had deep sorrow and his loss couldn't be expressed in words. He decided to make a musical instrument to remember his beloved horse. He carved its head in wood, made the handle from a soft tree, and covered the lower part of that instrument with horse skin. The two strings were also made from the tail of his horse. He covered the strings with tar to produce a more melodic sound. Then he started playing it to describe different gaits of his horse, including galloping, trotting and also imitating its neighing. Thus, the Horse Head Fiddle "Morin Khuur" originated from Mongolia and the Mongols have played it for many centuries.

UNIT 5. CULTURES FROM AROUND THE WORLD

8a. Listen to a dialogue between travel agent and customer and complete the missing words.

- Customer: I want to take a trip to Africa because I love seeing wild animals.
- Travel agent: We would like to recommend a safari trip to Tanzania because you can see wild life in Serengeti National Park all year round.
- Customer: It sounds great! Could you tell me what a Safari trip is?
- Travel agent: A Safari trip is for visitors who want to see African animals in their natural habitat. It also provides for seeing animals close up. Safari trips are offered in African countries including Tanzania, Kenya, Namibia, Uganda, South Africa, Botswana, Zambia, and Zimbabwe.
- Customer: Wow! Thank you very much for giving me the information. I will contact you soon.
- Travel agent: You are welcome! You can call or send an e-mail to us. Thank you!

16a. Listen to the monologue and complete the summary below. Write **ONLY ONE WORD** in the blanks.

Dreams come true

Walt Disney World Resort in Florida is one of the most popular vacation destinations in the world. Founded by Walt and Roy Disney in 1971, the resort consists of 4 theme parks, 2 water parks, 27 themed resort hotels, 4 golf courses, and a large shopping-dining complex. The theme parks are: Magic Kingdom, EPCOT Centre, Disney's Hollywood Studios, and Disney's Animal Kingdom. Visitors enjoy riding roller coasters, watching live shows, seeing their favourite fictional characters, and sampling foods from all over the world.

It is the most visited theme park in the world, receiving over 17.5 million visitors annually. The magic Kingdom is a place where storybook magic comes to life: elephants fly, teacups dance, and fantasy characters become real. Children and adults of all ages love walking through classic Disney scenes and meeting their favourite storybook characters. One of the children's favourite activities is visiting the Cinderella house, the central fairy tale castle in the park.

EPCOT Centre consists of two parts: Future World and World Showcase. Future World includes eight pavilions which contain exhibits dedicated to innovative aspects and applications of technology and science. The World Showcase is a type of permanent world's fair dedicated to 11 countries. Each country has its own pavilion that provides entertainment, cuisine, cultural heritage information, and souvenirs native to the featured country.

Guests of all ages can visit Disney's Hollywood Studios, dedicated to current and classic movies, theatre, music, and television. Visitors like riding the Slinky Dog Dash as it twists through

curves, hills, and drops or going on an interstellar romp in an alien swirling saucer. Children can give Frozen's Olaf a warm hug, play interactive games with the Green Army Patrol, or come face to face with their Toy Story pals like Woody or Buzz.

Disney's Animal Kingdom is the largest theme park in the world and was the fourth park to be built at the resort. Dedicated to the natural environment and animal conservation, the park features hundreds of species of wild animals. Visitors can ride in an open-air vehicle for a day or evening tour of the lush African savanna. They enjoy spotting elephants, giraffes, zebras, tarantulas, gorillas, and monkeys in the park.

20a. Listen to the dialogue about certain rules to follow when you travel abroad. Put a checkmark (✓) in the correct box.

TV commentator: Welcome to our programme "Future Travelers." My guest on today's programme is travel agent, Sarnai. People of all ages, young and old, will be traveling to other countries to study abroad or travel for business in the future. What should they know before traveling abroad?

Travel agent: First of all, all travelers need to read as much as possible before travelling to any country. I also advise travelers to learn some easy, local words such as "Hello, How are you doing?, and Thank you!" This shows you have an interest in their language or country. The locals will appreciate you, if you try to learn a little bit of their language.

TV commentator: That's definitely worth remembering!

Travel agent: Yes. Traditions or customs are not the same in all countries around the world.

TV commentator: What are the do's and don'ts in Asian countries?

Travel agent: Visitors are not allowed to chew gum in Singapore. Even stores in Singapore don't sell chewing gum because of health problems. In India, do not mention anything about items made out of cow leather because the cow is sacred in India. Indians don't eat beef and they don't use any items made out of cow leather. Another interesting thing worth knowing is that it is impolite to point with your finger at someone when visiting Mongolia or Nepal.

TV commentator: What about other countries such as the Middle East?

Travel agent: In the Middle East, you should dress respectfully. Before entering Muslim mosques, you should take off your shoes. Visitors are not allowed to wear shorts or jeans in mosques because it is disrespectful. Travel agents advise wearing long pants and long-sleeved shirts in Muslim countries such as Iran or Saudi Arabia.

TV commentator: Good point! How about any particular rules for travelers in America?

Travel agent: One common custom in America is to extend your right hand to shake hands with another person at a first greeting. Close family members and friends hug each other. Kissing people however, is only done by relatives, lovers, and friends. Personal space is important for Americans; they usually talk to each other from a distance of about 1 meter.

TV commentator: Ms. Sarnai, thanks a lot for all of your information! I know your advice will be very helpful to these future travelers. I wish you all the best!

UNIT 5. CHECK YOUR PROGRESS

1a. Listen to the monologue and complete the missing words.

TOKYO DISNEYLAND

Could you imagine seeing the kingdom of animals, riding Dumbo the Flying Elephant and watching the characters of popular cartoons and movies? Tokyo Disneyland is the place where your dreams will come true.

Tokyo Disneyland was opened in 1983 as the first Disneyland theme park outside of the United States. Tokyo Disneyland is the third-most visited theme park in the world. Covering a large area, the park receives over 16.6 million visitors annually. Tokyo Disneyland consists of theme parks called the World Bazaar, Adventureland, Westernland, Fantasyland and Tomorrowland.

The World Bazaar is a covered shopping arcade lined by shops and restaurants. The area is designed like an early 20th century American town and serves as the park's main shopping area.

Adventureland was designed to reflect the remote jungles in Africa, Asia, South America, and the South Pacific. Visitors enjoy joining a jungle cruise, riding the Western River Railroad and sailing with the Pirates of the Caribbean.

Westernland is unique, containing the Rivers of America and an artificial lake surrounded by Tom Sawyer Island, which can be reached by rafts. The island contains caves related to characters from the novel "The Adventures of Tom Sawyer." Visitors like riding the rollercoaster Big Thunder Mountain at Disneyland.

Tomorrowland explores outer space and future technologies. Young adults and roller coaster fans love riding Space Mountain and Star Tours.

UNIT 6. LANGUAGE IN MIND

5. Listen to two students talking about the news on a TV programme. Then read each question and choose the correct answers.

Gerlee: You're late!

Tulga: I am sorry, Gerlee. I have just finished watching an interesting programme on TV.

Gerlee: Well, what was it?

Tulga: Can you believe that 42 languages are spoken in the playground?

Gerlee: 42 languages? In the playground? I can't believe you got the right information.

Tulga: No, honestly. It's Byron Court School in North-West London and it has 600 pupils. They are from different countries such as Iraq, Somalia, India, Romania and Slovakia. Many are children of immigrants and refugees.

Gerlee: Oh, it might be difficult for these children to learn English.

Tulga: Actually no, the head teacher of the school says they begin to learn English at nursery school and she tries to celebrate all the different cultures throughout the year.

- Gerlee: Sounds interesting! I wish I were in the school. If I were there, then I could have more chances to learn many foreign languages while studying English.
- Tulga: That might be. But, what if you didn't have any time to speak in Mongolian?
- Gerlee: Yeah, you're right. It's a question to think about, isn't it?
- Tulga: Of course, it is. Ok, shall we go now?
- Gerlee: Sure, let's get a move on!

7. Listen and repeat the words in the first column. Then match the words (1-6) with their synonyms (a-f).

- | | | |
|-------------|----------------------|----------------|
| 1. a scribe | 2. an inscription | 3. a dignitary |
| 4. a seal | 5. an interpretation | 6. a fathom |

14a. Read and listen to the story, following the punctuation rules in the box.

THE ROAD TO PARIS – 1775

It was the best of times, it was the worst of times. It was the season of light, it was the season of darkness. It was the spring of hope, it was the winter of sadness. It was the year one thousand seven hundred and seventy-five.

In France, there was a King and a Queen, and in England there was a King and a Queen. They believed that nothing would ever change. But in France things were bad, and getting worse. The people were poor, hungry and unhappy. The King made paper money and spent it, and the people had nothing to eat. Behind closed doors in the homes of the people, voices spoke in whispers against the King and his noblemen; they were only whispers; but they were the angry whispers of desperate people.

Late one November night, in that same year 1775, a coach going from London to Dover stopped at the top of a long hill. The horses were tired, but as they rested, the driver heard another horse coming fast up the hill behind them. The rider stopped his horse beside the coach and shouted:

'I want a passenger, Mr Jarvis Lorry,' from Tellson's Bank in London.'

'I am Mr Jarvis Lorry,' said one of the passengers, putting his head out of the window. 'What do you want?'

'It's me! Jerry, Jerry Cruncher, from Tellson's Bank, sir,' cried the man on the horse.

'What's the matter, Jerry?' called Mr Lorry.

'A message for you, Mr Lorry. You've got to wait at Dover for a young lady.'

'Very well, Jerry,' said Mr Lorry. 'Tell them my answer is - CAME BACK TO LIFE.'

It was a strange message, and a stranger answer. No one in the coach understood what they meant.

UNIT 6. CHECK YOUR PROGRESS

1. You will hear two students talking about official languages in various countries, during their social science class. For each question, put a checkmark (✓) in the correct box.

- S2: By the way, do you know which country has the most number of official languages?
- S1: I have no idea. Maybe a country with the highest number of people would have the most number of official languages.
- S2: Well, I'll give you a choice. Are you ready?
- S1: Go ahead.
- S2: a. Nigeria
b. India
c. South Africa
- S1: I'd say India.
- S2: You can change your mind because you'd be wrong.
- S1: Oh, no. Really?
- S2: It's the Republic of South Africa with 11 official languages.
- S1: Eleven? I wouldn't have guessed that at all.
- S2: Interestingly, India has 18 languages that are recognised by its constitution and can be considered as official; however, the difference is that each language is recognised as the official language of a certain area such as Kashmir, for example.
- S1: Ok, right. So, I was kind of right in a different way.
- S2: The overall official language is Hindi.
- S1: Well, fascinating! You're a genius.
- S2: It's just my hobby, you know.

6. Read and listen to the extract, using punctuation rules.

THE BOY WHO LIVED

Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr Dursley was the Director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and, in their opinion, there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mrs Dursley's sister, but they hadn't met for several years; in fact, Mrs Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as un-Dursleyish as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew

that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

When Mr and Mrs Dursley woke up on the dull, grey Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr Dursley hummed as he picked out his most boring tie for work and Mrs Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair. None of them noticed a large tawny owl flutter past the window...

MODULE 3. MOTHER NATURE AND WELLNESS UNIT 7. NATURE CONSERVATION

2. Listen to the recording about the benefits of being in nature and planting trees, then complete the sentences.

1. Exposure to plants and parks *boosts* immunity.
2. Being in nature *restores* mental energy.
3. Being in nature *inspires* creativity.
4. Nature helps *reduce* stress levels.
5. Trees *create* oxygen.
6. Trees *absorb* carbon dioxide.
7. Trees *provide* a habitat for wildlife.
8. Trees *shield* people from ultra-violet rays.

25a. Listen to the recording about Eco-boy and complete the table below.

Buyankhishig is a ninth grade student at school No. 117 in Ulaanbaatar, Mongolia. His family lives near the Selbe River which flows through the capital city. The river is very important to providing a healthy living environment for the citizens of Ulaanbaatar. His family is concerned about the conservation of the Selbe river because it has become very polluted. Population density, lack of strict laws, soil pollution, and construction in the area are the main causes that pollute the Selbe river. He decided to make his own contribution to protect and restore the Selbe River as a young active member of society.

Buyankhishig has been cleaning the banks of the Selbe river for many years. His parents have taught him to protect the Selbe by picking up the trash that has been left by other people. In the summer, he spends the entire day walking up and down the banks of the river, dragging his sack of heavy trash, and picking up the trash in the river while wearing rubber boots. It's a lot for his little body, but he never gives up! He is a good role model for Mongolian children because he puts a lot of effort into protecting and restoring the river. He thinks that if the banks of the Selbe are clean and its water is clear, other people might care for it too. He wants parents to teach their children how to conserve nature and make the river water clean.

Buyankhishig has a dream of establishing a children's playground along the Selbe River in the Chingeltei district. In 2014, the Ministry of Environment, Green Development, and Tourism supported his idea to establish a children's playground along the Selbe river. As a result, a small playground has been built on a 336 square mile area of the river. In 2014, he planted trees such as elm, willow, maple, and lilac with his father and cousin around the playground. Additionally, facilities such as chairs, a shed, a swing, trash bins, and boards had been installed. It is important for him to keep the Selbe river and the playground clean because it has become one of the places for children to spend their free time.

He was chosen as the "Outstanding Mongolian Child of 2014" by Prime Minister Ch. Saikhanbileg, for demonstrating a promising future in leadership and organizing a goodwill project. A total of 33 children applied for the awards and 9 were selected by the National Council for Children, headed by the former Prime Minister Ch. Saikhanbileg. For his tireless efforts to clean the Selbe River, Buyankhishig was named "Eco Child."

UNIT 7. CHECK YOUR PROGRESS

1a. Listen to the recording and complete the sentences.

- Reducing water use 1) *protects* our drinking water resources.
- It 2) *helps* us 3) *fight* against future drought.
- Saving water 4) *saves* money.
- Reducing water use 5) *conserves* energy, reducing pollution.

1c. Listen to the short dialogue between two students and fill in the blanks.

- Bolor: Have you ever heard of the boy called Buyankhishig?
- Anand: He is a school boy who takes care of the Selbe River in Ulaanbaatar.
- Bolor: Why did he decide to clean the Selbe river?
- Anand: The river is very important for ecological balance and to provide a healthy living environment for the citizens of Ulaanbaatar. In the 1950s, people caught taiman from the Selbe and, as recently as 10 years ago, it used to overflow its banks. However, currently, when there is not much rain, some parts of the river actually dry up. Ecologically, the river became polluted due to population density, rapid climate change, soil pollution, and construction in the area.
- Bolor: I never heard that there were taiman in the Selbe River and that it overflowed its banks. Now, water level of the Selbe River is decreased to a greater extent. Buyankhishig is doing a great job to conserve this river.
- Anand: Yes. He is a good role model for Mongolian children.
- Bolor: I want to form my environmental group "Eco-friendly students" because I want to make Ulaanbaatar a cleaner city. We should recycle rubbish, clean parks and rivers.
- Anand: It is a wonderful idea. May I join in your group?
- Bolor: Sure. I will be very happy if you help me and support me.
- Anand: Yes. We can do simple things to keep Ulaanbaatar clean.
- Bolor: Thanks a lot for your concern!

UNIT 8. HEALTHY LIFESTYLE

8. Read and listen to the speech. Put the following arguments in the correct order.

GOOD MORNING, EVERYONE

My name is Maria Anjou, and I am here today to present my argument on whether there should be more time in school spent on sport and physical exercise. Presently, we only have one hour a week. I strongly believe we should have more time, and here are my reasons why.

Firstly, research has shown that sport and exercise are very important in keeping children healthy. If children do too little exercise, they are much more likely to sit around watching television, playing on their computer and eating junk food. This can cause them to lack energy and put on weight. If we had one hour of exercise every day instead of once a week, think what a difference this would make!

Secondly, a regular exercise slot every day at school would help children get into the habit of continuing some form of exercise at home. If this happened, they would be less likely to play on computers and watch television all day eating junk food.

Thirdly, exercise and sport help you learn. Scientists say that even 30 minutes of exercise a day is enough to have a positive effect. Exercise pumps more blood to your brain, making it more alert. More oxygen means healthier brain cells. There is no doubt that regular exercise makes you smarter.

To conclude, one hour of sport and exercise a week is simply not enough. More time is needed because this will make the children of our school healthier and more effective as learners. Which school could not want that?

14a. Read and listen to part of a lecture from a Biology class. What is the teacher talking about?

We are a combination of what we eat, do and think. Our brain has two sides: left-hand and right-hand. Both sides of the brain are linked by the corpus callosum. This is a highly complex switching system with 300 million active neurons.

In general, the left-hand side of your brain plays a major part in processing logic, words, mathematics, and sequence – the so-called academic parts of learning. The right-hand side of the brain deals with rhythm, rhyme, music, pictures and day-dreaming – the so-called creative activities.

Like any other complex machinery, your brain needs energy. Well, you might ask where does it get energy? Basically, it gets that from the food you eat. If you're an adult, your brain makes up only about 2% of your total weight. But it uses about 20% of the energy you develop. In other words, if you feed it with a low-energy diet, it won't perform well. But, if you feed it with a high-energy diet, your personal computer will work smoothly and efficiently. So that's what I want to talk about today – the energy of the brain. For energy, the brain needs plenty of glucose. That's why fresh fruit and vegetables are so essential. They're rich in glucose. Knowing the correct "brain food" to fuel your brain is one of the first steps to better learning.

Another source of that brain-electricity is good food combined with oxygen. Obviously, you get oxygen through breathing. That's why deep breathing is highly recommended before and during study to oxygenate your blood. And that's why exercise is not only good for your body, it's good for your brain. It enriches your blood with oxygen.

You are also greatly influenced by your emotions and what you think. Positive and negative thoughts can also cause major changes in the way your brain processes, stores and retrieves information: changes, in fact, to your learning ability.

21a. Listen to the radio programme and match the words to their definitions.

21b. Listen to the radio programme again and complete the summary below. Write **ONLY ONE WORD**.

Tim: Hello, Welcome to our programme 'Teen's Talk.' I'm Tim.

Susan: I'm Susan. 'Social Media', as the name implies, it connects us to each other, helps us become more social. But according to a recent story in 'The Atlantic' magazine, greater use of smartphones means a far greater sense of isolation for many teenagers. Do you agree, Tim? Are you a phubber?

Tim: Phubber? Could you say it again?

Susan: P-H-U-B-B-E-R. It means a person who ignores the real people around them because they are concentrating on their phones.

Tim: Mmm, I'm not sure. I don't think so. I have just heard about people being addicted to drugs or alcohol, but you can be addicted to other things too, like mobile phones.

Susan: Well, Jean Twenge is a psychologist who has written that smartphones have probably led to an increase in mental health problems for teenagers - especially, isolation.

Susan: She thinks everybody's had that experience of reading their news feed too much, compulsively checking their phone. If you do something compulsively you can't really control it - it's a feature of being addicted to something, you feel you have to do it again and again. If you're waiting for a text or getting really into social media, you can't realise how much time you have spent.

It also has caused problems of social isolation for teenagers. According to the survey, teenagers now spend less time in the company of their friends, they date less, and get less sleep than earlier generations.

And with this growing isolation comes a rise in cyber-bullying, feelings of being left out and higher rates of depression.

But, some tech companies, though, are now looking at building in timers to apps which will warn us when we have spent too long online. It might mean that people look at social media less frequently and that they do what it really should be used for, which is to keep in touch with people but then put it away and go see some of those people in person or give them a phone call.

Tim: Yes, she said we should be using it for keeping in touch with people - which means contacting people, communicating with them and also encouraging us to do that communication in person. If you do something in person then you physically do it - you go somewhere yourself or see someone yourself, you don't do it online or through your smartphone.

Susan: So, does she think it's a good idea?

Tim: Well, she doesn't say so directly, but we can guess from her answer that she does.

Susan: Other research shows that a growing number of young people are suffering from FOMO.

Tim: FOMO? Is it a new word again?

Susan: It means Fear of Missing Out. Let's talk about it after the break. (music)

UNIT 8. CHECK YOUR PROGRESS

1b. Listen to the radio programme, then choose the correct letter, A, B, or C.

Susan: Welcome to 'Teen's Talk' programme. Are you ready Tim?

Tim: Of course. So, let's start by explaining FOMO, which we mentioned during our previous programme, Susan?

Susan: Well, before I explain FOMO, I need to raise another problem that is facing teenagers today. Everybody knows how important it is for teenagers to get a good night's sleep every night. You aren't able to do your best and keep up with all of your responsibilities unless you sleep well. I'm sure you already know that you should go to bed at a reasonable hour.

Tim: Certainly, most experts agree that the optimum number of hours is eight, and this has been accepted as common sense for as long as I can remember.

Susan: Exactly, I read an interesting article in a teachers' magazine recently. They did a study of 848 students in Wales. Worryingly, the results showed that teenagers are facing a new problem. They may go to bed and get up at appropriate times but a growing number are waking up in the middle of the night, not to use the bathroom or have a snack but because of a new phenomenon: FOMO – fear of missing out!

Tim: Sounds interesting! Could you go on?

Susan: According to the article, schoolchildren are suffering because of a growing trend to wake up during the night to check social media. Afraid of missing a comment or an opportunity to take part in a chat, teenagers are waking at all times of the night, going online and getting involved.

Tim: Do they have any facts? Are there any statistics?

Susan: Of course, there are. Experts are worried about this growing trend and the report reveals some worrying statistics that I'd like to share with you:

- 23% of 12 to 15-year-olds wake up nearly every night to use social media. Another 15% wake up at night once a week for the same reason.
- One in three students are constantly tired at school, and unable to function to their full capacity.
- Students who use social media during the night are more likely to suffer from depression and anxiety.

Tim: Oh no. That's too much risk. I'd like to ask teenagers to be responsible when it comes to social media. Be brave! Switch off your devices at night.

Susan: The world won't end and your social media will be waiting to greet you in the morning! I give you my word that you won't have missed anything important. That brings us to the end of today's programme. Bye for now.

Tim: Bye!

MODULE 4. GATEWAY TO SUCCESS
UNIT 9. TECHNOLOGY TODAY

4. Listen to the conversation and fill in the blanks.

Anand: Hi, Tanan. How are you? Good to see you here in the library.

Tanan: Hi, Anand. I am OK, thanks. Happy to see you here too. Are you going to study?

Anand: Yes, I am. My computer crashed and I am going to use the (1) *internet* here. I need to finish my e-project on ICT before the deadline.

Tanan: Which e-project are you working on?

Anand: I chose the topic “drones” and I have to find more information on them.

Tanan: Wow. I have seen a drone in the sky, but I am not sure what it is for or how it is used.

Anand: Me too. That is why I decided to learn more about drones and their use when our ICT teacher gave us e-projects on technological advances.

Tanan: Please tell me more about drones.

Anand: Sure. Drones are pilotless aircrafts. They are also called (2) *Unmanned Aerial Vehicle* (UAVs). They’ve been used for many things from smuggling drugs, detecting water leaks and (3) *surveillance*. They are bringing us benefits ranging from delivering parcels to saving lives. They have the ability to be a game changer in both domestic use and in (4) *military* use. For example, drones were used to inspect the inside of the damaged Fukushima nuclear power station in Japan. Also UNICEF and the Malawian government are testing drones for carrying medical supplies. This could help save lives in remote places.

Tanan: Sounds amazing. But are they safe and are they necessary? I’ve heard about them being a (5) *hazard* to aircraft because they’ve been flown close to airports.

Anand: You are right. They have other drawbacks too. They invade people’s privacy when they are flown over people’s property to take photos and shoot aerial videos.

Tanan: Oh, that is worrying.

Anand: But they’re not all bad. Drones can do many useful things.

Tanan: That is true. Now I see we could use drones in many dangerous situations if we had them.

Anand: Absolutely right. If I had a drone, I would film great videos of the Mongolian countryside with them.

20a. Listen to the conversation about Khan Academy. Choose the subjects mentioned in the conversation.

- Bayanaa: Hey, I have news. Today one teacher from Khan Academy visited our class and made a presentation about the organization.
- Nandia: Khan Academy? I've heard about it before. I want to know more about it.
- Bayanaa: Yes, me too. Our classmates asked many questions.
- Nandia: What questions did your classmates ask?
- Bayanaa: I'll remember. They asked what Khan Academy was and how many students had been signed up in its website. And they asked "What subjects does the Khan Academy offer?" etc ... so many questions.
- Nandia: If I were there, I would ask dozens of questions. Could you answer my questions now? What subjects does the Khan Academy offer?
- Bayanaa: It offers many subjects, namely, Math that includes early Math, Algebra 1 and 2, Calculus, Geometry etc. Also students can study Math by grades from kindergarten to high school grades. We are studying at 12 grade. Our classmates can improve math skills through the Khan Academy.
- Nandia: Sounds cool. I'm not so good at Math. I'll try it.
- Bayanaa: Students can study the science subjects such as Physics, Chemistry, Biology etc. Even you may choose high school biology if you want to pass the biology exam as the national entrance examination.
- Nandia: Wow, everything is in the Khan Academy. I have a younger brother. What can he do in the Academy?
- Bayanaa: He can study many things. The teacher said that Khan Academy Kids was an education programme for children ages two to five, that was available in AppStore and Amazon AppStore.
- Nandia: Is it free?
- Bayanaa: Yes. Khan Academy Kids is 100% free. It offers thousands of original activities, books, videos and lessons. As well as, the teacher told us that Khan Academy Kids combined subjects like math and reading with creative activities like drawing and storytelling.
- Nandia: Wow. It sounds so creative. I'll help my younger brother to try it.
- Bayanaa: Sure. Please help him. Good luck!

UNIT 9. CHECK YOUR PROGRESS

1a. Listen to a presentation made by Tulgaa who studies at 12th grade. Choose the correct answers.

- Tulgaa:
Good afternoon everyone. The main focus of this presentation is about TEDxTeen and its one participant.

First of all, I'm going to talk about what TEDxTeen is. TEDxTeen is an event in which teenagers gather to make a presentation about any issues and ideas. We can listen to many teenagers' talks and presentations. It's website is www.tedxteen.com. Visiting the website, you can learn more about the programme.

Next I'd like to talk about Natalie Hampton who was one of the speakers in 2017 TEDxTeen. She is 17 years old and a Los Angeles high school junior. Also, she is an anti-bullying activist, app developer and the CEO of a non-profit called Sit With Us. The main thing is that she creates the "Sit With Us" mobile app, which serves as a free lunch planning tool for middle and high school kids so that no one has to eat lunch alone. Kids can use the app's features to coordinate lunches with their friends. Moreover, they can also volunteer to be Sit With Us Ambassadors for their schools and post open lunch events on campus so that anyone looking for a table to join can find one.

Added to this, Natalie has spoken at conferences such as "Girls Can Do" in Washington D.C. and spreads her message to schools by visiting in person or via Skype. Recently, she was an invited speaker at the Harvard Graduate School of Education, as well as Say No Bullying's annual festival.

In conclusion, Natalie Hampton is the best model of today's teenagers who has innovative ideas and who is able to help kids and improve the situation around her. She can show to the world people that our generation is the light. Thank you for your attention.

UNIT 10. SPORTS AND ENTERTAINMENT

7a. Listen to the biography about LeBron James and complete the table below. Write ONE to THREE WORDS in the blanks, including the new vocabulary in the Glossary.

The Greatest Basketball Player of All Time

LeBron James was born in Ohio, USA on the 30th of December, 1984. He is an American professional basketball player who became very famous at a young age. He plays for the Los Angeles Lakers and is known by the name "King James" among young sports fans around the world.

His mother, Gloria James, gave birth to him when she was 16 years old. She raised him alone and, to overcome the hardships of life, she worked as hard as she could. Basketball coach Frankie Walker asked James to stay with his family because his living conditions had worsened. James lived with the Walkers on weekdays from the fourth through sixth grades and stayed with his mother during the weekends. Frankie Walker taught him how to play basketball when he was 9 years old.

After completing high school in Akron, Ohio, James joined the National Basketball Association (NBA). He began his basketball career when he was selected by the Cleveland Cavaliers in 2003. He played for the Cavaliers until 2010 and then for the Miami Heat in Florida from 2010-2014. He rejoined the Cavaliers in 2014. James always works as hard as he can.

He received numerous awards for his outstanding achievements such as two NBA championships, four NBA Most Valuable Player Awards, and two Olympic gold medals. Many people consider James to be the face of the NBA. *Forbes*, an American business magazine, named James the Most Powerful Athlete in the world in 2014. He is an influential person who makes decisions as fast as possible. He is confident, modest and hardworking, as well as a team player with excellent leadership skills. In 2015, James was elected as the first Vice President of the National Basketball Players Association. In 2017, *Time*, an American news magazine, proclaimed him to be one of the 100 most influential people in the world.

James helps single-parent families as much as possible. He supports non-profit organizations which offer after-school programmes for the children of low-income households in America. He founded the LeBron James Family Foundation in Akron in 2004. Since 2015, James has been working with the University of Akron to provide scholarships for children from the city's single-parent families. In 2017, he received the J.Walter Kennedy Citizenship Award from the NBA for his charity work. In 2018, a public elementary school opened with the support of the LeBron James Family Foundation.

20. Listen to the interview with Christopher Nolan. Complete the sentences with the correct option (a, b or c).

- Reporter: Today's guest is a wonderful film director, a screenwriter and a producer Christopher Nolan, whose nine films garnered a total of 26 Oscar nominations and several awards.
- Audience: (clapping hands)
- Christopher Nolan: Thank you!
- Reporter: Well, how amazing it is that almost all of your films attract a large audience. Could you share with us the story of how you started making film?
- Christopher Nolan: I started making films when I was a kid, when I was, I think, seven years old, making films using my Dad's Super-8 camera and little action figures, doing stop-motion films, a little bit of animation, and a certain amount of live action, and just carried on making films as I grew up. And over the years they got bigger, hopefully better, and more elaborate. And there never was a period in my life where I completely stopped doing it. So, I was always moving up, eventually from Super-8 to 16mm films.
- Reporter: Who taught you how to make film? I heard that you have never been to film school.
- Christopher Nolan: Yes, I'm a self-taught filmmaker, I never went to film school, I never studied filmmaking in any way.
- Reporter: It's incredible that you found yourself at a very early age. What is the secret?
- Christopher Nolan: I'm a big believer in being sincere about your passion for something. I grew up loving Hollywood blockbusters, and for me it's really a process of trying to recreate that magic.
- Reporter: Do you ever come up with ideas, when you're writing a script, that scare even you in terms of not being able to achieve it?
- Christopher Nolan: Yeah, I mean really that's the challenge. It is most important to just throw yourself into putting everything into the project you're working on. As a writer, I try and take my director's hat off and not be afraid and just say I want to write the most exciting thing, the most unexpected thing I can think of for the story. And then I pick up the script again, put the director's hat back on, and go when you know you're in a good place, because every film you want to be challenging yourself, you want to do something different.

- Reporter: What inspires you?
- Christopher Nolan: More and more, real life inspires me, but what inspired me to begin with, was just what some of you here are; I was - just a huge film fan.
- Audience: (clapping hands)
- Reporter: Thank you so much for coming for the interview. Good luck on your next feature that might be an Oscar - winning masterpiece.
- Audience: (clapping hands)
- Christopher Nolan: Thank you !

UNIT 10. CHECK YOUR PROGRESS

1a. Listen to the TV programme "Sports Fans" and complete the table below.

- TV commentator: Welcome to our programme on "Sports Fans." Today's guest is Mandakhnaran, a secretary of the Paralympics Committee of Mongolia.
- Mandakhnaran: Thank you for inviting me to participate in your programme!
- TV commentator: Please tell our audience about the Paralympic Games.
- Mandakhnaran: The Paralympic Games are a major international sports event for people with physical disabilities. Winter and Summer Paralympic Games **take place** shortly after the Olympic Games. The goals of the Paralympics Games are to help athletes with disabilities achieve success and increase the world's respect and admiration for them. In total, 4,342 athletes from 159 countries participated in the 2016 Paralympic Games held in Rio de Janeiro. The Mongolian Paralympic Committee sends its athletes to the Paralympic Games every four years and supports them as much as possible.
- TV commentator: Ok. Thanks! Could you tell us about the achievements of Mongolian Paralympic athletes?
- Mandakhnaran: Professional archer, Baatarjav received the first-ever gold medal at the 2008 Paralympic Games, held in Beijing. At the 2016 Paralympic Games held in Rio de Janeiro, the weightlifter Sodnompiljee won a bronze medal for powerlifting and horizontal pressing, and the athlete Uugankhuu won a bronze medal for judo wrestling. State Honoured athlete Sodnompiljee also **took part** in the 2018 World Paralympic Power lifting Asia-Oceania Open Championships and became the Asian Champion in the men's 107kg weight class by lifting 239 kg. He set a new record with his achievement. This exemplifies that Paralympic athletes work as hard as they can.
- TV commentator: Mongolians are very proud of them. They achieved great successes in the Paralympic Games.
- Mandakhnaran: Yes. They are our pride.

- TV commentator: Are the Special Olympics Games different from the Paralympic Games?
- Mandakhnaran: Special Olympics are for children and adults who have intellectual disabilities. Special Olympics World Games takes place every two years. More than 3000 athletes from 107 countries participated in the 2017 Special Olympics Winter Games in 10 sports categories. The Mongolian Special Olympics Committee also provides support and guidance for its athletes as much as they can.
- TV commentator: How many Mongolian athletes participated in the 2017 Austria Special Olympics Winter Games?
- Mandakhnaran: 14 Mongolian athletes competed in three categories: floor ball; cross country skiing; and snowshoeing. The Mongolian team received 2 gold, 4 silver, and 2 bronze medals from the 2017 Special Olympics Winter Games held in Austria.
- TV commentator: Wow! What is the main source of their achievements?
- Mandakhnaran: As a result of hard work, continuous training, and endurance, they achieved success.
- TV commentator: On behalf of our audience, we would like to congratulate them on their great accomplishments. Mr. Mandakhnaran, thank you very much for participating in today's programme!
- Mandakhnaran: Thank you very much!